West Shore SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		115219002
Address 1		
PO Box 803		
Address 2		
City	**State**	**Zip Code**
New Cumberland	PA	17070
Chief School Administrator		**Chief School Administrator Email**
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Single Point of Contact Name		
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Single Point of Contact Email		
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Steering Committee

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Anna Cailanta	Parent	Hillside Elementary/Fairview Intermediate/ New Cumberland Middle	
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LEA Profile

The West Shore School District

Our Community

The West Shore School District is located in south-central Pennsylvania across the Susquehanna River from Harrisburg, the state capital. West Shore is the third largest suburban school system in the greater Harrisburg metropolitan area. The District's headquarters building, the Administration Center for Education, is located on Fishing Creek Road in northern York County.

The West Shore School District encompasses 78 square miles in the boroughs of Lemoyne, New Cumberland, Wormleysburg, Goldsboro, and Lewisberry and the townships of Fairview, Lower Allen, and Newberry, all in eastern Cumberland and northern York counties. The District has urban, suburban, and rural settings, and taken as a whole, the District is considered suburban. Approximately 54 percent of the student population comes from York County, with the remaining 46 percent coming from Cumberland County.

The West Shore School District was formed in 1966 under a state reorganization act. Five districts-Lower Allen, New Cumberland, Lemoyne, Wormleysburg, and Red Land-were involved. The 74 square miles of the District include a population of approximately 70,000 residents according to 2023 US Census Data. The student enrollment in grades K-12 is approximately 7,500.

The staff of the District includes over 600 professional and 280 support service personnel. The District is led by Superintendent Dr. Todd Stoltz who has held that position for over ten years. The administrative staff consists of cabinet and central office administrators, as well as building level administration. Current grade configurations are grades K-4,5-6, 7-8, and 9-12. In addition to 14 brick and mortar school buildings, the District operates an ExCEL (**Ex**panded **C**hoices for **e-L**earners) Virtual Learning Academy for grades 6-12, currently powered by CAOLA.

Educational policy is established by a nine-member Board of School Directors with three directors elected from each of three regions. Although directors are elected by voters in each of these regions, each Board member represents the entire West Shore School District. They are elected to serve four-year terms of office. This method of election ensures the Board has experienced members serving at any one time.

The District has a contract with the West Shore Education Association, an affiliate of the state and national education associations. It includes all professional employees except administrators.

The District has a contract with District Council 89 of the American Federation of State, County, and Municipal Employees. It includes full-time and part-time support employees including custodians, food services, and maintenance employees. (Some exceptions do apply.)

Our Support Services

The District bus fleet is operated in partnership with Rohrer, along with several other smaller transportation contractors, to transport approximately 7,000 students daily. More than 4,000 meals, breakfast and lunch, are provided by our school food service program on a daily basis. More than 40% of the District's students qualify for the free or reduced price meal program. The District's cafeterias serve a type A lunch as defined by the National School Lunch program and provide a la carte lunch service, as well. A free breakfast program exists at each school. A point-of-sale program in all school cafeterias enables families to establish accounts for their students, eliminating the need for children to bring lunch money each day.

District students are served by school counselors assigned to each school building and two District social workers. School counselors engage in important work on behalf of students and families including providing programming in areas like social-emotional learning and mental health, providing short-term mental health support, serving as a referral source for students who need greater assistance than school staff can provide, leading support groups, providing academic counseling, supporting students' post-graduation goals and more. School social workers provide short-term relief to situations that are barriers to students learning. From assisting with emergency food relief to referring families to agencies that can provide longer-term assistance, our social workers are vital supports to our students and families. Our District also benefits from a team of school psychologists who lead the assessment process to determine if students have exceptional needs. Each of our school operates a Student Assistance Program as required. Our District also provides students, staff and families access to a health care referral resource through CareSolace. Finally, the District contracts with Laurel Life to provide school-based mental health services to students who would benefit from those resources.

West Shore School District supports the health needs of all of its students. Each school building has at least one certified school nurse and most have an additional registered nurse. These healthcare professionals lead the efforts of documenting vaccinations required for school attendance, completing mandated screenings, leding 504 Service Plan teams for health-related condtitions, and providing for the health of students in the school.

The District prioritizes the safety of students, staff, and guests. To support that priority, each of the District's two high schools partners with the police department that serves their community to host a School Resource Officer. In addition, each secondary school in the District has an armed school security guard. The school security guards' work is led by a Director of Saftey, Security, and Enrollment, an administrator.

Our Curriculum

West Shore SD promises to provide inspiring and relevant experiences for all students so they may live meaningful, purposeful, and impactful lives. The District's curriculum is designed to meet this promise. The Instructional Design, the curricular guidebook created and maintained by the District, provides direction for the entire curriculum, K-12. A prescribed cycle of curriculum review offers an

ongoing opportunity to monitor course offerings and research, review, and update those offerings as needed. Both mini-curriculum teams and grade level committees provide the forum for curriculum review. Teacher committees, chaired by principals and/or area supervisors, commit to an ongoing, in-depth study and review of designated curricular areas.

