

DRAFT

Profile and Plan Essentials

LEA Type		AUN
Schuylkill Haven Area School District		129547303
Address 1		
501 E. Main Street		
Address 2		
City	State	Zip Code
Schuylkill Haven	PA	17972
Chief School Administrator		Chief School Administrator Email
Dr. Shawn Fitzpatrick		fitzpatrick@shasd.org
Single Point of Contact Name		
Matthew Buleza		
Single Point of Contact Email		
bulezam@shasd.org		
Single Point of Contact Phone Number		
5703856748		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shawn Fitzpatrick	Administrator	SHASD	fitzpatrick@shasd.org
Ty Wartman	Administrator	SHASD	wartmant@shasd.org
Dennis Siket	Parent	SHAHS	siketd@shasd.org
Matt Buletza	Parent	SHAMS	buletzam@shasd.org
Joseph Delluso	Administrator	SHASD	dellusoj@shasd.org
Kim Umphrey	Administrator	SHASD	umphreyk@shasd.org
Scott Jacoby	Board Member	SHASD	jacobys@shasd.org
Ken Rossi	Administrator	SHASD	rossik@shasd.org
Mikki McGinty	Parent	SHAEC	mcgintym@shasd.org
Patty Daley	Administrator	SHASD	daleyp@shasd.org
Eric Felty	Board Member	SHASD	feltye@shasd.org
Crystal McGarry	Board Member	SHASD	mcgarryc@shasd.org
Melissa Strauch	Board Member	SHASD	strauchm@shasd.org
Diana McGoey	Board Member	SHASD	mcgoeyd@shasd.org
Sandy Hess	Community Member	SHASD	Hesss@shasd.org
Sonya Reiley	Community Member	resident	N/A
Bud Runkle	Parent	resident	N/A
Annie Milewski	Other	IU29	milewskia@iu29.org
Chad Derck	Parent	resident	N/A
Mara Derck	Staff Member	SHAHS	derckm@shasd.org
Tara Lutz	Administrator	Schuylkill Haven Area Middle School	lutzt@shasd.org
Emily Wank	Staff Member	SHAHS	wanke@shasd.org
Thomas Miller	Staff Member	SHAMS/SHAHS	millert@shasd.org

LEA Profile

The Schuylkill Haven Area School District (SHASD) is a small public-school district in Schuylkill County, Pennsylvania. It serves the municipalities of Port Clinton, Landingville, Schuylkill Haven, and South Manheim Township. Schuylkill Haven area encompasses approximately 55 square miles. Although our district is rural, we still maintain close communication with our families. We pride ourselves on a consistent and transparent communication to our stakeholders.

DRAFT

Mission and Vision

Mission

The Schuylkill Haven Area School District is committed to creating a safe and supportive environment that fosters innovation, global awareness, resiliency, and community collaboration, empowering every learner to grow.

Vision

We empower every learner to excel, innovate, and make a positive impact.

DRAFT

Educational Values

Students

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Staff

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Administration

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible

and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities. • All stakeholders should strive to value diversity and respect for self and others. • Education fosters personal responsibility and accountability skills to better prepare students for the workforce. • Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Parents

We believe: • All students can learn and achieve success. • A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders. • Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning. • Our schools will provide appropriate facilities and a safe, orderly learning environment. • All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society. • New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities. • All stakeholders should strive to value diversity and respect for self and others. • Education fosters personal responsibility and accountability skills to better prepare students for the workforce. • Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Community

We believe: • All students can learn and achieve success. • A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders. • Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning. • Our schools will provide appropriate facilities and a safe, orderly learning environment. • All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society. • New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities. • All stakeholders should strive to value diversity and respect for self and others. • Education fosters personal responsibility and accountability skills to better prepare students for the workforce. • Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Other (Optional)

DRAFT

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The elementary center is performing above the state average in English language arts, mathematics, and science.	At 82.1% proficient in science, the elementary center is almost reaching the statewide 2033 goal of 83%.
English Language Arts growth has increased from the previous year.	Growth of 3% was attained in this area.
The English Language Arts percentage is above the state average in our high school.	The state average was 53.9, our percentage was 54.6%.
At all three levels, our attendance percentage is above the state average.	The percentages are 83.4%, 89.4%, and 82.9%.

Challenges

Indicator	Comments/Notable Observations
Overall growth is down across all subject areas at the Elementary center.	This is mainly because of the prior cohort's high successes in these academic areas, and limited room for growth.
In both math and ELA, the percentage of proficient and advanced are below the statewide average at the middle school.	ELA 42.6% for the middle school, 53.9% for the state average. Math 32.5% for the middle school, 40.2 for the state average.
The four-year graduation cohort rate has dropped to the lowest percentage in recent years.	The graduation rate for this cohort was 80.6%.

