

Profile and Plan Essentials

LEA Type		AUN
Northeast Bradford School District		117083004
Address 1		
526 Panther Lane		
Address 2		
City	State	Zip Code
Rome	PA	18837
Chief School Administrator		Chief School Administrator Email
Matthew Holmes		mholmes@nebpanthers.com
Single Point of Contact Name		
Matthew Holmes		
Single Point of Contact Email		
mholmes@nebpanthers.com		
Single Point of Contact Phone Number		
570-744-2521		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew A. Holmes	Superintendent	District	mholmes@nebpanthers.com
Amy Brown	Administrator	High School	abrown@nebpanthers.com
Nicole LaBarre	Administrator	Elementary	nlabarre@nebpanthers.com
Colleen Cobb	Director of Student Support Services	District	ccobb@nebpanthers.com
Peggy Hughes	Board Member	School Board	phughes@nebpanthers.com
Cornelia Coolbaugh	Parent	Community	ccool55@gmail.com
Autumn Benjamin	Parent	Community	autumnbenjamin@yahoo.com
Larry Otis	Staff Member	Jr./Sr. High	lotis@nebpanthers.com
Sondra Morris	Staff Member	Jr./Sr. High	smorris@nebpanthers.com
Lydia Werner	Staff Member	Elementary/High School	lwerner@nebpanthers.com
Makayah Lelijedal	Staff Member	Elementary	mlelijedal@neboanthers.com
Jeanette Davis	Staff Member	Elementary	jdavis@nebpanthers.com
Scott Hakes	Staff Member	Jr./Sr. High	shakes@nebpanthers.com
Michala Forrest	Staff Member	Jr./Sr. High	mforrest@nebpanthers.com
Micah Russell	Staff Member	Jr./Sr. High	mrussell@nebpanthers.com

LEA Profile

The Northeast Bradford School District is a small rural school in Bradford County. We have an enrollment of approximately 640 students in grades K-12. The School is the Community Hub where school and other public activities are well attended. These activities include the regular school based activities along with events with community partners.

The District is the largest employer within its borders. We currently employ 111 staff members to ensure a high quality education for all our students.

The strength of our school district lies in the communities that surround us and the people in them.

Being a rural school district, with little industry, we have many barriers to overcome in order for our students to achieve.

We have higher levels of poverty in our districts compared to some of the surrounding communities. We are CEP eligible in the elementary and take advantage of the free breakfast initiatives K-12 from the state. We also rent space to a local daycare in the elementary and we house two Head Start classrooms.

The district educates students through both regular education and special education. Currently approximately 20% of our students are receiving some sort of services through our student support offices. This includes traditional special education, speech only, and Section 504.

Mission and Vision

Mission

Our Mission is to create a learning environment conducive to growing thinkers, fueled by a tenacious spirit of innovation in pursuit of community minded solutions to global issues.

Vision

Spark Curiosity, Ignite Passion, Unleash Genius

Educational Values

Students

Students are required to come to school each day with a positive attitude towards learning and need to be willing to take ownership of their learning. They need to have an open mind and be willing and able to start fresh each day.

Staff

All Staff members are to be the example of lifelong learners ready to engage students in the learning process. We all have our roles and we all make a difference in the lives of our students. Staff need to come to work each day with an open mind dedicating to meeting the diverse needs of the students.

Administration

Administration's role is to seek out and understand the needs of all staff and students. Through this understanding, administration will create realistic expectations of staff and students while providing the support both groups need.

Parents

Parents are required to be supportive of the school's Mission and Vision as well as to be our partners in the learning process. As partners, parents will work with their students, the staff, and administration to help ensure a high quality education.

Community

The community that surrounds our school is to be supportive of the schools initiatives as well as remain engaged in its ongoing evolution. They will engage with administration as stakeholders and continue to help provide unique opportunities for our students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness K-12	College and career readiness numbers look good for both schools in the district. This shows that we are working towards meeting the college and career needs of all involved.
Growth in most areas	Most areas represented on the future ready data showed growth. Growth is a metric the district uses to help ensure all students are learning.

Challenges

Indicator	Comments/Notable Observations
State Assessment Data	Overall, the state assessment data is lower than expected.
Attendance Data	Attendance rates are lower than the district standard.