West Shore hosts a comprehensive academic, technical, career and vocational program. The two high schools have programs designed to capitalize on the special talents and interests of each student. All programs comply with, and frequently exceed, the Pennsylvania Academic and Core Standards. The high school curriculum is comprehensive with over 240 different courses, excluding special education offerings, available to students. College preparation, Advanced Placement, dual enrollment, college-in-the-high school, technology education, vocational and career education, business education, arts (visual and performing) education, and health/physical education are available to each student who is then able to select progressive arrangement of study. School-to-work initiatives enable students to explore future career possibilities. Army JROTC programs at both high schools provide an opportunity for students to enhance their leadership skills. High school students may also apply to attend Cumberland-Perry Area Career and Technical Center. The high schools invest considerable effort to preparing our students for life beyond high school by focusing on the three Es- Enrolled (in college), Enlisted (in the armed services), or Employed (in the workforce).

Middle level education features planned courses in math, science, language arts, social studies, computer education, physical education/health, and the unified arts. Electives supplement students' learning experience.

The elementary program also boasts a strong academic program and features an emphasis on reading and writing across all curricular areas. Enrichment opportunities and integrated arts complement a comprehensive curriculum. Currently most students participate in a partial-day kindergarten program where students attend in either the morning or afternoon for a 2.75 hour block of instrtucion. A significant proportion of the District's kindergarten students participate in the Kindergarten Acceleration Program, a full-day Kindergarten experience for students who demonstrate significant needs.

Students in grades K-8 receive instruction in social-emotional learning through the Character Strong program with regular lessons, school-wide assemblies, and more. In most settings, Character Strong dovetails with the school's Positive Behavioral Interventions and Support program.

To address individual educational needs, the District provides a wide variety of instructional opportunities to students who may need modifications to the instructional process and/or curriculum beyond the regular classroom setting. Early intervention programs are available for preschool children from age three to school age through the Capital Area Intermediate Unit. This service addresses preschoolers who are thought to have problems in learning, communication, behavior, sensory functions (vision and hearing) and other areas of development, such as play and socialization.

Special education programs (K-12) address the needs of eligible (as determined by state and federal guidelines) students who require specially designed instruction, including gifted services. A full continuum of educational services from itinerant to full-time interventions is available to address unique learning needs while providing every opportunity for maximum integration with non-eligible peers when appropriate. Students not found eligible for special education may access support services through other District programs. Additionally, the West Shore Academy provides an Alternative Education Program for secondary students who have difficulties functioning in regular classroom environments. The District also hosts QUEST (Quality Emotional Support and Trauma Programming) in two elementary, one intermediate, two middle and three high school classrooms.

Our Facilities/Resources

District facilities include 17 buildings on over 498 acres of property, providing outdoor recreational areas for student and community activities. The District maintains twenty-one athletic fields, eleven tennis courts, two running tracks, a stadium, and a natatorium. The District takes great pride in its facilities and follows a comprehensive schedule for the maintenance and upgrading of its facilities.

The District's Internet web site (http://www.wssd.k12.pa.us/) is a source for information about our schools and policies and is an excellent resource for students and parents. Additionally, breakfast/lunch menus, school delays/cancellations, athletic schedules, and employment opportunities are posted. A monthly online activities calendar enables parents to plan ahead for special school events. Board meetings and study sessions are also broadcast live via the web on the evening of the meetings.

Our Finances

The 2025-2026 operating budget is $164,931,518. Over 92% of the budget is focused on instruction and support services which directly impact those activities associated with providing educational services to students. More than 69 percent of the operating funds come from local revenue sources; the State provides 29 percent, with federal and other sources making up the remainder of the revenue sources.

Special Programs/Community Involvement

Numerous avenues exist for parents and community members to become actively involved in the educational process. Parent/Teacher Organizations at the elementary and intermediate schools and Principals' Advisory Councils at the secondary schools provide opportunities for involvement at the building level.

The District maintains a Partners in Education (PIE) program, which originated in 1983. Currently, over 300 business and community representatives volunteer time, resources, and funding to support the District's educational programs. This strong link to the business community enables the District to keep abreast of the emerging trends and needs of industry and also affords students the opportunity to learn first-hand the education and skills necessary to be successful in today's work force.

The West Shore Foundation provides encouragement through financial support of selected projects to enhance the educational mission of the West Shore School District. The Foundation sponsors the annual Academic Bowl competitions at the elementary, intermediate, and middle school level, awards scholarships to graduating seniors, underwrites speakers and other costs associated with professional development, provides teacher innovation grants, etc. Foundation meetings are held regularly during the school year. Families and members of the West Shore community are encouraged to become actively involved in Foundation activities.

Student Activities

West Shore offers all students the opportunity to expand and refine their skills through a vast array of supplemental programs geared to meet their physical, social, emotional, and intellectual abilities. Extra-curricular clubs and activities at each level enable students to capitalize on individual strengths and interests.

At the high school level, both schools participate in the Pennsylvania Interscholastic Athletic Association (PIAA) offering competitive teams in numerous varsity and junior high sports. Hundreds of students participate in the seasonal sports.

Junior high athletic competition features opportunities for students to participate in Junior high basketball, cross country, field hockey, football, soccer, track & field, volleyball, and wrestling. Students are encouraged to participate in school life through the club offerings featuring community service activities, various music groups, yearbook, and an array of interesting offerings.

Elementary level clubs and activities afford opportunities through academic and non-academic venues for students to become involved. Academic Bowl contests along with school spirit, community service activities, and student council groups are aspects of the comprehensive elementary program in West Shore.