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

Strengths

Indicator In all three tested subjects, Economically disadvantaged students are making positive growth and an increase from the previous year. Grade Level(s) and/or Student Group(s) K-4	Comments/Notable Observations
Indicator	Comments/Notable Observations

<p>All student group breakdowns show growth in the area of English language arts. Grade Level(s) and/or Student Group(s) 8-12</p>	
<p>Indicator At the high school, in math all student subgroups show growth. Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations However, this is still significantly lower than statewide averages.</p>

Challenges

<p>Indicator Based on the student group breakdown, special education, or student students with disabilities continue to be an area, not meeting, statewide goals at the middle school. Grade Level(s) and/or Student Group(s) 5-7</p>	<p>Comments/Notable Observations Also in this subgroup drop is students in the category of economically disadvantaged.</p>
<p>Indicator Adoption of a new reading series in the elementary center Grade Level(s) and/or Student Group(s) K-4</p>	<p>Comments/Notable Observations</p>
<p>Indicator Keeping high school students motivated to learn and limit dropouts. Grade Level(s) and/or Student Group(s) 8-12</p>	<p>Comments/Notable Observations</p>

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.

Balanced Literacy: strong ELA and guided reading program - reflects in our grade 3 and 4 PSSA results.
Math series adoption for K-4.
Environmental education through the greenhouse and outdoor growing spaces.

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.

Implementation of STEELS standards K-12 from a financial standpoint of implementing more hands-on activities.
Adoption of reading series at the elementary level.
Incorporation of a Curriculum Cycle review system.
Math focus in grades 5-8, potential of looking at a series to assist with our curriculum.
Implementation of technology standards without a full time tech teacher.

DRAFT

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Student diagnostic and benchmark data - IXL	We are seeing solid growth and progress from our students in grades 1-7. The system is being underutilized in kindergarten, as well as grades 8-12 for ELA skill practice and mastery.
Student data - PSSA	2 out of 3 buildings were above the state average on the ELA PSSA.
Students Data - Keystone testing	In our current Keystone testing year, 63% of students that took the winter keystone, will need to retake the spring keystone due to not meeting the requirement for passing.

English Language Arts Summary

Strengths

We are utilizing the same online diagnostic program in IXL for the entire district.
We have incorporated CDT testing from grades 3-10.
The elementary scores are continuing to be above the state average and in some cases, meeting the statewide goal. The high school scores are also above the state average. Though the middle school scores are not meeting the state average, they are all trending in an upward direction.
We are incorporating a new reading series in grades K-2 to help with early literacy development.

Challenges

We need to utilize the IXL system more in the grade levels that are not using the system regularly.
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.
We need to identify the areas of concern in our middle level and address these concerns to make better gains in state testing.
The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.

Mathematics

Data	Comments/Notable Observations
Student diagnostic and benchmark data - IXL	We are seeing solid growth and progress from our students in grades 1-8. The system is being underutilized in kindergarten, as well as grades 9-12 for Math skill practice and mastery.
Student Data - PSSA Testing	Only the elementary was above the state average on the PSSA math testing.
Student Data - Keystone Testing	In our current Keystone testing year, 86% of students that took the winter keystone, will need to retake the spring keystone due to not meeting the requirement for passing.

Mathematics Summary

Strengths

We are utilizing the same online diagnostic program in IXL for the entire district.
We have incorporated CDT testing from grades 3-10.
We have multiple supplemental programs to assist students in skill mastery.
We are incorporating a 3rd and 4th grades intervention teacher to assist where past title services were able to cover.

Challenges

The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.
We need to identify the areas of concern in our middle level and address these concerns to make better gains in state testing.
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.
We need to utilize the IXL system more in the grade levels that are not using the system regularly.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Student diagnostic and benchmark data - IXL	We are seeing solid growth and progress from our students in grades 5-7. The system is being underutilized in grades 8 and 9, for Science skill practice and mastery. Science is not available for other grade levels on this platform.
Student data - PSSA Testing	The elementary was well above the state average in the science PSSA.
Student data - Keystone Testing	In our current Keystone testing year, 82% of students that took the winter keystone, will need to retake the spring keystone due to not meeting the requirement for passing.

Science, Technology, and Engineering Education Summary

Strengths

We are utilizing the same online diagnostic program in IXL for the entire district.
We have incorporated CDT testing from grades 3-10.
The elementary scores are continuing to be above the state average and in some cases, meeting the statewide goal.

Challenges

The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.

We need to identify the areas of concern in our high school level and address these concerns to make better gains in state testing.

We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.
--

We need to utilize the IXL system more in the grade levels that are not using the system regularly.

