

TUSSEY MOUNTAIN SD

199 Front Street

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The continuing mission of the Tussey Mountain School District is to provide a safe, stimulating and challenging environment where every person has an equal opportunity to attain the knowledge and skills necessary to become lifelong learners who contribute positively to society.

VISION STATEMENT

The Tussey Mountain School District, united in purpose, will create an outstanding environment where all students and staff members are excited to work, learn and strive for excellence.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

In order to achieve a culture which celebrates life-long learning and maintains a safe and stimulating environment, the Tussey Mountain School District believes in setting observable expectations for all students. Facilitating an environment in which students are able to reach these expectations helps students become active, rather than passive in the learning process. These expectations include: Students will value time spent in school and will strive to attend school every day. Students are expected to respect each other's rights, personal space, and feelings. Students will give their best efforts academically and in all extra-curricular activities. Students will use social media responsibly. Students will respect their teachers and other authority figures. Students will take the initiative to learn new things. Students set goals, plan their work, and track their progress. Students work effectively and collaboratively with others and share their ideas.

STAFF

Staff members will show good judgement and proper decorum in developing personal relationships with students. Teachers will use Pennsylvania core standards to prepare lessons that will allow students to grow academically. Teachers will strive to connect with each of their students on some level. Teachers will communicate with each other and the administration to best serve the children entrusted to them. Teachers will be good stewards of district property and will hold students accountable for lost or destroyed objects. Beyond these core expectations, the Tussey Mountain School District holds the following values to be paramount to the teaching process: *Building positive relationships with students. This is the foundation of any safe and supportive learning environment. When students feel connected to their teacher and their classmates, they are more likely to feel safe and supported, which allows them to focus on learning. *Setting clear expectations and rules. Students need to know what is expected of them in order to feel safe and secure. Teachers should clearly communicate their expectations and rules, and be consistent in enforcing them. *Being fair and impartial. Students need to feel that they are treated fairly and impartially by their teacher. This means that the teacher should not show favoritism, and should apply the rules consistently to all students. *Creation a welcoming and inclusive environment. All students should feel welcome and included in the classroom, regardless of their background, abilities, or interests. Teachers can create a welcoming environment by celebrating diversity, being respectful of all students, and creating a sense of belonging. Provide opportunities for choice and voice. When students have a say in their learning, they are more likely to be engaged and motivated. Teachers can provide opportunities for choice by giving students a say in what they learn, how they

learn it, and how they demonstrate their learning. *Use a variety of teaching methods. Not all students learn in the same way, so it is important to use a variety of teaching methods to reach all learners. This could include using visual aids, hands-on activities, group work, and individual instruction. *Being patient and understanding. Learning takes time and effort, so it is important for teachers to be patient and understanding with their students. Teachers should also be willing to offer help and support when needed. *Celebrating successes. When students succeed, it is important to celebrate their accomplishments. This will help them feel good about themselves and motivated to continue learning. *Creation of a safe and stimulating learning environment: Make the classroom physically comfortable and inviting. This could include providing comfortable seating, good lighting, and fresh air. *Being a good role model. Teachers should model the behaviors they want to see in their students. This includes being respectful, responsible, and engaged. *Being open to feedback. Teachers should be willing to listen to feedback from students, parents, and colleagues. This feedback can help them to improve their teaching and create a better learning environment. Reflective practices make good teachers

ADMINISTRATION

The administration will provide the leadership to ensure the economic sustainability of the entire school program. The administration will ensure that staff will be paid a fair wage. The administration will hire the best candidates available for all open positions within the district. The administration will provide educational leadership in regards to school reform measures and improving standardized test scores. The administration will be the public face of the school, and will strive to show the school in the best light possible. The Tussey Mountain School District holds the following expectations of its administrators: 1) Administration will set clear expectations for behavior and enforce them consistently. This sends the message that the school is a safe and orderly place where everyone is respected. 2) Administration will facilitate a positive and welcoming environment. 3) Administration will take steps to provide a variety of learning experiences. This will help keep students engaged and motivated. 4) Administration will support teachers and staff. This will help them create a positive learning environment for students. 5) Administration will communicate with parents and the community. This will help build trust and support for the school.

PARENTS

Parents will partner with the school district to provide the time, space, and motivation for their children to try their hardest in school. Parents will support the school and the value of going to school in their homes. Parents will support their children at school by attending school events and extra-curricular activities. Parent will be willing to volunteer to help at their child's school.