Cedar Cliff and Red Land High Schools host dozens of club activities to enhance and supplement the classroom experience. Activities may feature a focus on community service, academics, social activity, or peer mediation and cultural diversity.

Throughout the curriculum, students are engaged in music education with performance venues offered in the intermediate elementary grades through high school. Annually, high school students are selected to participate in district, regional, state, and national performance ensembles. West Shore's bands, orchestras, and choruses are a source of pride and among the best in public education.

The District's Natatorium, connected to Red Land High School, affords students the opportunity to incorporate swimming into the curriculum. Second-grade students learn essential water safety skills and are introduced to a variety of water-related activities. In fourth grade, students build on this foundation by further developing their swimming skills and improving stroke techniques. In sixth grade, instruction focuses on boating safety, including proper procedures for recreational boating. Students who successfully complete the required assessments may earn a Boating Safety Education certificate at the end of the course. Students in grades 9–12 can enroll in an

aquatics course focused on stroke refinement, water safety, and endurance development. Students ages 15 and older may also take the lifeguard course and, upon successful completion of required testing, earn American Red Cross Lifeguard Certification.

Mission and Vision

Mission

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Vision

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community. Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society. The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

Educational Values

Students

We believe all children can learn. We believe students must become more responsible for their own learning as each year progresses. We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society. We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Staff

We believe motivated, adaptable, and well-trained staff are critical for student achievement. We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met. We believe relationships must be cultivated to foster a safe and invitational school climate. We believe resources must be provided and managed in a fiscally responsible manner.

Administration

We believe motivated, adaptable, and well-trained staff are critical for student achievement. We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met. We believe relationships must be cultivated to foster a safe and invitational school climate. We believe resources must be provided and managed in a fiscally responsible manner.

Parents

We believe a quality education requires the total involvement of students, parents, educators, staff, and the community. We believe positive teacher/student relationships empower students to realize their academic potential. We believe education is a lifelong endeavor. We believe in the collaboration of ideas, abilities, and resources.

Community

We believe a quality education requires the total involvement of students, parents, educators, staff, and the community. We believe positive teacher/student relationships empower students to realize their academic potential. We believe education is a lifelong endeavor. We believe in the collaboration of ideas, abilities, and resources.

Other (Optional)

We are committed to providing students with inspiring and relevant experiences so they may live meaningful, purposeful, and impactful lives.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Graduation Rate	Graduation rate at both Cedar Cliff and Red Land High Schools exceeds the state average.
Academic Achievement in Math in Elementary Schools	Academic Achievement in Math in Elementary Schools is exceptionally strong. Math scores at all buildings exceed the state average of 42% proficient/advanced with scores ranging from 49% to 73.5% proficient/advanced.
Academic Growth in Math & ELA in Elementary	In all but one school, academic growth meets or exceeds expectations in both Math & ELA.
Academic Achievement in Math in Intermediate Schools	In both intermediate schools, math achievement exceeded the state average
Academic Achievement in ELA in Middle Schools	Two of three middle schools exceeded state averages for ELA achievement.
Academic Achievement in ELA in High School	Both high schools exceeded state averages for ELA achievement.
Academic Growth in Math & ELA in High School	In both high schools, academic growth exceeds expectations in both Math & ELA.
Career Standards Benchmarks	Each school for whom this is an indicator had 99% or greater percentage of students satisfy the career readiness benchmark.

Challenges

Indicator	Comments/Notable Observations
ELA Achievement in Elementary Schools	Although most District schools exceed the state averages in ELA achievement, a disparity exists between ELA and math achievement. Opportunity for improvement exists with ELA achievement.
ELA Achievement in Intermediate Schools	ELA achievement in Intermediate levels is less strong than math achievement. Opportunity exists for improvement with ELA achievement.
Math Achievement in Middle Schools	Math achievement at all three middle schools is below state averages.
Attendance in High Schools	Attendance rate in both high schools is below the average in the PA Future Ready Index.
Math Achievement in High Schools	Cedar Cliff is performing below the state average and Red Land is only marginally above the state average in the PA Future Ready Index.

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

Strengths

Indicator Math and ELA Achievement **Grade Level(s) and/or Student Group(s)** All grade levels, Economically Disadvantaged	**Comments/Notable Observations** The disparity in performance between economically disadvantaged and whole group is smaller than expected at many schools. In fact, in some elementary instances, the gap is less than 5%.
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** All grade levels, all student groups	**Comments/Notable Observations** All student groups perform similarly on Career Standards Benchmarks.