DRAFT

Related Academics

Career Readiness

Data	Comments/Notable Observations
Guidance Counselors student meetings	Reviewing data from the career interest survey and providing guidance for course content choices and career goals.
Smart Futures data: interest survey, career benchmark standards.	Computer software design to identify career interests for students in grade 3-12
Internship opportunities	Business department places students with local businesses and in-school opportunities to explore career options.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Maintain and expand course content opportunities for our students in grades K-12.	Maintain the Arts and Humanities programming in the general funds.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Maintain and expand course content opportunities for our students in grades K-12.	Maintain environment and ecology programming in the general funds.
Incorporate PA STEELS standards into our science curriculum with a focus on phenomena-based inquiry activities.	Incorporate hands-on phenomenon-based learning into our general funds.

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Maintain and expand course content opportunities for our students in grades K-12.	Maintain HPE programming in the general funds.

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

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

Data	Comments/Notable Observations
Maintain and expand course content opportunities for our students in grades K-12.	Maintain Social Studies programming in the general funds.

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

Penn State University - Schuylkill Campus

Agreement Type

Dual Credit

Program/Course Area

Humanities, Information Science and Technology, Criminal Justice, Speech

Uploaded Files

PSU Schuylkill Articulation Agreement.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.

Increase in agricultural curriculum with the addition of our campus greenhouse and raised garden beds. Students also have additional curricular exposure in the area of entrepreneurship through the sale of greenhouse plants.

The addition of our campus Sports Performance Center has allowed our elementary to have daily phys ed classes in a large space. The center has also provided many opportunities for our students as an additional space for activities on campus.

A robust virtual education offering for students that need flexibility in their scheduling and at the same time provides options to those looking for non-traditional learning method.
--

Career exposure with the addition of our mini-business curriculum at the middle school.

Math curriculum is fully implemented at the elementary level and showing huge growth in our students.

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.

Incorporation of the STEELS standards will require a large general fund commitment to make sure teachers can be hands-on with learning experiences.

Need to review grading procedures to ensure that there is consistency across grade bands in how we assess and grade our students.

Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.
--

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The district currently has 16 students enrolled that are identified as English Learners.	total population is 1173 The district will continue to provide EL services at all three building levels.

Students with Disabilities

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

Data	Comments/Notable Observations
Internships within the district and surrounding areas	Provide opportunities for students to acquire skills necessary in the work environment.
Based on the Oct 1, 2024 PIMS student upload, % of the student population was considered Special Education.	total population is 1173 The district will continue to provide Special Education services at all three building levels.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
------	-------------------------------

Based on the Oct 1, 2024 PIMS student upload, 41.5% of the student population was considered economically disadvantaged.	total population is 1173 The district will continue to provide all students with free breakfast and lunch through the CEP program.

Student Groups by Race/Ethnicity

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

Summary

Strengths

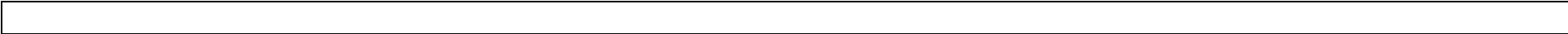
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Low income: The district offers lunch and breakfast free of charge to our entire student population.
EL: The district is able to maintain 4 certified English Language teachers in the district.
Special Education: The district is able to maintain sufficient staffing to support the needs of the 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.

Due to being designated as a CEP district, our number of economically disadvantaged students has dropped significantly. This is due to our inability to accept free and reduced lunch application with now being designated as CEP.
We need to be mindful of the fiscal challenges we encounter by maintaining the funds to support key initiatives supporting all students after the federal and state grants are no longer available.
Title I staff are only able to support grades K-2. Working on a solution to provide academic interventions and support to students in grades 3/4.



DRAFT

Designated Schools

There are no Designated Schools.

DRAFT

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Align special education services with other district-wide goals, particularly in terms of inclusive practices and supports for students with disabilities. Review current interventions and service delivery models to identify any redundancies and ensure resources are effectively utilized for student success.
Title 1 Program	Ensure Title 1 services are aligned with other academic support programs to prevent duplication of efforts. Focus on integrating these services within the broader framework of school improvement plans, emphasizing data-driven interventions to close achievement gaps.
Student Services	Review the coordination of student services to identify overlaps or gaps in support, especially for at-risk populations. This includes social-emotional learning, health services, and interventions for students facing academic or behavioral challenges.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan should prioritize mental health services and career readiness alongside academic support. Ensure coordination between counseling services, academic advising, and post-secondary planning to avoid duplication of services and enhance overall student support.
Technology Plan	Review the integration of technology in classrooms to ensure it supports the district's instructional and accessibility needs. Align professional development plans for educators to address gaps in tech proficiency and ensure equitable access for all students.
English Language Development Programs	Ensure alignment between ELD strategies and core instructional programs. Consider reviewing student progress data to identify gaps in language acquisition and adjust goals for better integration with other academic support services.

Strengths

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

Challenges

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

DRAFT

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	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Our school district has built strong, collaborative relationships with both staff and external resources, fostering an environment of shared commitment to continuous improvement. These partnerships allow us to leverage a wide range of expertise and support, ensuring that curricular changes are not only innovative but also responsive to the diverse needs of all students. By working together, we are able to create meaningful and sustainable educational experiences that promote student success and growth.