COMMUNITY

The community has a responsibility to support its schools financially. The community must provide representative leadership to determine the focus of the school board. The community needs to be involved in school activities as spectators, volunteers, coaches, parking attendants, food service workers and whatever skill members can bring to the table. The community should support the school programs they feel are worthwhile.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Jerry Shoemake	Administrator	Tussey Mountain School District
Ms. Denelle Diehl	Administrator	Tussey Mountain School District
Mrs. Amy Meilus	Board Member	Tussey Mountain School District
Wayland Heath	Administrator	Tussey Mountain School District
Matt McCahan	Administrator	Tussey Mountain School District
Paul Brumbaugh	Parent	Tussey Mountain School District
Jodi Kormanski	Parent	Tussey Mountain School District
Lindsey Myers	Parent	Tussey Mountain School District
Casey Flaherty	Community Member	Tussey Mountain School District
Chris Carrier	Staff Member	Tussey Mountain School District
Amanda Mallow	Staff Member	Tussey Mountain School District
Rodger Conely	Staff Member	Tussey Mountain School District
Harry Watkins	Board Member	Tussey Mountain School District

Name	Position	Building/Group
Josh Wakefield	Board Member	Tussey Mountain School District
Bradley Morse	Staff Member	Tussey Mountain School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The Tussey Mountain School District acknowledges that the role of the teacher is of critical importance to the educational process. Without quality teachers, accomplishing other district goals is even more challenging.	Professional learning Professional learning
District data indicates that some success in raising student achievement has been realized through data-driven, targeted instruction programs. Through further implementation of these programs and quality instruction, it is believed that student achievement with regard to the proficiency can also be improved.	Mathematics STEM
District data indicates that some success in raising student achievement has been realized through data-driven, targeted instruction programs. Through further implementation of these programs and quality instruction, it is believed that student achievement with regard to the proficiency can also be improved.	English Language Arts Post-secondary transition to school, military, or work STEM

ACTION PLAN AND STEPS



Evidence-based Strategy

Curriculum Alignment & Fidelity Assessment

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math

At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone.

Science

At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone.

ELA

At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will conduct a systemic review of all PA core standards in the content areas of ELA, Math and Science. During this systemic review all PA Core Standards will be reviewed in conjunction with local data to assess horizontal curriculum alignment as well as efficacy of instruction/ student understanding according to a local scale.

2024-11-01 -
2025-06-30

Director of
Education;
Building
Principals;
Department
Chairs

Local Rubric; SAS Portal;
Local Data (Curriculum
Based Assessments, Local
Assessment Data, PSSA
and Keystone Data)

Once all teachers have completed the horizontal alignment activity, a vertical alignment activity will be completed with all teachers and educational leadership, district-wide.

2025-08-01 -
2026-06-30

Director of
Education;
Building

Local Rubric; SAS Portal;
Local Data (Curriculum
Based Assessments, Local

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principals; Department Chairs	Assessment Data, PSSA and Keystone Data)
Implement regular data team meetings at the grade, department, school and district level	2024-11-01 - 2016-06-30	Superintendent, Policy and Curriculum Committee, Director of Education; Building Principals; Department Chairs	Local Data (Curriculum Based Assessments, Local Assessment Data, PSSA and Keystone Data)

Anticipated Outcome
These exercises will assess horizontal alignment of the local curriculum to state standards as well as how well the student population understands each standard (local data used as a source). This will help teachers reflect upon their own teaching, identify gaps in the curriculum, and request needed resources to address student skill gaps. Through these alignment activities, we will identify areas where curriculum resources or instructional methods are not meeting student needs. This will also help the district be responsive to data and implement targeted instruction more effectively.

Monitoring/Evaluation
Curriculum Alignment Activities will be completed during scheduled inservice trainings. After these scheduled alignment activities, the administrative team will review the results of the teacher assessments and recommendations. Benchmarking data will also be reviewed

regularly.

Evidence-based Strategy			
Professional Development Evaluation			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Professional Development	According to the local-developed rubric, the district will offer professional development that is: 1) aligned to the comprehensive plan, district needs, and state regulations; 2) impactful to teacher practices (as measured by observable changes to teaching practices or reported implementation), 3) encourages teacher collaboration and autonomy. This will be assessed by a locally-developed rubric/ survey instrument which will be completed by participating teachers. At the conclusion of the 2025-2026 school year, 85% of reporting teachers will report satisfactory ratings in all three areas.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will participate in high quality professional development according to district needs and state regulations	2023-11-01 - 2026-06-30	Director of Education	Various professional development resources
Anticipated Outcome			
The team of stakeholders indicated will develop and approve a consistent instrument of evaluating professional development			

opportunities.

