

Southern Columbia Area SD

Comprehensive Plan | 2022 - 2025

Profile and Plan Essentials

LEA Type		AUN
Southern Columbia Area School District		116197503
Address 1		
800 Southern Drive		
Address 2		
City	State	Zip Code
Catawissa	PA	17820
Chief School Administrator		Chief School Administrator Email
James Becker		jbecker@scasd.us
Single Point of Contact Name		
Stephanie Ziegmont		
Single Point of Contact Email		
sziegmont@scasd.us		
Single Point of Contact Phone Number		
570-356-3508		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
James Becker	Administrator	District	jbecker@scasd.us
Stephanie Ziegmont	Administrator	District	sziegmont@scasd.us
Jennifer Snyder	Administrator	District	jsnyder@scasd.us
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Brandon Traugh	Administrator	Middle School	btraugh@scasd.us
John Fetterman	Administrator	Elementary School	jfetterman@scasd.us
Chris Snyder	Administrator	District	csnyder@scasd.us
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Cathy Scicchitano	Staff Member	Middle School	cscicchitano@scasd.us
Joe Springer	Community Member	Springer Accountants	
Erin Spotts	Parent	Parent	

LEA Profile

The Southern Columbia Area School District encompasses 108 square miles of rolling hills and valleys located in the scenic Susquehanna Valley of Pennsylvania. A rural community, Southern Columbia Area is comprised of Catawissa Borough, and Catawissa Township, Cleveland Township, Franklin Township, Roaring Creek Township, and Locust Township in Columbia County, and Ralpho Township in Northumberland County. The area affords District residents the opportunity for ample outdoor enjoyment such as hunting, fishing, ice skating, swimming, camping, and boating, as well as a multitude of cultural, educational, and community-based pursuits. The School District is easily accessible to major highways: 25 minutes to Interstate 80; 45 minutes to Interstate 81; and a short distance to PA routes 54, 61, and 487, and US routes 11 and 15, all of which either cross through the District or are located nearby. The District is approximately 75 miles northeast of Harrisburg, 50 miles southeast of Williamsport, and 53 miles southwest of Wilkes-Barre.

The School District is governed by a nine-member Board of School Directors, elected for four-year terms. The Superintendent is the chief administrative officer of the School District, with overall responsibility for all aspects of operations, including education and finance. The Business Manager is responsible for budget and financial operations. Both of these officials are selected by the Board of School Directors. The School District operates an elementary school (K-4), a middle school (5-8), and a high school (9-12). All schools and offices are located on a 119-acre campus along Southern Drive (Route 487) in the southern section of Columbia County. The District's total enrollment is approximately 1245 students.

Southern Columbia's students excel, with many receiving individual and/or shared awards in the fields of music, technology, and athletics. Students are provided a challenging and diverse curriculum, with differentiated lessons offered to meet the interest and needs of all learners. Students have the opportunity to enroll in full-time career and technical education studies at the Columbia-Montour AVTS. Students also have the opportunity to attend Bloomsburg University in their senior year to earn college credits prior to graduation. Many students also enroll in college-level courses taught at Southern Columbia Area High School and Luzerne County Community College. Currently, students have an Accounting program of study available at Southern Columbia in which they can earn 15 post-secondary credits toward the accounting program at Lackawanna Community College. Southern Columbia has maintained a graduation rate of 95% with over 80% of our graduates matriculating into higher education.

Mission and Vision

Mission

The Southern Columbia Area School District will provide a safe, dynamic, rigorous and relevant learning environment that meets the needs of today's learner. We embrace innovation as a means to develop the critical thinking, problem-solving and creativity skills needed to compete and thrive in the 21st century. Every student will reach their individual potential for academic excellence and every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Vision

The Southern Columbia Area School District will be an exemplary 21st Century learning community where students reach their individual potential and graduate prepared to excel in a complex, interconnected, changing world.

Educational Values

Students

The Southern Columbia Area School District students must:

- attend school regularly.
- work hard to do their best in school.
- ask for help and ask questions when they don't understand something.
- know and follow all school and class rules.
- share at home what they are learning in school.
- help to keep school safe.
- be kind to each other.

Staff

The Southern Columbia Area School District staff must:

- keep students as our purpose.
- ensure a rigorous and relevant education.
- help students learn and be successful.
- ensure teaching methods are responsive to individual students' needs.
- create innovation in our schools and must ensure they are providing a learning environment that meets the needs of today's learner.
- ensure effective education is enriched by the arts, service, work-based learning, hybrid and other flexible learning opportunities, athletics and extra-curricular activities.
- ensure student achievement is positively impacted by the active involvement of caring adults in a supportive environment.
- realize every person has intrinsic value and unique gifts and talents.
- adhere to high ethical standards and practice effective citizenship.
- adhere to a healthy, safe, clean and well-maintained, learning environment.