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.

A significant challenge facing our school district is the lack of adequate funding, compounded by a tax base that is predominantly residential. This limits our financial resources, making it difficult to fully support necessary educational programs, infrastructure improvements, and equitable opportunities for all students. As a result, we face constraints in meeting the evolving needs of our diverse student population while striving to maintain high standards of education.

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
Balanced Literacy: strong ELA and guided reading program - reflects in our grade 3 and 4 PSSA results.	True
Math series adoption for K-4.	True
Environmental education through the greenhouse and outdoor growing spaces.	False
We are utilizing the same online diagnostic program in IXL for the entire district.	True
We have incorporated CDT testing from grades 3-10.	True
The elementary scores are continuing to be above the state average and in some cases, meeting the statewide goal. The high school scores are also above the state average. Though the middle school scores are not meeting the state average, they are all trending in an upward direction.	False
We are incorporating a new reading series in grades K-2 to help with early literacy development.	True
We are utilizing the same online diagnostic program in IXL for the entire district.	True
We have incorporated CDT testing from grades 3-10.	True
We have multiple supplemental programs to assist students in skill mastery.	False
We are incorporating a 3rd and 4th grades intervention teacher to assist where past title services were able to cover.	True
We are utilizing the same online diagnostic program in IXL for the entire district.	True
We have incorporated CDT testing from grades 3-10.	True
The elementary scores are continuing to be above the state average and in some cases, meeting the statewide goal.	False
Increase in agricultural curriculum with the addition of our campus greenhouse and raised garden beds. Students also have additional curricular exposure in the area of entrepreneurship through the sale of greenhouse plants.	True
The addition of our campus Sports Performance Center has allowed our elementary to have daily phys ed classes in a large space. The center has also provided many opportunities for our students as an additional space for activities on campus.	False
A robust virtual education offering for students that need flexibility in their scheduling and at the same time	True

provides options to those looking for non-traditional learning method.	
Career exposure with the addition of our mini-business curriculum at the middle school.	True
Our school district has built strong, collaborative relationships with both staff and external resources, fostering an environment of shared commitment to continuous improvement. These partnerships allow us to leverage a wide range of expertise and support, ensuring that curricular changes are not only innovative but also responsive to the diverse needs of all students. By working together, we are able to create meaningful and sustainable educational experiences that promote student success and growth.	True
Math curriculum is fully implemented at the elementary level and showing huge growth in our students.	False
Low income: The district offers lunch and breakfast free of charge to our entire student population.	False
EL: The district is able to maintain 4 certified English Language teachers in the district.	True
Special Education: The district is able to maintain sufficient staffing to support the needs of the students.	True

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
Implementation of STEELS standards K-12 from a financial standpoint of implementing more hands-on activities.	True
Adoption of reading series at the elementary level.	True
Incorporation of a Curriculum Cycle review system.	True
Math focus in grades 5-8, potential of looking at a series to assist with our curriculum.	True
Implementation of technology standards without a full time tech teacher.	True
We need to utilize the IXL system more in the grade levels that are not using the system regularly.	True
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.	True
We need to identify the areas of concern in our middle level and address these concerns to make better gains in state testing.	True
The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.	False
The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.	False

We need to identify the areas of concern in our middle level and address these concerns to make better gains in state testing.	False
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.	False
We need to utilize the IXL system more in the grade levels that are not using the system regularly.	False
The online state testing has allowed students to "breeze" through items at a rapid pace without caring about the results.	False
We need to identify the areas of concern in our high school level and address these concerns to make better gains in state testing.	False
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.	False
We need to utilize the IXL system more in the grade levels that are not using the system regularly.	False
Incorporation of the STEELS standards will require a large general fund commitment to make sure teachers can be hands-on with learning experiences.	True
A significant challenge facing our school district is the lack of adequate funding, compounded by a tax base that is predominantly residential. This limits our financial resources, making it difficult to fully support necessary educational programs, infrastructure improvements, and equitable opportunities for all students. As a result, we face constraints in meeting the evolving needs of our diverse student population while striving to maintain high standards of education.	True
Need to review grading procedures to ensure that there is consistency across grade bands in how we assess and grade our students.	True
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	True
Due to being designated as a CEP district, our number of economically disadvantaged students has dropped significantly. This is due to our inability to accept free and reduced lunch application with now being designated as CEP.	False
We need to be mindful of the fiscal challenges we encounter by maintaining the funds to support key initiatives supporting all students after the federal and state grants are no longer available.	True
Title I staff are only able to support grades K-2. Working on a solution to provide academic interventions and support to students in grades 3/4.	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.