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

Strengths

Indicator Exam Participation Grade Level(s) and/or Student Group(s) Elementary, all sub-groups	Comments/Notable Observations The district has a high level of participation on examinations by all sub-groups.
Indicator Exam Participation Grade Level(s) and/or Student Group(s) Secondary, all sub-groups	Comments/Notable Observations The district has high levels of participation on examinations in the secondary level by all sub-groups.
Indicator IEP Graduation Grade Level(s) and/or Student Group(s) Secondary	Comments/Notable Observations The district continues to maintain high graduation rates amongst students who are identified with an IEP or 504.

Challenges

Indicator Stagnant achievement/growth for IEP students Grade Level(s) and/or Student Group(s) IEP students, elementary	Comments/Notable Observations Both growth and achievement numbers on state testing are lower for IEP students.
Indicator	Comments/Notable Observations

Stagnant achievement for IEP students Grade Level(s) and/or Student Group(s) Secondary, IEP students	Both growth and achievement numbers on state testing are lower for IEP students.
Indicator Lower growth and achievement for economically disadvantaged Grade Level(s) and/or Student Group(s) Secondary, Economically Disadvantages	Comments/Notable Observations Numbers for this sub-group are lower than district expectations. Though there are many factors, this is an area of need for the district.
Indicator Lower growth and achievement for economically disadvantaged Grade Level(s) and/or Student Group(s) Elementary, Economically Disadvantaged	Comments/Notable Observations Numbers for this sub-group are lower than district expectations. Though there are many factors, this is an area of need for the district.

Summary

Strengths

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

Career Ready Data
General overall growth trends most years

Challenges

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

Attendance rates K-6 and 7-12
Test scores for Identified students

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience/Dibels	Students in the elementary are meeting their overall benchmarks on Acadience/Dibels.
IXL	IXL is being used in elementary and the secondary levels. This information is being used to make educational decisions by teachers and administrators.
IRLA	This is a new formative assessment being utilized in the elementary as part of a k-6 ELA alignment.

English Language Arts Summary

Strengths

Using multiple formative assessment measures in ELA.
Meeting the standards in lower grades with Acadience data.
Providing tiered intervention in the elementary as needed.

Challenges

Using formative assessments with fidelity.
Tying IXL in with approved K-8 curricular standards

Mathematics

Data	Comments/Notable Observations
Alex	6th, 7th and 8th grade using Alex through eveal math for formative and summative assessment measures.
IXL	IXL is used throughout many grades 2-12 for student progress tracking.
PLC Meetings	The district has been engaged in various PLC meetings discussing an aligned curriculum K-8+.

Mathematics Summary

Strengths

Use of data to drive decisions in most classes.
Teacher and administration commitment to reviewing data.

Challenges

Using data sources with fidelity.
Need for aligned K-8+ math curriculum.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
4th Assessment Data	Students in the district always score high on the fourth grade assessment data.
Staff training on new standards	The district is sending staff to be trained on the implementation of the new science standards.
Secondary Science Options	The district has a wide range of options, including and in-house CTE for students to participate in the sciences and meet the standards.

Science, Technology, and Engineering Education Summary

Strengths

In-house CTE offerings.
Robust courses 7-12.

Challenges

More science integration K-6.
Science alignment between elementary and secondary.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures Elementary	Most students on track for college and career readiness standards.
Smart Futures High School	Many students on track for college and career readiness. Still finalizing catch-up from covid time missed but improving.
Career Coach	Students have access to a career coach once a week to help with meeting career standards.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Teacher Data Sheets	Teachers documentation shows that students are learning and working with
Nocti	4 students took the Nocti for the first time in the 2022-2023 school year.

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

Delaware Valley

Agreement Type

Dual Credit

Program/Course Area

Agriculture

Uploaded Files

Northeast Bradford County fully signed Articulation Agreement.pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Math, Science, Social Studies, English

Uploaded Files

Lackawanna Agreement.pdf

Lackawanna Agreement_2ca1820e.pdf

Partnering Institution

Commonwealth University

Agreement Type

Local Articulation

Program/Course Area

Multiple, General Studies

Uploaded Files

Commonwealth University.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.

Commitment to PLC meetings and alignment discussions all areas.

Use of multiple measures for formative and summative assessments.

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.

Alignment in Mathematics K-8+.

Using data to drive educational decisions at the class, school, and district level.

Science alignment to STEEL standards.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Testing	Students in this group showing gain.
State assessments	Students either not required to take certain assessments or N count to low to compare.