Administration

The Southern Columbia Area School District administration must:

- believe students are our purpose.
- help guide a rigorous and relevant education.
- aid in the ability for all students to learn and be successful.
- ensure teaching methods are responsive to individual students' needs.
- help innovation in our schools and provide a learning environment that meets the needs of today's learner.
- aid in student achievement being positively impacted by the active involvement of caring adults in a supportive environment.
- believe every person has intrinsic value and unique gifts and talents.
- adhere to high ethical standards and practice effective citizenship.
- aid in the ability for all to have a healthy, safe, clean and well-maintained, learning environment.
- provide encouragement, time, resources and professional development in best practices, to meet high expectations for continuous improvement.

Parents

The Southern Columbia Area School District parents believe:

- have students attend school regularly and on time.
- encourage and praise their child's best efforts.
- support the school in its effort to maintain proper discipline.
- work with their child after school on homework and encourage completion of assignments.
- be available for open communication with their child's teacher or school.
- be active in their child's life.
- hold high standards for their child.

Community

The Southern Columbia Area School District community must: • aid the school in funding sources. • support the school in all aspects. • attend school functions. • present a united front for the school district.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	The Career Standards Benchmark for SCA Middle School for the 2020-2021 school year was 96.5% which is well above the 84.9% state average.
Career Standards Benchmark	The Career Standards Benchmark for SCA High School for the 2020-2021 school year was 97.2% which is well above the 84.9% state average.
Graduation Rate	The 4 year graduation rate for SCA High School was 97.2% which was well above the 87.4% state average.

Challenges

Indicator	Comments/Notable Observations
PSSA and Keystone Scores	It appears that most of the district's PSSA and Keystones percentages of proficient and advanced have fallen since the last Future Ready PA Index percentages.

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

Strengths

Indicator We are using our most recent data from PSSA and Keystone testing based on the limited amount of data found in Future Ready PA Index. Grade Level(s) and/or Student Group(s) N/A	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator We are using our most recent data from PSSA and Keystone testing based on the limited amount of data found in Future Ready PA Index. Grade Level(s) and/or Student Group(s) N/A	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

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.

The district's Career Standards Benchmark percentages are well above the state average.
The district's 4 year graduation rate for the district is well above the state average.

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.

The PSSA and Keystone percentages of students proficient or advanced in most grade levels have dropped since the 2018-2019 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 8th Edition Reading Screener 2021	
2020-2021 Keystone Literature Exam	
2020-2021 PSSA ELA Exam	

English Language Arts Summary

Strengths

Less than 40% of students in grades 3 and 4 are classified on the 2021 DIBELS Screener as needing either intensive or strategic support.

Students in grades 3 and 6 scored higher than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.

Challenges

More than 50% of students in grades 2 and 5 are classified on the 2021 DIBELS Screener as needing either intensive or strategic support.

Between 40 and 50 percent of students in grades 1 and 6 are classified on the 2021 DIBELS Screener as needing either intensive or strategic support

Students in grades 4, 5, 7, and 8 scored less than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.

Only 59% of students scored proficient or advanced on the 2020-2021 Keystone Literature Exam.

Mathematics

Data	Comments/Notable Observations
FastBridge Math Screener 2021	
2020-2021 Keystone Algebra I Exam	
2020-2021 PSSA Math Exam	

Mathematics Summary

Strengths

Less than 40% of students in grades 3, 4, and 6 are classified on the 2021 FastBridge Math Screener as having risk in mathematics.

Challenges

Between 40 and 50 percent of students in grades 1, 2, and 5 are classified on the 2021 FastBridge Math Screener as having some risk in

mathematics.
No grade levels scored the minimum 70% satisfactory on the 2020-2021 PSSA Math Exam.
Only 16% of students in 8th grade scored proficient or advanced on the 2020-2021 PSSA Math Exam.
Only 46% of students scored proficient or advanced on the 2020-2021 Keystone Algebra I Exam.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2020-2021 Keystone Biology Exam	
2020-2021 PSSA Science Exam	

Science, Technology, and Engineering Education Summary

Strengths

About 81% of students in grade 4 scored proficient or advanced on the 2020-2021 PSSA Science Exam.
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Challenges

Only 60% of students in grade 8 scored proficient or advanced on the 2020-2021 PSSA Science Exam.
Only 45% of students scored proficient or advanced on the 2020-2021 Keystone Biology Exam.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index Career Readiness 2020-2021	Looking at the career readiness indicator in 2020-2021 - both the Southern Columbia Middle School and High School these percentages well exceed the state average.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Agreement Type

Program/Course Area

Uploaded Files

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.