DRAFT

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
A significant challenge facing our school district is the lack of adequate funding, compounded by a tax base that is predominantly residential. This limits our financial resources, making it difficult to fully support necessary educational programs, infrastructure improvements, and equitable opportunities for all students. As a result, we face constraints in meeting the evolving needs of our diverse student population while striving to maintain high standards of education.		False
Implementation of STEELS standards K-12 from a financial standpoint of implementing more hands-on activities.	We have to be mindful of what resources we are purchasing and how we in turn offer an authentic Science experience to our students.	True
Adoption of reading series at the elementary level.	The plan is to begin with grades K-2 in the first year of implementation. The following year we will add grades 3 and 4.	True
Incorporation of a Curriculum Cycle review system.	This will assist us in making sure curricular work isn't viewed as a once-and-done situation but more an ongoing process.	True
Math focus in grades 5-8, potential of looking at a series to assist with our curriculum.	This has been an area of need that now becomes a critical focus moving forward.	True
Implementation of technology standards without a full time tech teacher.		False
We need to utilize the IXL system more in the grade levels that are not using the system regularly.		False
We need to plan on utilizing the CDT data to help guide our instructional practices and adjust our curriculum as a result.		False
We need to identify the areas of concern in our middle level and address these concerns to make better gains in state testing.		False
Incorporation of the STEELS standards will require a large general fund commitment to make sure teachers can be hands-on with learning experiences.		False

Need to review grading procedures to ensure that there is consistency across grade bands in how we assess and grade our students.		False
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.		False
We need to be mindful of the fiscal challenges we encounter by maintaining the funds to support key initiatives supporting all students after the federal and state grants are no longer available.		False
Title I staff are only able to support grades K-2. Working on a solution to provide academic interventions and support to students in grades 3/4.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our school district has built strong, collaborative relationships with both staff and external resources, fostering an environment of shared commitment to continuous improvement. These partnerships allow us to leverage a wide range of expertise and support, ensuring that curricular changes are not only innovative but also responsive to the diverse needs of all students. By working together, we are able to create meaningful and sustainable educational experiences that promote student success and growth.	
Balanced Literacy: strong ELA and guided reading program - reflects in our grade 3 and 4 PSSA results.	
Math series adoption for K-4.	The momentum we have garnered in the elementary grades should be critical in helping our middle school move toward a math series.
We are utilizing the same online diagnostic program in IXL for the entire district.	This is an important area to strengthen our students in the areas of Math, ELA, and Science.
We have incorporated CDT testing from grades 3-10.	Continue to utilize CDT's and pair with the Firefly diagnostic to provide a valuable snapshot of student achievement.
We are incorporating a new reading series in grades K-2 to help with early literacy development.	

We are utilizing the same online diagnostic program in IXL for the entire district.	
We have incorporated CDT testing from grades 3-10.	
We are incorporating a 3rd and 4th grades intervention teacher to assist where past title services were able to cover.	
We are utilizing the same online diagnostic program in IXL for the entire district.	
We have incorporated CDT testing from grades 3-10.	
Increase in agricultural curriculum with the addition of our campus greenhouse and raised garden beds. Students also have additional curricular exposure in the area of entrepreneurship through the sale of greenhouse plants.	This will provide key knowledge to our students as they embark on the new PA STEELS standards.
A robust virtual education offering for students that need flexibility in their scheduling and at the same time provides options to those looking for non-traditional learning method.	
Career exposure with the addition of our mini-business curriculum at the middle school.	
EL: The district is able to maintain 4 certified English Language teachers in the district.	Critical to maintain this amount of certified teachers.
Special Education: The district is able to maintain sufficient staffing to support the needs of the students.	Critical to maintain this amount of certified teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district has been preparing for this implementation for the last three years. Budgeting for this shift has been taking place and will need to be constantly monitored to make sure we can supply our staff and students with what is needed for phenomenon-first learning in Science.
	The district will begin its full implementation of Into Reading by starting with grades K-2 in year 1 and adding grades 3-4 in year 2.
	The district will implement a curriculum cycle to include curriculum writing, professional development, supply ordering, and assessment building.
	Math curricular review will be the focus for next school year.

DRAFT

Goal Setting

Priority: The district has been preparing for this implementation for the last three years. Budgeting for this shift has been taking place and will need to be constantly monitored to make sure we can supply our staff and students with what is needed for phenomenon-first learning in Science.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The district will continue to refine our current practices to ensure struggling learners receive the help and support they need.		
Measurable Goal Nickname (35 Character Max)		
Improved instruction		
Target Year 1	Target Year 2	Target Year 3
Monitor the impact of the current programs such as: PBIS, SAP, MTSS, WIN (What I Need), Renew, Academic Study, tutoring, and peer mentor.	Evaluate the effectiveness of our support programs. Make adjustments where needed.	The district will continue to refine our current practices to ensure struggling learners receive the help and support they need.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
The district will prepare all students to be career-ready. This will include the pathways that are required to attain their career goals. Pathways may include a post-secondary education, masters degree, certifications, training, etc.		
Measurable Goal Nickname (35 Character Max)		
Career Readiness		
Target Year 1	Target Year 2	Target Year 3
Continue to expose students to a variety of career opportunities through our guidance classes, YES, and Seminar.	Poll students on what careers they are interested in and use this as a foundation to imbed into our curriculum in the career readiness courses.	The district will prepare all students to be career-ready. This will include the pathways that are required to attain their career goals. Pathways may include a post-secondary education, masters degree, certifications, training, etc.