Challenges

Indicator Math and ELA Achievement **Grade Level(s) and/or Student Group(s)** All grade levels, Students with Disabilities	**Comments/Notable Observations** Students with disabilities have much lower achievement than the whole group at most schools. The disparity appears to grow as students get older. Beginning with SY 2026-2027, Cedar Cliff is on TSI for concerns with this population.
Indicator Math and ELA Achievement **Grade Level(s) and/or Student Group(s)** Middle Schools and High Schools, English Learners	**Comments/Notable Observations** Students who are English Learners have much lower achievement than the whole group at New Cumberland MS and Cedar Cliff HS. The disparity appears to grow as students get older. with Fairview having a smaller disparity. Beginning with SY 2025-2026, Cedar Cliff is on TSI for concerns with this population. Of note, this subgroup only exists as a measurable population at three schools, Fairview, New Cumberland, and Cedar Cliff. The population of English Learners at other schools is small enough to produce insufficient samples.
Indicator English Language Growth	**Comments/Notable Observations** Only three schools have this metric. In others, the population of English Learners is too small resulting in an

and Achievement **Grade Level(s) and/or Student Group(s)** Intermediate, Middle, and High Schools	insufficient sample. All three schools are significantly lower than state averages.
Indicator Rigorous Courses of Study **Grade Level(s) and/or Student Group(s)** High School, Black and Hispanic Students	**Comments/Notable Observations** At Cedar Cliff and Red Land, Black and Hispanic students participate in rigorous courses of study less than the overall group. Red Land only has a Hispanic subgroup.

Summary

Strengths

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

Student growth is a strength across the District at many grade levels and in many content areas.
Achievement in math is especially strong in primary and intermediate schools.
ELA achievement is strong in middle and high schools.

Challenges

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

ELA achievement in elementary and intermediate schools is lower than expected.
Math achievement in middle and high schools is lower than expected.
High School attendance rates are below the state averages.
Students with disabilities and students who are English learners perform significantly below the overall group in several areas and schools.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grades 3-8 ELA Study Island Benchmark data & Firefly Assessment	The District has great variability in proficiency scores K-8 in ELA . These scores are also reflected on PSSA results.
CDT High school	Students with IEPs and students who are on free and reduced lunch have the lowest proficiency scores.

English Language Arts Summary

Strengths

Provides literature and resources that reflect a variety of ethnicities, races, and cultures.
Utilizes a variety of benchmark and progress monitoring tools K-12 to inform instruction.
Includes voice and choice as part of instruction and assessment practices.
Academic growth in high school is above or well above expectations.

Challenges

High School attendance is a challenge.
Lack of consistent implementation of the written curriculum, including District approved resources.
Lack of consistent standards-based assessments and grading, this includes lack of common assessments across all grade levels.
Fostering a vision and culture of high expectations for success for all students, educators, and families.

Mathematics

Data	Comments/Notable Observations
Grades 3-8 Math Study Island Benchmark data	The District has great variability in proficiency scores K-12 in mathematics, however mathematics has been identified as a priority. Mathematics proficiency has increased in grades k-6
Algebra CDT & Firefly High School	Students with IEPs and students who are on free and reduced lunch have the lowest proficiency scores.
K-6 Acadience Math-Reflex Math and Frax Math are being used as remediation tools.	Students with IEPs and students who are on free and reduced lunch have the lowest proficiency scores.

Mathematics Summary

Strengths

CDT's are used in Keystone courses to inform instruction.
Elementary mathematics achievement surpassed english achievement at the elementary level in most elementary buildings.
MTSS is running in all k-12 schools.
Academic growth in high school is above or well above expectations.

Challenges

Math proficiency scores steadily decrease as students move through grades 3-5 and then a sharp decline in grades 7-8.
Fostering a vision and culture of high expectations for success for all students, educators, and families.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDTs	Overall students with IEPs and students who are on free and reduced lunch have the lowest science proficiency scores.
Study Island grades 4 and 8	Overall students with IEPs and students who are on free and reduced lunch have the lowest science proficiency scores.

Science, Technology, and Engineering Education Summary

Strengths

STEELs Standards are aligned to district curriculum
K-5 teachers are trained in Engineering by Design and are providing STEM experiences to all students.
High school students have an opportunity to be part of Aquaponics as a course at the high school level and students in grades k-8 engage in aquaponics and science experiences that are connected to the high school program.
High school students have an opportunity to enroll in the DaVinci course that is science, math and engineering driven. They determine a project, align it to standards and design.

Challenges

Aside from CTC students, students are not electing a rigorous course of study in technology.
Grade 6-8 science curriculum is spiraled which is a pivot from prior instructional practices and it is leading to the need to build teacher efficacy. We believe this has led to a significant drop in PSSA science scores from grade 4 to grade 8. This concern also led to the development of a Science 9 course that will spiral the content to better support academic needs for the Biology Keystone.

Related Academics

Career Readiness

Data	Comments/Notable Observations
FRI- all levels on track for career measures	7 out of 7 buildings scored 99% or greater on career measures indicated on the FRI.
Student career readiness activity logs	Student activity logs reflect the high FRI scores in their on track measure.
Industry Based Learning FRI	High school students who earned industry credentials are no longer in line with the state average of 41.1%. There is a growing disparity between high school in this area as one high school has 43.5% and 29.5% in the other high school.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

HACC Articulation Agreement MOU_5a40aea2.pdf

HACC Articulation Agreement MOU.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

WSSD Signed HU Ed Agreement 10~21~24_29cf7ac5.pdf

WSSD Signed HU Ed Agreement 10~21~24_59c90ba8.pdf

WSSD Signed HU Ed Agreement 10~21~24.pdf

Partnering Institution

Pennsylvania College of Technology

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

West Shore School District-Penn College Articulation Agreement.pdf

West Shore School District-Penn College Articulation Agreement_c450a198.pdf

West Shore School District-Penn College Articulation Agreement_8f44c960.pdf

Partnering Institution

Saint Joseph's University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

SJU25-26 Agreement.pdf

Partnering Institution

Central Penn College

Agreement Type

Dual Credit

Program/Course Area

Business Education

Uploaded Files

2023 DE West Shore CPC Fully Signed.pdf

Partnering Institution

Commonwealth University of PA

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Commonwealth Univ of Pennsylvania-MOU.pdf

Partnering Institution

Pennsylvania College of Health Sciences

Agreement Type

Dual Credit

Program/Course Area

Health Sciences

Uploaded Files

Pennsylvania College of Health Sciences Dual Enrollment Agreement.pdf

Partnering Institution

Shippensburg University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Shippensburg Univ-West Shore SD Concurrent Enrollment MOU-Signed.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.