Looking at the career readiness indicator in 2020-2021 - both the Southern Columbia Middle School and High School these percentages well exceed the state average.

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.

N/A

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

N/A

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.

N/A

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Career Chapter 339 Plan	Working well and have seen growth in the area.
ESL Student Plan	Working on a plan based on the influx of ESL students to the district.

Strengths

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

Career artifacts are working well. The plan is to have students upload artifacts to their digital portfolio.

Challenges

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

The district will need to work on the English Language Development Plan based on the influx of ESL students over the past year.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

The district is continually looking for fiscal funding to aid in the development of different programs and instructional needs for the students.

The professional development of teachers in the district is based on needs and mandates implemented throughout the district.

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.

The district is working to improve the educator effectiveness and evaluation process in order to ensure high quality, professional, and effective staff.

The district is working to encompass local community stakeholders in helping to bring community and school together to benefit the students (career awareness, fiscal awareness, etc.)

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
The district's Career Standards Benchmark percentages are well above the state average.	True
The district's 4 year graduation rate for the district is well above the state average.	True
Less than 40% of students in grades 3 and 4 are classified on the 2021 DIBELS Screener as needing either intensive or strategic support.	False
Students in grades 3 and 6 scored higher than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.	True
N/A	False
Less than 40% of students in grades 3, 4, and 6 are classified on the 2021 FastBridge Math Screener as having risk in mathematics.	False
About 81% of students in grade 4 scored proficient or advanced on the 2020-2021 PSSA Science Exam.	True
Looking at the career readiness indicator in 2020-2021 - both the Southern Columbia Middle School and High School these percentages well exceed the state average.	False
Career artifacts are working well. The plan is to have students upload artifacts to their digital portfolio.	False
The district is continually looking for fiscal funding to aid in the development of different programs and instructional needs for the students.	False
The professional development of teachers in the district is based on needs and mandates implemented throughout the district.	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
The PSSA and Keystone percentages of students proficient or advanced in most grade levels have dropped since the 2018-2019 school year.	False
More than 50% of students in grades 2 and 5 are classified on the 2021 DIBELS Screener as needing either	False

intensive or strategic support.	
Between 40 and 50 percent of students in grades 1 and 6 are classified on the 2021 DIBELS Screener as needing either intensive or strategic support	False
Students in grades 4, 5, 7, and 8 scored less than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.	True
Only 59% of students scored proficient or advanced on the 2020-2021 Keystone Literature Exam.	True
Between 40 and 50 percent of students in grades 1, 2, and 5 are classified on the 2021 FastBridge Math Screener as having some risk in mathematics.	False
No grade levels scored the minimum 70% satisfactory on the 2020-2021 PSSA Math Exam.	True
Only 16% of students in 8th grade scored proficient or advanced on the 2020-2021 PSSA Math Exam.	True
Only 46% of students scored proficient or advanced on the 2020-2021 Keystone Algebra I Exam.	True
Only 60% of students in grade 8 scored proficient or advanced on the 2020-2021 PSSA Science Exam.	True
Only 45% of students scored proficient or advanced on the 2020-2021 Keystone Biology Exam.	True
The district will need to work on the English Language Development Plan based on the influx of ESL students over the past year.	False
N/A	False
N/A	False
The district is working to improve the educator effectiveness and evaluation process in order to ensure high quality, professional, and effective staff.	False
The district is working to encompass local community stakeholders in helping to bring community and school together to benefit the students (career awareness, fiscal awareness, etc.)	False

Most Notable Observations/Patterns

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

The district needs to increase most areas and grade levels on the PSSA and Keystone Exams in the upcoming years.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students in grades 4, 5, 7, and 8 scored less than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.		True
Only 59% of students scored proficient or advanced on the 2020-2021 Keystone Literature Exam.		False
No grade levels scored the minimum 70% satisfactory on the 2020-2021 PSSA Math Exam.		True
Only 16% of students in 8th grade scored proficient or advanced on the 2020-2021 PSSA Math Exam.		True
Only 46% of students scored proficient or advanced on the 2020-2021 Keystone Algebra I Exam.		False
Only 60% of students in grade 8 scored proficient or advanced on the 2020-2021 PSSA Science Exam.		False
Only 45% of students scored proficient or advanced on the 2020-2021 Keystone Biology Exam.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district's Career Standards Benchmark percentages are well above the state average.	We have been working on the district's career standards and it has been reflected in the Future Ready PA Index.
The district's 4 year graduation rate for the district is well above the state average.	
Students in grades 3 and 6 scored higher than satisfactory (70%) on the 2020-2021 PSSA ELA Exam.	While they were above 70% they could be a bit higher.
About 81% of students in grade 4 scored proficient or advanced on the 2020-2021 PSSA Science Exam.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.
	Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.

	Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.
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Goal Setting

Priority: Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
Ensure a digital career standards benchmark portfolio is created, maintained, and completed by each student as they progress through the K-12 grade levels.		
Measurable Goal Nickname (35 Character Max)		
Career Readiness Goal		
Target Year 1	Target Year 2	Target Year 3
Middle and High school students begin to upload artifacts into their digital career portfolio.	Middle and High school students upload all career artifacts, while school counselors or summer interns upload elementary artifacts into digital career portfolios.	Ensure a digital career standards benchmark portfolio is created, maintained, and completed by each student as they progress through the K-12 grade levels.

Priority: Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3
Increase the percentage of students proficient or advanced on the 2021-2022 PSSA Math Exam by at least 10%.	Increase the percentage of students proficient or advanced on the 2022-2023 PSSA Math Exam by at least 10%.	Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.

Priority: Curriculum and instructional practices need to be reviewed, revised, or updated in order to meet the needs of the students as well as increase their skills and knowledge base.

Outcome Category

English Language Arts		
Measurable Goal Statement (Smart Goal)		
Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal		
Target Year 1	Target Year 2	Target Year 3
Increase the percentage of students proficient or advanced on the 2021-2022 PSSA ELA Exam by at least 5%.	Increase the percentage of students proficient or advanced on the 2022-2023 PSSA ELA Exam by at least 5%.	Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%.

Action Plan

Measurable Goals

ELA Goal	Math Goal
Career Readiness Goal	

Action Plan For: Digital Career Portfolio

Measurable Goals:

- Ensure a digital career standards benchmark portfolio is created, maintained, and completed by each student as they progress through the K-12 grade levels.

Action Step		Anticipated Start/Completion Date	
School Counselors will show teachers and students how to upload career artifacts into the student's digital career portfolios so that students are able to do this independently.		2021-08-24	2021-12-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Sapphire, computers, artifacts	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be able to independently upload career artifacts into their digital career portfolios. Teachers will also have the knowledge to help students achieve this goal.	Student digital career portfolios will contain career artifacts. School counselors will approve or deny the artifact based on career standards.

Action Plan For: Digital Career Library

Measurable Goals:

- Ensure a digital career standards benchmark portfolio is created, maintained, and completed by each student as they progress through the K-12 grade levels.

Action Step	Anticipated
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		Start/Completion Date	
Create a digital career library which enables students to review different types of careers to create awareness of all types of careers.		2021-08-30	2022-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Instruction, and Assessment School Counselors Business Participants	Microsoft Teams, community and business representatives, videos	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be an online digital career library for students to review	School counselors will add to the online library each year

Action Plan For: Implementation of a New Math Series

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.

Action Step		Anticipated Start/Completion Date	
Coordinate presentations from different math vendors/series		2021-08-30	2022-04-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Math vendors, samples, smart board, computer	No	No
Action Step		Anticipated Start/Completion Date	
Math series meetings to discuss options		2022-05-02	2022-05-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Math series rating rubrics	No	No
Action Step		Anticipated Start/Completion Date	
Voting on new math series		2022-05-18	2022-05-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Voting slips for new math series vote	No	No
Action Step		Anticipated Start/Completion Date	
Set up professional development for new math series		2022-05-30	2022-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	All materials for math series	Yes	No

Action Step		Anticipated Start/Completion Date	
Tracking of implementation for new math series		2022-08-29	2023-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Math Specialist	Fidelity checklist for math series	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Determination of a new math series for the 2021-2022 school year	Math Series Rating Rubric

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%. Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.