Outcome Category

Graduation rate		
Measurable Goal Statement (Smart Goal)		
The district is aware of the number of students choosing to drop out of school prior to earning a degree. The district will make it a priority to engage students in a meaningful learning experience where students earn the necessary requirements to continue onto a career path.		
Measurable Goal Nickname (35 Character Max)		
Graduation		
Target Year 1	Target Year 2	Target Year 3
Shift the focus from college and career-ready to a primary career-ready focus. The focus will be on lifestyle not solely career. This will help us develop plans to help students achieve the lifestyle the desire.	Monitor dropout rates from previous years to look for changes in the downward trend.	The district is aware of the number of students choosing to drop out of school prior to earning a degree. The district will make it a priority to engage students in a meaningful learning experience where students earn the necessary requirements to continue onto a career path.

Priority: The district will begin its full implementation of Into Reading by starting with grades K-2 in year 1 and adding grades 3-4 in year 2.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
The district will continue to monitor and manage security systems, personnel, and procedures		
Measurable Goal Nickname (35 Character Max)		
Safety		
Target Year 1	Target Year 2	Target Year 3
First full year of implementing daily security guard duties. Continue to add necessary security equipment such as but not limited to, cameras, communication, infrastructure.	Monitor and evaluate the effectiveness of our safety plan and make the necessary adjustments based on results.	The district will continue to monitor and manage security systems, personnel, and procedures

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
The district will focus on full implementation of the PA STEELS standards for students in grades K-12.		
Measurable Goal Nickname (35 Character Max)		

STEELS Implementation		
Target Year 1	Target Year 2	Target Year 3
Full alignment to a phenomenon first curriculum. Purchase the necessary materials to achieve this goal.	Evaluate the first year of implementation and make adjustments as needed. Continue budgeting for additional materials if needed.	The district will focus on full implementation of the PA STEELS standards for students in grades K-12.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
The district will focus attention on threat response through the use of the CSTAG system.		
Measurable Goal Nickname (35 Character Max)		
Threat response (CSTAG)		
Target Year 1	Target Year 2	Target Year 3
Implement the CSTAG framework for all three buildings.	Continue to utilize the system, and use data to help support students both in school and out of school.	The district will focus attention on threat response through the use of the CSTAG system.

Priority: The district will implement a curriculum cycle to include curriculum writing, professional development, supply ordering, and assessment building.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
The district will continue to expand its knowledge in the rapidly changing landscape of artificial intelligence. Professional development will be offered to staff and students will be taught the difference between utilizing AI properly and improperly.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence		
Target Year 1	Target Year 2	Target Year 3
Create a professional development plan to include training for staff on artificial intelligence.	Utilize what is learned in training to educate students in using AI as a positive resource and not to generate material they then consider their own creation.	The district will continue to expand its knowledge in the rapidly changing landscape of artificial intelligence. Professional development will be offered to staff and students will be taught the difference between utilizing AI properly and improperly.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
The middle school plans to implement scheduled time for students to explore various project ideas and will create a genius hour for students to dedicate time to their passion projects.		
Measurable Goal Nickname (35 Character Max)		
Genius hour		
Target Year 1	Target Year 2	Target Year 3
Create time through scheduling and implement the genius hour.	Evaluate the effectiveness of the initiative by analyzing data from standardized test scores, attendance data, and discipline referrals.	The middle school plans to implement scheduled time for students to explore various project ideas and will create a genius hour for students to dedicate time to their passion projects.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The district will continue to engage in community partnerships to strengthen both the student understanding of community resources and strengthen community relations with the district and local municipalities.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement		
Target Year 1	Target Year 2	Target Year 3
		The district will continue to engage in community partnerships to strengthen both the student understanding of community resources and strengthen community relations with the district and local municipalities.

Priority: Math curricular review will be the focus for next school year.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
The district will continue to explore opportunities and supports to teach our students about social-emotional learning and provide resources for students experiencing mental health concerns.		