7 out of 7 buildings scored 99% or greater on career measures indicated on the FRI.
Student activity logs reflect the high FRI scores in their on track measure.

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.

High school students who earned industry credentials are no longer in line with the state average of 41.1%. There is a growing disparity between high school in this area as one high school has 43.5% and 29.5% in the other high school.
Barriers to access to higher lever classes, including Advanced Placement, for historically underperforming subgroups.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Learners do not perform at the same levels as the overall population at the secondary level.	The Red Land attendance area has ELD programs for intermediate, middle, and high school this year for the first time. Cedar Cliff was on TSI for EL performance this year.

Students with Disabilities

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

Data	Comments/Notable Observations
Grades 3-8 Study Island benchmark proficiency math	Students with IEPs fall significantly below expected achievement. Study Island proficiency reflects projected proficiency on PSSAs.
Grades 3-8 Study Island benchmark proficiency ELA	Students with IEPs fall significantly below expected achievement.
Grades K-8 Acadience Reading	Students with IEPs fall significantly below expected achievement.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Grades 3-8 Study Island benchmark	Students with IEPs fall significantly below expected achievement. Study Island proficiency

proficiency math	reflects projected proficiency on PSSAs.
Grades 3-8 Study Island benchmark proficiency ELA	Students with IEPs fall significantly below expected achievement.
Grades K-8 Acadience Reading	Students with IEPs fall significantly below expected achievement.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students scored the lowest on state and District assessments as compared to other race/ethnicity groups.
Hispanic	Hispanic students were the second lowest scoring group on state and District assessments as compared to other race/ethnicity groups.

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.

Ongoing work to ensure equity and inclusion for all students.
In response to growing ELD population, opened ELD classrooms in schools where they didn't historically exist and increased ELD staffing.
Some sites show very little difference between overall performance and performance of students who are economically disadvantaged.

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.

Black and Hispanic students scored below white and all other student groups based on race/ethnicity.
Staff improve skills in supporting students from diverse backgrounds.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

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.

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

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

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

Implement Data-Driven Human Capital Strategies

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

District social workers, school counselor and student services meet the needs of students and families.
The district has clear, student centered student success anchors, as well as a pledge that provides a consistent message throughout the district.
The district has developed creative processes to remove barriers allowing support staff to move into professional positions.

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.

Ensuring a fully aligned system of standards aligned curriculum and assessment in every classroom, grade level, and content area.
Developing supports to ensure evidence-based instructional strategies are used to ensure students have access to rigorous, standards-based instruction.
Creating a sense of belonging for all students, especially those at intermediate, middle, and high schools.
Continue to carefully assess allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data, ensuring resources are used in the areas of need.

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
Student growth is a strength across the District at many grade levels and in many content areas.	False
Achievement in math is especially strong in primary and intermediate schools.	False
Provides literature and resources that reflect a variety of ethnicities, races, and cultures.	False
Utilizes a variety of benchmark and progress monitoring tools K-12 to inform instruction.	False
Includes voice and choice as part of instruction and assessment practices.	False
ELA achievement is strong in middle and high schools.	False
CDT's are used in Keystone courses to inform instruction.	False
Elementary mathematics achievement surpassed english achievement at the elementary level in most elementary buildings.	True
MTSS is running in all k-12 schools.	True
STEELs Standards are aligned to district curriculum	False
Academic growth in high school is above or well above expectations.	True
Academic growth in high school is above or well above expectations.	False
K-5 teachers are trained in Engineering by Design and are providing STEM experiences to all students.	False
High school students have an opportunity to be part of Aquaponics as a course at the high school level and students in grades k-8 engage in aquaponics and science experiences that are connected to the high school program.	False
High school students have an opportunity to enroll in the DaVinci course that is science, math and engineering driven. They determine a project, align it to standards and design.	False
7 out of 7 buildings scored 99% or greater on career measures indicated on the FRI.	False
Student activity logs reflect the high FRI scores in their on track measure.	False
Ongoing work to ensure equity and inclusion for all students.	False
In response to growing ELD population, opened ELD classrooms in schools where they didn't historically exist and increased ELD staffing.	True
District social workers, school counselor and student services meet the needs of students and families.	True
The district has clear, student centered student success anchors, as well as a pledge that provides a consistent	False