Students with Disabilities

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

Data	Comments/Notable Observations
IEP Goals	Students in general are meeting IEP goals and progressing through the program.
Graduation Data	Students with IEP's are meeting graduation requirements at similar rates of non-IEP students.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Assessment Data	Students in the group are scoring lower than the non-economically disadvantaged cohort.

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.

Students in all groups are graduating at similar rates.
The district has programs in place to support ELL students.
The district has programs in place to support IEP students.

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.

Lower assessment scores for IEP and economically disadvantaged students.
Insufficient data for ELL students.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district received its monitoring on our special education program at the end of the 2022-2023 school year. The district scored well with a few minor areas of improvement needed. These have been corrected as on 2/08/2024.
Title 1 Program	The district is an approved Title I school. We will continue to work to ensure equitable environments for all students.
K-12 Guidance Plan (339 Plan)	The district is finalizing the K-12 guidance plan for March submission.
Technology Plan	The district is working through its ever changing technology plan. We have gone almost completely 1-1 over the last two years.
English Language Development Programs	The district is building its ELL programs. We have two current staff members working to provide ELL services.

Strengths

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

Special Education Compliance.
Technology 1-1.
Finalizing K-12 guidance plan.

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.

Building ELL programs.
Funding for all programs.

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

Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
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	Emerging

Summary

Strengths

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

Supporting professional development.
Recruiting staff.

Monitoring supports.

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.

Aligned curriculum.

Partnering with community stakeholders.

Fostering a vision of high accountability.

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
Career Ready Data	True
General overall growth trends most years	False
Using multiple formative assessment measures in ELA.	False
Meeting the standards in lower grades with Acadiance data.	False
Providing tiered intervention in the elementary as needed.	True
Use of data to drive decisions in most classes.	False
Teacher and administration commitment to reviewing data.	True
In-house CTE offerings.	True
Robust courses 7-12.	False
Commitment to PLC meetings and alignment discussions all areas.	False
Use of multiple measures for formative and summative assessments.	False
Students in all groups are graduating at similar rates.	False
The district has programs in place to support ELL students.	False
The district has programs in place to support IEP students.	False
Special Education Compliance.	True
Technology 1-1.	False
Finalizing K-12 guidance plan.	False
Supporting professional development.	False
Recruiting staff.	False
Monitoring supports.	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
Attendance rates K-6 and 7-12	True
Test scores for Identified students	False

Using formative assessments with fidelity.	False
Tieing IXL in with approved K-8 curricular standards	False
Using data sources with fidelity.	False
Need for aligned K-8+ math curriculum.	False
More science integration K-6.	False
Science alignment between elementary and secondary.	False
Alignment in Mathematics K-8+.	True
Using data to drive educational decisions at the class, school, and district level.	False
Lower assessment scores for IEP and economically disadvantaged students.	True
Insufficient data for ELL students.	False
Building ELL programs.	False
Funding for all programs.	False
Aligned curriculum.	False
Partnering with community stakeholders.	False
Fostering a vision of high accountability.	False
Science alignment to STEEL standards.	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.

The stakeholders had great conversation on many of the identified areas. The topics chosen for the plan indicate careful thought and deliberate concern for the needs of the district.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance rates K-6 and 7-12	Discussion points on attendance concerns were mixed. The group hypothesizes that attendance rates are lower since Covid due to people being more willing to stay home. They also feel that they are lower because the district needs a stronger policy aligned to achievement.	True
Alignment in Mathematics K-8+.	The comprehensive planning group feels that teachers are doing their best but they are using varied resources K-5 in math that are not aligned with the current 6-8 program and needs.	True
Lower assessment scores for IEP and economically disadvantaged students.	The group stated that both the IEP and economically disadvantaged groups need further study to identify why there are gaps. The root cause could be linked to attendance, math alignment and science alignment.	True
Science alignment to STEEL standards.	The district is not currently aligned to the new STEEL science standards.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Ready Data	The group feels that the district is doing a great job with the artifacts and career ready standards. As students are more successful, they should have more buy-in to meet other standards.
Providing tiered intervention in the elementary as needed.	The tiered interventions are helping the elementary school assess and overcome gaps in the learning. This has been improving since Covid.
Teacher and administration commitment to reviewing data.	The district has increased its data usage in both buildings over the past few years. This allows for data driven conversations and data driven decision making.
In-house CTE offerings.	The students in the high school are able to attend an in house agriculture CTE program. This will help them with career readiness and give them another option for community within the school.
Special Education Compliance.	The district continues to score well in special education compliance. This helps ensure we are meeting the needs of all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district needs to review and update policy and procedures related to attendance K-12.
	The district needs to identify gaps in mathematics curricular alignment and support a corrective action.
	The district needs to align core curriculum in order to ensure solid tier I instruction as a guide for interventions.
	The district needs to identify and implement the STEEL standards.