Monitoring/Evaluation

Department Chairs, Building Principals, Director of Education will review the results of the survey instrument to inform data-driven professional development.

Evidence-based Strategy

Needs Assessment

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attracting and Retaining Teachers

At the conclusion of the 2025-2026 school year, the 95% of practicing teachers will be highly qualified/certified in their content area.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Thee district will have complete a needs assessment for teacher vacancies, projected district needs, and recommendations.

2023-11-01 -
2024-07-30

Superintendent, Building Principals, Director of Education

Local enrollment data, projection trend data

Anticipated Outcome

The administrative team will conduct a needs assessment to project future vacancies, establish professional relationships with teacher preparation programs, facilitate an environment and resources where existing staff can expand their skill sets and certification areas, and re-align educational programming as needed to ensure that quality teachers are placed within applicable coursework.

Monitoring/Evaluation

Through PIMS reporting and other local means of tracking, district administration will assess the number of certified teachers in each instructional offering.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Teachers will conduct a systemic review of all PA core standards in the content areas of ELA, Math and Science. During this systemic review all PA Core Standards will be reviewed in conjunction with local data to assess horizontal curriculum alignment as well as efficacy of instruction/ student understanding according to a	11/01/2024 - 06/30/2025
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)			
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		local scale.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Once all teachers have completed the horizontal alignment activity,	08/01/2025
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)		a vertical alignment activity will be completed with all teachers and educational leadership,	-
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)		district-wide.	06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Implement regular data team meetings at the grade, department, school and district level	11/01/2024 - 06/30/2016
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)			
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
According to the local-developed rubric, the district will offer professional development that is: 1) aligned to the comprehensive plan, district needs, and state regulations; 2) impactful to teacher practices (as measured by observable changes to teaching practices or reported implementation), 3) encourages teacher collaboration and autonomy. This will be assessed by a locally-developed rubric/ survey instrument which will be completed by participating teachers. At the conclusion of the 2025-2026 school year, 85% of reporting teachers will report satisfactory ratings in all three areas. (Professional Development)	Professional Development Evaluation	Staff will participate in high quality professional development according to district needs and state regulations	11/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of the 2025-2026 school year, the 95% of practicing teachers will be highly qualified/ certified in their content area. (Attracting and Retaining Teachers)	Needs Assessment	Thee district will have complete a needs assessment for teacher vacancies, projected district needs, and recommendations.	11/01/2023 - 07/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Middle school students met or exceeded the standard for growth in ELA, Math and Science on the PSSA

Elementary students exceeded the expectation for attendance

High school students exceeded the standard for graduation rates

Students met or exceeded the standard for growth on Keystone assessment in Biology and Algebra

Targeted instruction offered in grade 5, helped middle school students meet the growth standard on ELA PSSA

Targeted instruction offered in grade 6, helped middle school students meet the growth standard on ELA PSSA

Targeted instruction offered in grade 7, helped middle school students meet the growth standard on ELA PSSA

The district is exceeding graduation expectations (four year cohort data)

The district is exceeding expectations for industry-based learning

Challenges

Students were below the standard for proficiency/ advanced performance on the PSSA in ELA, Math, and Science

Students were below the standard for proficiency/ advanced performance on the Keystone Assessments in Literature, Biology, and Algebra

Students did not meet the standard for attendance at the middle/ high school

Students in grades 3, 4, 5, 6, 7, 8 did not meet the standard for proficient or advanced performance on the PSSA

Students taking the literature assessment did not meet the standard for proficient or advanced performance on the Literature Keystone.

Students taking the literature assessment did not meet the standard for growth on the Literature Keystone.

Students in grades 3, 4, 5, 6, 7, 8 did not meet the standard for proficient or advanced performance on the PSSA

Strengths

The district has a high-quality professional development program, as well as a mentorship program. This can be leveraged to build capacity in teachers who are less-experienced or working toward certification, in light of the current teacher shortage in Pennsylvania.