message throughout the district.	
Some sites show very little difference between overall performance and performance of students who are economically disadvantaged.	False
The district has developed creative processes to remove barriers allowing support staff to move into professional positions.	False
Students in K-8 participate in an articulated Social Emotional Learning curriculum.	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
ELA achievement in elementary and intermediate schools is lower than expected.	True
Math achievement in middle and high schools is lower than expected.	False
High School attendance is a challenge.	True
Lack of consistent implementation of the written curriculum, including District approved resources.	True
High School attendance rates are below the state averages.	False
Students with disabilities and students who are English learners perform significantly below the overall group in several areas and schools.	False
Lack of consistent standards-based assessments and grading, this includes lack of common assessments across all grade levels.	True
Fostering a vision and culture of high expectations for success for all students, educators, and families.	True
Math proficiency scores steadily decrease as students move through grades 3-5 and then a sharp decline in grades 7-8.	False
Fostering a vision and culture of high expectations for success for all students, educators, and families.	False
Aside from CTC students, students are not electing a rigorous course of study in technology.	False
Grade 6-8 science curriculum is spiraled which is a pivot from prior instructional practices and it is leading to the need to build teacher efficacy. We believe this has led to a significant drop in PSSA science scores from grade 4 to grade 8. This concern also led to the development of a Science 9 course that will spiral the content to better support academic needs for the Biology Keystone.	False
High school students who earned industry credentials are no longer in line with the state average of 41.1%. There is a growing disparity between high school in this area as one high school has 43.5% and 29.5% in the other high school.	False

Barriers to access to higher lever classes, including Advanced Placement, for historically underperforming subgroups.	True
Black and Hispanic students scored below white and all other student groups based on race/ethnicity.	False
Staff improve skills in supporting students from diverse backgrounds.	False
Ensuring a fully aligned system of standards aligned curriculum and assessment in every classroom, grade level, and content area.	True
Developing supports to ensure evidence-based instructional strategies are used to ensure students have access to rigorous, standards-based instruction.	True
Creating a sense of belonging for all students, especially those at intermediate, middle, and high schools.	True
Continue to carefully assess allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data, ensuring resources are used in the areas of need.	False

Most Notable Observations/Patterns

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

Although not expressly identified through the framework, stakeholders identified a lack of a sense of belonging amongst students, as identified in the PAYS survey, school climate survey, and other data sources as a key need to address during the Comprehensive Plan. As we continue to look at academic outcomes and opportunities for ongoing improvement, stakeholders continue to look at a full-day kindergarten plan as one solution. Providing our students with a full-day experience will more than double the academic exposure most of our students receive within the school day in kindergarten, and we expect that shift will provide real improvement. We have work to do with curriculum, instruction, and assessment across the district as a whole. That doesn't mean the challenges are equally spread. Our elementary performance suggests stronger practices while our middle school level demonstrates weaker practices.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
High School attendance is a challenge.		False
Lack of consistent implementation of the written curriculum, including District approved resources.	Too few consistent training opportunities for staff regarding use of curriculum. Too little oversight regarding use of District-approved resources. (This is a function of habits formed during COVID when staff used whatever resource they could find when unexpectedly teaching remotely.)	True
Lack of consistent standards-based assessments and grading, this includes lack of common assessments across all grade levels.	Common assessments are used in places but not everywhere. Some staff view the use of common assessments as an infringement of their autonomy. Furthermore, a clear plan of how common assessments would be used to support student learning hasn't been articulated by administration and leaderhsip.	False
Fostering a vision and culture of high expectations for success for all students, educators, and families.	We continue to need to ensure bias and stereotyping aren't limiting expectations. Students from diverse backgrounds should be present in our highest levels of classes. As the demographics of our District continue to evolve, our staff need to be able to maintain high expectations and appropriate supports for our evolving student population.	False
Barriers to access to higher lever classes, including Advanced Placement, for historically underperforming subgroups.		False
Ensuring a fully aligned system of standards aligned curriculum and assessment in every classroom, grade level, and content area.		False
Developing supports to ensure evidence-based instructional strategies are used to ensure students have access to rigorous, standards-based instruction.		False
ELA achievement in elementary and intermediate schools is lower than expected.		False
Creating a sense of belonging for all students,		True

especially those at intermediate, middle, and high schools.		

Analyzing Strengths

Analyzing Strengths	Discussion Points
Elementary mathematics achievement surpassed english achievement at the elementary level in most elementary buildings.	Mathematics instruction is strong, and teachers are familiar with resources. Elementary support is in the form of coaching instead of specialists.
MTSS is running in all k-12 schools.	MTSS supports so many of the systems we plan to address.
In response to growing ELD population, opened ELD classrooms in schools where they didn't historically exist and increased ELD staffing.	We have the capacity to move resources to areas of need and to ensure our students, in this case, ELD students, feel a sense of belonging by attending their home schools.
Academic growth in high school is above or well above expectations.	Our staff have skill at helping students exceed performance expectations.
District social workers, school counselor and student services meet the needs of students and families.	As we consider how we create conditions for learning, the work of the student service personnel supports so many efforts that will contribute to success in the classroom.
Students in K-8 participate in an articulated Social Emotional Learning curriculum.	Our youngest students receive foundational instruction about social emotional learning, supporting behavior, mental health, and belonging.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our District will establish systems that ensure consistent implementation of standards-aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.
	Our District will establish systems to ensure our students feel safe, seen, and connected with a strong sense of belonging and engagement.