Goal Setting

Priority: The district needs to review and update policy and procedures related to attendance K-12.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.		
Measurable Goal Nickname (35 Character Max)		
Policy review		
Target Year 1	Target Year 2	Target Year 3
Create the committee, Rview policy	Continue policy review, Make recommendations to the board for updates.	The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.

Priority: The district need to identify gaps in mathematic curricular alignment and support a corrective action.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8		
Measurable Goal Nickname (35 Character Max)		
Math Mapping		
Target Year 1	Target Year 2	Target Year 3
Map courses in edinsight, Data meetings for curricular alignment.	Recommendations to the board for resource acquisition.	Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8

Priority: The district needs to align core curriculum in order to ensure solid tier I instruction as a guide for interventions.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions		
Measurable Goal Nickname (35 Character Max)		
Exceptionalities		
Target Year 1	Target Year 2	Target Year 3
Identify tier 1 methods, Identify intervention data.	Created targeted interventions based off of tier I data.	The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions

Priority: The district needs to identify and implement the STEEL standards.

Outcome Category

STEM		
Measurable Goal Statement (Smart Goal)		
The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.		
Measurable Goal Nickname (35 Character Max)		
STEEL Standards		
Target Year 1	Target Year 2	Target Year 3
Continue to complete training on implementation of standards.	Provide professional development for all impacted staff on STEEL standards.	The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.

Action Plan

Measurable Goals

Policy review	Math Mapping
Exceptionalities	STEEL Standards

Action Plan For: Creation of stakeholder groups

Measurable Goals:
<ul style="list-style-type: none"> The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.

Action Step		Anticipated Start/Completion Date	
Create stakeholder group to discuss attendance data and policy.		2024-04-01	2024-04-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Access to LGI.	No	No
Action Step		Anticipated Start/Completion Date	
Attendance and policy data analysis		2024-04-29	2024-11-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Attendance data District policies	No	No
Action Step		Anticipated Start/Completion Date	
Recommendations to the Board of Education by the committee on policy changes		2024-12-01	2024-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Policy recommendation sheets for the board of education	No	Yes
Action Step		Anticipated Start/Completion Date	
Board discussion and action on policy changes.		2024-04-01	2024-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Policy Drafts	No	No
Action Step		Anticipated Start/Completion Date	
Policy review with all staff		2024-09-01	2025-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Updated board policy	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation of new policy to improve student attendance.	Monthly check-ins during the process by the superintendent. Stakeholder feedback survey at the completion of the update, sent by superintendent, one time, electronic.

Action Plan For: Curriculum Mapping and PLC

Measurable Goals:
<ul style="list-style-type: none"> Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8

Action Step		Anticipated Start/Completion Date	
Finish mapping Math k-12 in edinsight		2024-01-01	2024-05-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	Edinsight access.	Yes	No
Action Step		Anticipated Start/Completion Date	
PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations.		2024-08-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	Curriculum mapping data.	Yes	No
Action Step		Anticipated Start/Completion Date	
Presentation to Curriculum committee.		2025-01-01	12025-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	Recommendation sheets completed.	No	No
Action Step		Anticipated Start/Completion Date	
Board presentation/approval of new aligned math curriculum.		2025-03-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes- Superintendent	Curriculum recommendation.	No	No
Action Step		Anticipated Start/Completion Date	
Curriculum training/implementation		2025-08-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	Curriculum training materials.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Newly aligned mathematics curriculum k-8 with supports for 9-12 in place.	Superintendent will monitor the process on a monthly basis through check-ins with principals. Curriculum committee will monitor progress via updates at regularly scheduled meetings. Superintendent will evaluate and recommend updates once the PLC makes it recommendations. Building principals will monitor implementation of new curriculum throughout the implementation year.

Action Plan For: Targeted intervention groups.