Measurable Goal Nickname (35 Character Max)		
SEL		
Target Year 1	Target Year 2	Target Year 3
Evaluate current practices and materials used to educate our students in social-emotional learning.	Budget for additional resources and review the effectiveness of current practices.	The district will continue to explore opportunities and supports to teach our students about social-emotional learning and provide resources for students experiencing mental health concerns.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The district will focus on structured literacy from K-12. Focus has been limited to certification and primarily at the elementary level.		
Measurable Goal Nickname (35 Character Max)		
Literacy		
Target Year 1	Target Year 2	Target Year 3
Work with the intermediate unit to hold professional development for staff in structured literacy. Identify ways of strengthening our language arts department K-12.	Implement strategies and ideas taken from our professional development and make meaningful changes to our curriculum K-12 and not just K-4.	The district will focus on structured literacy from K-12. Focus has been limited to certification and primarily at the elementary level.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The district will prioritize math curriculum change in grades 5-12. We have made significant positive changes in the elementary that have been measurable through data. We would like to extend this into the upper grades.		
Measurable Goal Nickname (35 Character Max)		
Math		
Target Year 1	Target Year 2	Target Year 3
Enter into a curricular review cycle with the math depart.	Implement changes in the curriculum, deliver needed professional development, and budget for necessary curricular	The district will prioritize math curriculum change in grades 5-12. We have made significant positive changes in the elementary that have been measurable through data. We would like to extend this

supplements.

into the upper grades.

DRAFT

Action Plan

Measurable Goals

Improved instruction	Career Readiness
Graduation	Safety
STEELS Implementation	Threat response (CSTAG)
Artificial Intelligence	Genius hour
Community Engagement	SEL
Literacy	Math

Action Plan For: STEELS implementation

Measurable Goals:
<ul style="list-style-type: none"> The district will focus on full implementation of the PA STEELS standards for students in grades K-12.

Action Step		Anticipated Start/Completion Date	
Teachers will reach full implementation of the PA STEELS science standards.		2025-08-20	2028-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Buletza/Director of Learning Innovation	Curriculum revisions, PA STEELS Standards, Textbooks/Online subscriptions, consumables for hands on learning	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will engage in science curriculum focused on phenomenon first layout.	Administration will continuously observe lessons in both the formal and informal (walk-through) format.

Action Plan For: Artificial Intelligence

Measurable Goals:
<ul style="list-style-type: none"> The district will continue to expand its knowledge in the rapidly changing landscape of artificial intelligence. Professional development will be offered to staff and students will be taught the difference between utilizing AI properly and improperly.

Action Step		Anticipated Start/Completion Date	
Continue to educate staff and students about the various types of artificial intelligence.		2025-08-20	2028-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Buletza	Vector LMS for staff Curriculum incorporation for students	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Both staff and students will understand the various types of AI, learn how to use AI productively, and learn the difference between AI assist and AI generated.	All admin and staff. All students in K-12. Professional development for staff and curriculum incorporation to educate our students.

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> The district will prioritize math curriculum change in grades 5-12. We have made significant positive changes in the elementary that have been measurable through data. We would like to extend this into the upper grades.

Action Step		Anticipated Start/Completion Date	
Take a deeper look into math curriculum at the middle level with a focus on grades 5-8.		2025-08-20	2028-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Buletza/Director of Learning Innovation	Current curriculum and resources, potential new resources such as text books, online curriculum, etc.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With a deeper look at the curriculum, we will be able to look at what resources are needed to raise the growth level of our student achievement scores.	Administration - regular formal and informal observations and feedback Math department

Action Plan For: Literacy

Measurable Goals:
<ul style="list-style-type: none"> The district will focus on structured literacy from K-12. Focus has been limited to certification and primarily at the elementary level.

Action Step		Anticipated Start/Completion Date	
K-2 will implement a new reading series in the 2025-2026 School Year. In the 2026-2027 School Year, grades 3-4 will implement the program. Training for the program, as well as structured literacy training for k-12, will create a literacy continuum across the district.		2025-08-13	2027-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Joe Delluso/Elementary Principal	Into Reading curriculum and materials/ongoing professional development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased literacy instruction at the elementary level. Increased literacy foundation across all grade levels K-12.	Administration - regular formal and informal observations and feedback ELA department

Action Plan For: Genius Hour

Measurable Goals:
<ul style="list-style-type: none"> The middle school plans to implement scheduled time for students to explore various project ideas and will create a genius hour for students to dedicate time to their passion projects.

Action Step	Anticipated Start/Completion Date

Implement a block of time in our middle level to promote the genius hour where students take time to work on a passion project.		2025-08-13	2028-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tara Lutz/Middle School Principal	Scheduling time/materials to help students work on their desired projects	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be invested in their projects, as a result, become more engaged in their learning experience. We hope to see an increase in student attendance as well, since students will feel more engaged in their learning.	Middle school principal and teachers. Regularly through anecdotal data and observations. Daily attendance monitoring.

Action Plan For: Career Readiness

Measurable Goals:
<ul style="list-style-type: none"> The district will prepare all students to be career-ready. This will include the pathways that are required to attain their career goals. Pathways may include a post-secondary education, masters degree, certifications, training, etc.