Goal Setting

Priority: Our District will establish systems that ensure consistent implementation of standards-aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our District will engage in a continuous process of review and evaluation of curriculum and resources to support student instruction.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Monitoring		
Target Year 1	**Target Year 2**	**Target Year 3**
Review curriculum, pacing guides, and resources. Ensure structured opportunities exist for collaborative planning. Work with adminstrators to provide feedback within observation structures to support the goal.	Mini-curricular teams will continue to engage in annual review of course materials, documents and modules. Changes made to walk-through tool due to trial period will be incorporated and tool will continue to be used and re-evaluated.	Our District will engage in a continuous process of review and evaluation of curriculum and resources to support student instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Educators will employ Personalized Learning/Student-Centered Learning strategies to engage today's learners.		
Measurable Goal Nickname (35 Character Max)		
Personalized Learning/Student Centered Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
Develop a variety of professional development opportunities to support Personalized Learning/Student Centered Learning.; Identify early adopters to participate in initial professional development offerings and provide feedback on those offerings. Identify resources (books, trainings, etc.) to support the initiative.	Respond to feedback from initial participants and adjust offerings. Work with mini-curricular teams and instructional team to infuse Personalized Learning/Student-Centered Learning strategies into existing pedagogy and curricula. Establish a training cycle for Personalized Learning/Student-Centered Learning. Engage entire instructional staff in Personalized Learning/Student Centered Leaning professional development.	Continually improve instructional practices ground in a foundation of personalized learning/student-centered learning.

Outcome Category		
Early childhood development		
Measurable Goal Statement (Smart Goal)		
The District will be prepared for transition to a full-day kindergarten program.		
Measurable Goal Nickname (35 Character Max)		
Full-day kindergarten		
Target Year 1	**Target Year 2**	**Target Year 3**
Planning for needs of a full-day kindergarten program, including identifying staffing needs, space needs, program needs, and professional development needs. Analyze relevant District policies and procedures to support a full-day kindergarten program. Develop criteria to determine success of program. Connect with local interested agencies to support the transition.	Establish a District-wide full-day kindergarten stakeholder committee to articulate needed program changes and conduct site visits to local successful full-day kindergarten programs. Begin professional development to support full-day kindergarten. Make changes to policies and procedures in anticipation of the transition. Develop student performance targets and assessment processes and tools.	The District will be prepared for transition to a full-day kindergarten program.

Priority: Our District will establish systems to ensure our students feel safe, seen, and connected with a strong sense of belonging and engagement.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Our District uses systems to ensure high expectations for all students.		
Measurable Goal Nickname (35 Character Max)		
High Expectations		
Target Year 1	**Target Year 2**	**Target Year 3**
Identify staff training needs for staff to support high expectations for all students. Articulate strategies and evidence of high expectations. Continuously evaluate performance and growth data of students, including subgroups.	Respond to data findings by targeting efforts to reduce performance and growth discrepancies. Provide a variety of professional development opportunities to support the effort.	Our District uses systems to ensure high expectations for all students.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
The District will ensure school climate and culture supports students' sense of belonging.		
Measurable Goal Nickname (35 Character Max)		
Climate, culture, belonging		
Target Year 1	**Target Year 2**	**Target Year 3**
Respond to existing data about climate, culture, and belonging using tools such as the School Climate Survey and the Pennsylvania Youth Survey. Develop a variety of professional development opportunities to support staff efforts to foster a sense of belonging for students. Evaluate school programming and structures to ensure they support students' sense of belonging. Consistently use Multi-Tiered Systems of Support to support the effort. Engage all stakeholders, including families, in the effort through targeted communication.	Continue to collect, evaluate, and respond to climate and culture data. Evaluate professional development offerings and revise or expand as needed. Continue to use MTSS to support the effort.	The District will ensure school climate and culture supports students' sense of belonging.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
Our District will ensure students are prepared for post-secondary transitions to school, military, or work.		
Measurable Goal Nickname (35 Character Max)		
Enrolled, Enlisted, Employed		
Target Year 1	**Target Year 2**	**Target Year 3**
Review and refine Course Pathways and related materials. Educate students and families on Pathway options, highlighting flexibility. Ensure course offerings support Pathway options. Continue to seek and refine opportunities for students to prepare for post-graduation outcomes. Ensure systems exist to support mandates and requirements.	Continue to review and refine Course Pathways and related materials. Continue to educate students and families on Pathway options, highlighting flexibility. Continue to ensure course offerings support Pathway options. Continue to seek and refine opportunities including Pathway Internships, for students to prepare for post-graduation outcomes.	Our District will ensure students are prepared for post-secondary transitions to school, military, or work.

Action Plan

Measurable Goals

Curriculum Monitoring	Personalized Learning/Student Centered Learning
Full-day kindergarten	High Expectations
Climate, culture, belonging	Enrolled, Enlisted, Employed

Action Plan For: Continuous curriculum review and revision

Measurable Goals:
• Our District will engage in a continuous process of review and evaluation of curriculum and resources to support student instruction. • Educators will employ Personalized Learning/Student-Centered Learning strategies to engage today's learners.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Annually review curriculum, pacing guides, and resources. Ensure structured opportunities exist for collaborative planning. Work with administrators to provide feedback within observation structures to support the goal.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mathew Gay/ Asst. Superintendent	Mini-curricular teams	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop walk-through observation tool to monitor curricular and resource fidelity., use of student-centered learning strategies.		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mathew Gay/ Asst. Superintendent	Walk-through Observation Committee	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Careful annual review of curricular materials. Fully developed walk-through tool.	Mini-Curricular Teams- annual review of curricular materials. Walk Through Observation Committee- production of walk-through tool.- 6.30.2027 Directors of Elem Ed/Secondary Ed, Asst. Supt. - Continuous monitoring of observation feedback.