Action Step		Anticipated Start/Completion Date	
Review MTSS process and expectations		2021-08-24	2021-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Special Education Director, Building principals, Specialists	Information on MTSS within the district	Yes	No
Action Step		Anticipated Start/Completion Date	
Screen all students in different grades using different testing materials (3 times per school year)		2021-08-30	2022-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Special Education Director, Building principals, Specialists, Teachers	DIBELS Reading Screener, FastBridge Math Screener	No	No
Action Step		Anticipated Start/Completion Date	
Develop MTSS Groups based on data from multiple sources (done multiple times over the school year)		2021-09-13	2022-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Special Education Director,	List of MTSS Groupings	No	No

Building principals, Specialists			
Action Step		Anticipated Start/Completion Date	
Review and format intervention ideas for teachers		2021-09-27	2022-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Specialists	Materials and resources to be used during intervention periods.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will be assigned a fluid MTSS group that is based on their needs.	All data pieces (DIBELS, FastBridge, CDT, PSSA, Keystone)

Action Plan For: Hire Specialists

Measurable Goals:
<ul style="list-style-type: none"> • Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%. • Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.

Action Step	Anticipated Start/Completion Date		
Determine which teachers to make reading and math specialists for grades 3-6	2021-08-23	2021-08-27	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Special Education Director, Director of Curriculum	Certifications	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Have a reading and math specialist specifically for grades 3-6	Educator Evaluation via PA-ETEP

Action Plan For: Into Reading Development

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%.

Action Step		Anticipated Start/Completion Date	
Professional development for the previously purchased Into Reading series		2021-08-23	2022-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Into Reading Professional Development Trainers, Director of Curriculum	All Into Reading materials, smart board, online materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers in grades K-4 will be fluent with the Into Reading program, strategies, and instructional materials and implement the program with fidelity	Survey of teachers PD needs

Action Plan For: Curriculum Review

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students proficient or advanced on the PSSA ELA Exam by at least 10%. Increase the percentage of students proficient or advanced on the PSSA Math Exam by at least 20%.

Action Step		Anticipated Start/Completion Date	
Review of both ELA and Math Curriculum to determine if it is standards based and all standards are being met.		2021-11-01	2023-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Teacher Leaders	All materials for ELA and math, PA Academic Standards, Curriculum maps	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All ELA and Math Curriculum will be aligned to the standards	Curriculum Maps

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Digital Career Portfolio	School Counselors will show teachers and students how to upload career artifacts into the student's digital career portfolios so that students are able to do this independently.
Implementation of a New Math Series	Set up professional development for new math series
MTSS	Review MTSS process and expectations
Into Reading Development	Professional development for the previously purchased Into Reading series

Digital Career Portfolio Upload

Audience		
Teachers and Students		
Topics to be Included		
Sapphire Upload Directions for Career Artifacts		
Evidence of Learning		
Artifacts will be uploaded into the students' digital career portfolios		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Counselors	2021-08-24	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	2 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math Series Professional Development

Audience
Classroom teachers
Topics to be Included
All facets of the newly determined math series for the following school year

Evidence of Learning		
Agendas, Sign-in sheets, needs assessment of teachers		
Lead Person/Position	Anticipated Start	Anticipated Completion
Math Series Trainers, Specialist, Director of Curriculum	2022-05-23	2023-08-22

Learning Format

Type of Activities	Frequency
Workshop(s)	A minimum of at least 5 different workshops
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

MTSS Training

Action Step		
<ul style="list-style-type: none"> Review MTSS process and expectations 		
Audience		
Classroom teachers		
Topics to be Included		
All facets of MTSS from screening, to groupings, to interventions and assessment of learning		
Evidence of Learning		
Students score better on math and reading screeners		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals, Director of Curriculum, Special Education Director	2021-08-24	2024-08-20

Learning Format

Type of Activities	Frequency
Inservice day	2-3 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Into Reading Professional Development

Audience		
Classroom teachers K-4		
Topics to be Included		
Into Reading strategies, instructional delivery, and program components		
Evidence of Learning		
Teachers will have a better understanding of the Into Reading series		
Lead Person/Position	Anticipated Start	Anticipated Completion
Into Reading Trainers, Director of Curriculum	2021-08-24	2022-06-07

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Action research	
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Into Reading Professional Development

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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Learning Format

Type of Activities	Frequency
Workshop(s)	2 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

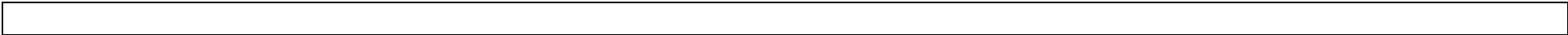
Type of Activities	Frequency
Action research	
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Trauma-Informed Care Training

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Once per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	



Communications Activities

Delivery of Math Series information					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Classroom teachers	All parts of the new math series (once voted on)	Math Series Trainers, Director of Curriculum	05/30/2022	10/07/2022
Communications					
Type of Communication			Frequency		
Presentation			2-3 times per year		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation - Comp Plan 2021.pdf

Chief School Administrator	Date
James A. Becker	2022-03-14