Action Step	Anticipated Start/Completion Date		
Focus on career readiness only at the secondary level. This shift from college-ready to career-ready will still provide students with the preparation for post-secondary education, but will address the many students that do not want a post-secondary education.	2025-08-13 2028-08-16		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ty Wartman/High School Principal	Support staff in thinking shift	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Ultimately, the removal of a post-secondary focus will catch the students that are	Regular staff discussions at monthly faculty

dropping out at a higher rate than in the past.	meetings.
---	-----------

Action Plan For: Data collection and benchmarking for Better Instruction

Measurable Goals:
<ul style="list-style-type: none"> The district will continue to refine our current practices to ensure struggling learners receive the help and support they need.

Action Step		Anticipated Start/Completion Date	
Utilize IXL diagnostic along side CDT testing and the firefly benchmarks.		2025-08-13	2028-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matt Buletza/Director of Learning Innovation	IXL, CDT, Firefly/Internet and devices	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Observations will show a change in engagement strategies by our teachers as a result of holding regular data discussion based on evidence collected in our IXL platform, CDT data, and standardized testing scores.	Continual data team meetings in both grade levels and departments.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
STEELS implementation	Teachers will reach full implementation of the PA STEELS science standards.
Artificial Intelligence	Continue to educate staff and students about the various types of artificial intelligence.
Math	Take a deeper look into math curriculum at the middle level with a focus on grades 5-8.
Literacy	K-2 will implement a new reading series in the 2025-2026 School Year. In the 2026-2027 School Year, grades 3-4 will implement the program. Training for the program, as well as structured literacy training for k-12, will create a literacy continuum across the district.

STEELS Implementation

Action Step		
<ul style="list-style-type: none"> Teachers will reach full implementation of the PA STEELS science standards. 		
Audience		
Science teacher K-12		
Topics to be Included		
Phenomenon first based lessons and a focus on inquiry education		
Evidence of Learning		
Curriculum and observational data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Buletza/Director of Learning Innovation	2025-08-13	2028-08-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 	

- 3e: Demonstrating Flexibility and Responsiveness
- 1e: Designing Coherent Instruction
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Artificial Intelligence

Action Step

- Continue to educate staff and students about the various types of artificial intelligence.

Audience

Administrators, teachers, students

Topics to be Included

Types of Artificial Intelligence and the difference between ethical and unethical use in education.

Evidence of Learning

Follow up survey

Lead Person/Position

Matt Buletza/Director of Learning Innovation

Anticipated Start

2025-08-13

Anticipated Completion

2028-08-16

Learning Format

Type of Activities

Workshop(s)

Frequency

Annually

Observation and Practice Framework Met in this Plan

- 1b: Demonstrating Knowledge of Students
- 4e: Growing and Developing Professionally
- 2b: Establishing a Culture for Learning
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Professional Ethics

Math

Action Step		
<ul style="list-style-type: none"> Take a deeper look into math curriculum at the middle level with a focus on grades 5-8. 		
Audience		
Math teachers K-12		
Topics to be Included		
Math curriculum review, data analysis, current trends in education		
Evidence of Learning		
Teachers will implement change into their curriculum and data should begin to show student growth in mathematics		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Buletza/Director of Learning Innovation	2025-08-13	2028-08-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Literacy

Action Step
<ul style="list-style-type: none"> K-2 will implement a new reading series in the 2025-2026 School Year. In the 2026-2027 School Year, grades 3-4 will implement the

program. Training for the program, as well as structured literacy training for k-12, will create a literacy continuum across the district.		
Audience		
K-12 English language arts teachers.		
Topics to be Included		
Structured literacy		
Evidence of Learning		
Follow up training surveys; data to support the growth of students in ELA		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Buletza/Director of Learning Innovation	2025-08-13	2028-08-16

Learning Format

Type of Activities	Frequency
Workshop(s)	1 per semester
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students • 1d: Demonstrating Knowledge of Resources • 4b: Maintaining Accurate Records • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 3b: Using Questioning and Discussion Techniques • 2b: Establishing a Culture for Learning • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

DRAFT

Communications Activities

Math					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Middle school math department (5-8)	Curriculum, math series discussions, vertical alignment	Matt Buletza/Director of Learning Innovation	08/13/2025	08/16/2028
Communications					
Type of Communication			Frequency		
Email			Consistently throughout the school year for planning team meetings		

Literacy					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and community	Introduction of our new reading series	Dr. Shawn T Fitzpatrick	08/13/2025	08/12/2026
Communications					
Type of Communication			Frequency		
Podcast			Single Podcast announcing the new reading series		

DRAFT

Data Collection and Benchmarking

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Administrators, Principals, Students, Parents	Data collection, data analysis, benchmarking, diagnostics	Matt Bulezza/Director of Learning Innovation	08/13/2025	08/16/2028
Communications					
Type of Communication			Frequency		
Email			As needed		

DRAFT

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

DRAFT