Targeted instruction offered in grade 6, helped middle school students meet the growth standard on math PSSA

Targeted instruction offered in grade 7, helped middle school students meet the growth standard on math PSSA

Targeted instruction offered in grade 8, helped middle school students meet the growth standard on math PSSA

Students taking the science assessment in grades 4 and 8 met or exceeded growth expectations

Students taking the biology met or exceeded growth expectations

Students at the elementary level with disabilities are meeting attendance expectations

Students with disabilities are meeting expectations for rates of participation on the PSSA and Keystone Assessments

Students at the elementary level who are economically disadvantaged are meeting attendance expectations

Challenges

The district is not meeting expectations for career standards

Teachers report that they are mostly using technology at the substitution, rather than the re-definition level.

There is a need to provide teachers with more support and training to include universally-designed and differentiated practices.

The district acknowledges that with the current teacher shortage, attracting and retaining high-quality, certified teachers is an area of need.

Students taking the Biology Keystone assessment did not meet the standard for proficient or advanced performance

Students with disabilities are not meeting growth standards on the PSSA at the elementary level (3-4)

Students at the middle/ high school with disabilities are not meeting attendance expectations

Students who were economically disadvantaged who took the Biology Keystone Assessment did not meet the standard for growth. This was a discrepancy from the general population.

Students at the middle/ high level who are economically disadvantaged are not meeting attendance expectations

Strengths

Students in grades 5, 6, 7, and 8 who took the PSSA assessments (in ELA, math, and science) and were economically disadvantaged met the standard for growth

Targeted instruction offered in grade 8, helped middle school students meet the growth standard on ELA PSSA

Targeted instruction offered in grade 5, helped middle school students meet the growth standard on math PSSA

The district is engaging in more inclusive practices. Inclusion was consistently identified by a large portion of staff as one of the district's greatest strengths during focus groups which were coordinated to seek input for this comprehensive plan.

Local data indicates that more students are achieving the career readiness benchmark with the updated procedures.

The district recently became a 1:1 school for technology.

Challenges

Students taking the literature assessment did not meet the standard for proficient or advanced performance on the Algebra I Keystone.

Students taking the PSSA science assessment did not meet the standard for proficient or advanced performance

Most Notable Observations/Patterns

Across the district there is a pressing need to improve the rates of proficiency and advanced performance on all administered state assessments. There is also evidence to suggest an equity concern with regard to economically disadvantaged students and effective science instruction. The district acknowledges that targeted instruction programs implemented by high-quality teachers had a very positive impact on helping students reach the standard for growth at the middle school level (across subject areas) and Algebra I. The district has begun similar programs in other content areas and grade levels and should monitor the effectiveness of these programs closely. The district also acknowledges that quality professional development and teacher mentorship has has a positive impact on student achievement. This, in addition to attracting and retaining high-quality teachers should be an area of focus moving forward.

Challenges	Discussion Point	Priority for Planning
The district acknowledges that with the current teacher shortage, attracting and retaining high-quality, certified teachers is an area of need.		✓
Students were below the standard for proficiency/ advanced performance on the PSSA in ELA, Math, and Science		✓
Students were below the standard for proficiency/ advanced performance on the Keystone Assessments in Literature, Biology, and Algebra		✓
Students did not meet the standard for attendance at the middle/ high school	Local data suggests an improvement in this area since reported on the Future Ready Index.	
Students with disabilities are not meeting growth standards on the PSSA at the elementary level (3-4)		
Students who were economically disadvantaged who took the Biology Keystone Assessment did not meet the standard for growth. This was a discrepancy from the general population.		

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Alignment & Fidelity Assessment

Action Steps	Anticipated Start/Completion Date		
Teachers will conduct a systemic review of all PA core standards in the content areas of ELA, Math and Science. During this systemic review all PA Core Standards will be reviewed in conjunction with local data to assess horizontal curriculum alignment as well as efficacy of instruction/ student understanding according to a local scale.	11/01/2024 - 06/30/2025		
Monitoring/Evaluation	Anticipated Output		
Curriculum Alignment Activities will be completed during scheduled inservice trainings. After these scheduled alignment activities, the administrative team will review the results of the teacher assessments and recommendations. Benchmarking data will also be reviewed regularly.	These exercises will assess horizontal alignment of the local curriculum to state standards as well as how well the student population understands each standard (local data used as a source). This will help teachers reflect upon their own teaching, identify gaps in the curriculum, and request needed resources to address student skill gaps. Through these alignment activities, we will identify areas where curriculum resources or instructional methods are not meeting student needs. This will also help the district be responsive to data and implement targeted instruction more effectively.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Local Rubric; SAS Portal; Local Data (Curriculum Based Assessments, Local Assessment Data, PSSA and Keystone Data)	yes	no	