Measurable Goals:
<ul style="list-style-type: none"> The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions

Action Step		Anticipated Start/Completion Date	
Finish mapping core curriculum district wide.		2023-08-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre-Principal	Edinsight access.	No	No
Action Step		Anticipated Start/Completion Date	
Special education teachers identify supports needed by identified students, discuss capabilities in PLCs.		0024-09-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Colleen Cobb- Director of Student Services	Data on tier I effectiveness.	No	No
Action Step		Anticipated Start/Completion Date	
Purchase/train on needed interventions for identified student.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Colleen Cobb- Director of Student Services	Training for selected interventions Time with special education and regular education teachers.	Yes	No
Action Step		Anticipated Start/Completion Date	
Apply interventions to identified students.		2025-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Colleen Cobb- Director of Student Services	Purchased interventions.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased tools for interventionists to use. Increased student achievement.	Fidelity checks by Colleen Cobb, monthly throughout the process. Student assessment scores, as available, Superintendent

Action Plan For: Curricular Alignment

Measurable Goals:
<ul style="list-style-type: none"> The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.

Action Step		Anticipated Start/Completion Date	
Send staff to IU training.		2023-08-01	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown, Principal	Time and coverage to send staff.	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide professional development in house for all staff linked to standards.		2024-08-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	Trainer Training Materials Inservice Time	Yes	No
Action Step		Anticipated Start/Completion Date	
Staff implementation of standards into their curricular framework.		2024-08-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown- Principal/ Dr. LaBarre- Principal	edinsight	No	No
Action Step		Anticipated Start/Completion Date	
Update curriculum committee on process.		2024-08-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes/Superintendent	Data from implementation.	No	No
Action Step		Anticipated Start/Completion Date	
Data analysis of implementation.		2025-08-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Holmes- Superintendent	Data from implementation	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Integrated steel standards, Higher achievement due to aligned curriculum.	Matthew Holmes, monthly throughout the process

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Creation of stakeholder groups	Policy review with all staff
Curriculum Mapping and PLC	Finish mapping Math k-12 in edinsight
Curriculum Mapping and PLC	PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations.
Curriculum Mapping and PLC	Curriculum training/implementation
Targeted intervention groups.	Purchase/train on needed interventions for identified student.
Curricular Alignment	Send staff to IU training.
Curricular Alignment	Provide professional development in house for all staff linked to standards.

Policy review

Action Step		
<ul style="list-style-type: none"> Policy review with all staff 		
Audience		
All staff		
Topics to be Included		
Pertinent policies around attendance		
Evidence of Learning		
Comply sign-off		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matthew Holmes- Superintendent	2025-01-30	2025-06-30

Learning Format

Type of Activities	Frequency
Other	One time in April
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Math Mapping

Action Step
<ul style="list-style-type: none"> Finish mapping Math k-12 in edinsight PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations.

<ul style="list-style-type: none"> Curriculum training/implementation 		
Audience		
K-12 Math teachers		
Topics to be Included		
Edinsight Usage, Standards alignment training, new program/course materials training.		
Evidence of Learning		
Evidence of learning will include: 1) Proper implementation of content maps in edinsight, 2) Effective PLC discussions and recommendations for Math curriculum and 3) Implementation of new curriculum with fidelity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Brown- High School Principal/ Dr. LaBarre- Elementary Principal	2023-08-01	2026-06-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Diverse Learners

Action Step		
<ul style="list-style-type: none"> Purchase/train on needed interventions for identified student. 		
Audience		
K-12 teachers/Interventionists		
Topics to be Included		
Training on new or current intervention programs.		
Evidence of Learning		
Use of intervention programs with fidelity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Colleen Cobb- Director of Student Services	2025-09-01	2026-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

STEEL Standards

Action Step		
<ul style="list-style-type: none"> • Send staff to IU training. • Provide professional development in house for all staff linked to standards. 		
Audience		
All science teachers.		
Topics to be Included		
Introduction to steel standards, crosswalks, curricular alignment.		
Evidence of Learning		
Knowledge of new standards, understanding where to find the standards, integration of standards into lessons.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Brown- HS Principal/ Dr. Labarre- ES Principal	2023-08-01	2026-06-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Creation of stakeholder groups	Recommendations to the Board of Education by the committee on policy changes

Attendance Policy

Action Step		
Audience		
School Board and All Stakeholders		
Topics to be Included		
Attendance Concerns, New attendance Policy		
Lead Person/Position	Anticipated Start	Anticipated Completion
Holmes/Superintendent	2024-04-01	2025-06-30

Communication

Type of Communication	Frequency
Presentation	Multiple board meetings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date