Action Steps	Anticipated Start/Completion Date		
Once all teachers have completed the horizontal alignment activity, a vertical alignment activity will be completed with all teachers and educational leadership, district-wide.	08/01/2025 - 06/30/2026		
Monitoring/Evaluation	Anticipated Output		
Curriculum Alignment Activities will be completed during scheduled inservice trainings. After these scheduled alignment activities, the administrative team will review the results of the teacher assessments and recommendations. Benchmarking data will also be reviewed regularly.	These exercises will assess horizontal alignment of the local curriculum to state standards as well as how well the student population understands each standard (local data used as a source). This will help teachers reflect upon their own teaching, identify gaps in the curriculum, and request needed resources to address student skill gaps. Through these alignment activities, we will identify areas where curriculum resources or instructional methods are not meeting student needs. This will also help the district be responsive to data and implement targeted instruction more effectively.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Local Rubric; SAS Portal; Local Data (Curriculum Based Assessments, Local Assessment Data, PSSA and Keystone Data)	yes	no	

Action Steps	Anticipated Start/Completion Date
Implement regular data team meetings at the grade, department, school and district level	11/01/2024 - 06/30/2016

Monitoring/Evaluation	Anticipated Output
Curriculum Alignment Activities will be completed during scheduled inservice trainings. After these scheduled alignment activities, the administrative team will review the results of the teacher assessments and recommendations. Benchmarking data will also be reviewed regularly.	These exercises will assess horizontal alignment of the local curriculum to state standards as well as how well the student population understands each standard (local data used as a source). This will help teachers reflect upon their own teaching, identify gaps in the curriculum, and request needed resources to address student skill gaps. Through these alignment activities, we will identify areas where curriculum resources or instructional methods are not meeting student needs. This will also help the district be responsive to data and implement targeted instruction more effectively.

Material/Resources/Supports Needed	PD Step	Comm Step
Local Data (Curriculum Based Assessments, Local Assessment Data, PSSA and Keystone Data)	yes	no

Action Plan: Professional Development Evaluation

Action Steps	Anticipated Start/Completion Date
Staff will participate in high quality professional development according to district needs and state regulations	11/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Department Chairs, Building Principals, Director of Education will review the results of the survey instrument to inform data-driven professional development.	The team of stakeholders indicated will develop and approve a consistent instrument of evaluating professional development opportunities.

Material/Resources/Supports Needed	PD Step	Comm Step
Various professional development resources	yes	no

Action Plan: Needs Assessment

Action Steps	Anticipated Start/Completion Date
Ther district will have complete a needs assessment for teacher vacancies, projected district needs, and recommendations.	11/01/2023 - 07/30/2024

Monitoring/Evaluation	Anticipated Output
Through PIMS reporting and other local means of tracking, district administration will assess the number of certified teachers in each instructional offering.	The administrative team will conduct a needs assessment to project future vacancies, establish professional relationships with teacher preparation programs, facilitate an environment and resources where existing staff can expand their skill sets and certification areas, and re-align educational programming as needed to ensure that quality teachers are placed within applicable coursework.

Material/Resources/Supports Needed	PD Step	Comm Step
Local enrollment data, projection trend data		yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Teachers will conduct a systemic review of all PA core standards in the content areas of ELA, Math and Science. During this systemic review all PA Core Standards will be reviewed in conjunction with local data to assess horizontal curriculum alignment as well as efficacy of instruction/ student understanding according to a	11/01/2024 - 06/30/2025
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)			
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		local scale.	
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Once all teachers have completed the horizontal alignment activity, a vertical alignment activity will be completed with all teachers and educational leadership, district-wide.	08/01/2025
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)			-
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)			06/30/2026
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in mathematics, on the PSSA or Algebra I Keystone. (Math)	Curriculum Alignment & Fidelity Assessment	Implement regular data team meetings at the grade, department, school and district level	11/01/2024 -
At the conclusion of the 2026 state testing cycle, 75% of students will demonstrate proficient or advanced performance in science, on the PSSA or Biology Keystone. (Science)			06/30/2016
At the conclusion of the 2026 state testing cycle, 65% of students will demonstrate proficient or advanced performance in ELA, on the PSSA or Literature Keystone. (ELA)			
According to the local-developed rubric, the district will offer professional	Professional	Staff will	11/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
development that is: 1) aligned to the comprehensive plan, district needs, and state regulations; 2) impactful to teacher practices (as measured by observable changes to teaching practices or reported implementation), 3) encourages teacher collaboration and autonomy. This will be assessed by a locally-developed rubric/ survey instrument which will be completed by participating teachers. At the conclusion of the 2025-2026 school year, 85% of reporting teachers will report satisfactory ratings in all three areas. (Professional Development)	Development Evaluation	participate in high quality professional development according to district needs and state regulations	06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Language and Literacy Acquisition for All Students	All teaching and administrative staff	Professional development activities that will improve language and literacy acquisition for all students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Following completion of the comprehensive course, all staff will be asked to submit a content/ job-specific implementation plan which integrate language and literacy strategies.	07/01/2024 - 06/30/2026	Director of Education

Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Language and Literacy Acquisition for All Students	
<hr style="border-top: 1px dashed #ccc;"/>			
Professional Development Step	Audience	Topics of Prof. Dev	
Teaching Diverse Learners in Inclusive Settings	All teachers	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom. An emphasis will be placed upon the principles of Universal Design for Learning, Through and Around Mindset, and co-teaching	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teachers will produce artifacts demonstrating understanding of instructed material, such as the submission of lesson plans which utilize evidence-based strategies for instructing diverse learners. Administrative staff will also use learning walk data to determine the fidelity of implementation following these trainings.		11/01/2023 - 06/30/2026	Director of Education
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Teaching Diverse Learners in Inclusive Settings	

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Informed Care & Responding to Other Mental Health Needs	All teachers	1) Recognition of the signs of trauma in students 2) Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support 3) Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma 4) The school entity's policies regarding trauma-informed approaches 5) The school entity's policies regarding connecting students with appropriate services. 6) Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students. 7) Recognizing and responding to acute and chronic mental health needs using evidence-based strategies (including suicidal ideation)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will complete post training assessments	11/01/2023 - 06/30/2026	Director of Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Development Step	Audience	Topics of Prof. Dev
Professional Ethics	All teachers	The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will complete post training assessments	06/30/2024 - 06/30/2026	Director of Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Professional Ethics

Professional Development Step	Audience	Topics of Prof. Dev
Culturally Relevant and Sustaining Education Program Framework Guidelines	All teachers	Education that ensures equity for all students and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all students in this Commonwealth—particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students in this Commonwealth.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will submit an individualized implementation plan following the training	11/01/2023 - 06/30/2026	Director of Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Common Ground: Culturally Relevant Sustaining Education

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy	All teachers	1) Reading literacy skills of phonemic awareness, phonics, fluency, vocabulary and comprehension at all age levels; (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities; (3) Identifying and teaching students with dyslexia and other languagebased learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies; (4) Implementing reading instruction using high-quality instructional materials; (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction; and (6) Administering universal reading screeners to students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will complete post training assessments and implementation plans	11/01/2023 - 06/30/2024	Director of Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev	
Moving Up the SAMR Model	All Teachers	Use and implementation of new technologies using evidence-based instructional practices	
Evidence of Learning	Anticipated Timeframe		Lead Person/Position
Following each workshop staff will complete an implementation plan or submit a lesson plan artifact demonstrating use of technology. There will be a focus on ethical use of technology.	11/01/2023 - 06/30/2026		TIU11 Coordinator & Director of Education
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Professional Ethics	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of the 2025-2026 school year, the 95% of practicing teachers will be highly qualified/ certified in their content area. (Attracting and Retaining Teachers)	Needs Assessment	Thee district will have complete a needs assessment for teacher vacancies, projected district needs, and recommendations.	2023-11-01 - 2024-07-30
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Developing Needs Assessment	Administrative Team; School Board of Directors	The administrative team will conduct a needs assessment to project future vacancies, establish professional relationships with teacher preparation programs, facilitate an environment and resources where existing staff can expand their skill sets and certification areas, and re-align educational programming as needed to ensure that quality teachers are placed within applicable coursework.
Anticipated Timeframe	Frequency	Delivery Method
11/01/2023 - 06/30/2024	One time, as scheduled	Memorandum
Lead Person/Position		
Superintendent		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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