Action Plan For: Student-Centered Learning

Measurable Goals:
• Educators will employ Personalized Learning/Student-Centered Learning strategies to engage today's learners. • Our District uses systems to ensure high expectations for all students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and deliver a variety of professional development opportunities to support Personalized Learning/Student Centered Learning and high expectations for all students.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Missy Halcott/ Dir. of Tech Integration	Tech IAs, Professional Development Time in Calendar	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Educators participate in a variety of PD opportunities related to Personalized Learning/Student-Centered Learning	Missy Halcott and Tech IAs- regular meetings to review PD programming and effectiveness.

Action Plan For: Enhance school climate and culture to support sense of student belonging.

Measurable Goals:
• Our District uses systems to ensure high expectations for all students. • The District will ensure school climate and culture supports students' sense of belonging.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Maintain a student-centered teaching and learning environment where students feel safe, seen, and connected.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Assistant Superintendent Director of Student Services	Teachers, building administrators, instructional team	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Data will indicate an increasing percentage of students report a sense of belonging and connectedness to school	Annual staff and leadership review of climate survey data.

Action Plan For: Implement a full-day kindergarten program

Measurable Goals:
• The District will be prepared for transition to a full-day kindergarten program. • Our District uses systems to ensure high expectations for all students. • The District will ensure school climate and culture supports students' sense of belonging.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop a full-day kindergarten program.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Elem Ed. Asst. Superintendent Superintendent	Administrators, teachers	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The creation of a full-day kindergarten program ready to begin when the Board and District determine.	Full-day kindergarten committee working on reviewing plans.

Action Plan For: Enlisted, Enrolled, Employed

Measurable Goals:
• Our District will ensure students are prepared for post-secondary transitions to school, military, or work. • Educators will employ Personalized Learning/Student-Centered Learning strategies to engage today's learners. • Our District uses systems to ensure high expectations for all students. • The District will ensure school climate and culture supports students' sense of belonging.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Ensure students are prepared to be Enrolled, Enlisted, or Employed upon graduation.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Secondary Ed Asst. Superintendent Career Coordinators	Teaching staff, student support staff	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students, as indicated by graduation surveys and senior interviews, have articulated plans for post-secondary activities and are prepared for those outcomes.	Review of data- school counselors, career coordinators, administrators- annually

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student-Centered Learning	Develop and deliver a variety of professional development opportunities to support Personalized Learning/Student Centered Learning and high expectations for all students.
Enhance school climate and culture to support sense of student belonging.	Maintain a student-centered teaching and learning environment where students feel safe, seen, and connected.
Implement a full-day kindergarten program	Develop a full-day kindergarten program.

Personalized Learning/Student-Centered Learning

Action Step		
• Develop and deliver a variety of professional development opportunities to support Personalized Learning/Student Centered Learning and high expectations for all students.		
Audience		
All instructional staff and instructional administrators.		
Topics to be Included		
Personalized Learning/Student-Centered Learning strategies Differentiation Engagement Effective use of technology		
Evidence of Learning		
Personalized Learning/Student-Centered Learning Strategies will be used in classrooms as demonstrated through observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Asst. Superintendent Dir. of Technology Integration	2026-07-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Nearly monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness	

This Step Meets the Requirements of State Required Trainings

Creating a sense of belonging

Action Step		
• Maintain a student-centered teaching and learning environment where students feel safe, seen, and connected.		
Audience		
Instructional Staff Instructional Administrators		
Topics to be Included		
Student Engagement Trauma-Informed Responses Inclusion Cultural Competence Student Mental Health		
Evidence of Learning		
Survey data related to climate and culture improves across the District. Adults build and maintain healthy relationships. Strategies to support a sense of student belonging and connectedness exists throughout the District.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent Director of Student Services	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Several times per year
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Developing a full-day kindergarten program

Action Step
• Develop a full-day kindergarten program.
Audience
Elementary teachers and staff
Topics to be Included
Needs of early learners Purposeful play Emerging literacy and numeracy
Evidence of Learning

Teaching staff will implement effective strategies for supporting the needs of early learners in those classrooms.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent Director of Elementary Education	2027-07-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Several times per year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2e: Organizing Physical Space • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Climate, culture, and belonging					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Staff Students Families School Board	Safe, Seen, Connected School climate and culture Student Engagement Attendance	Asst. Superintendent Dir. of Student Services	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	At least annually

Full-Day Kindergarten					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Staff Families School Board Community	Progress in development of the full-day kindergarten program.	Asst. Superintendent Director of Elementary Education	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	At least annually

Enrolled, Enlisted, Employed					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	District families High school and middle school students District Staff	Post-secondary options Resources available PDE Requirements (i.e.- FAFSA, Act 159 requirements)	Asst. Superintendent Director of Secondary Ed.	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	At least annually
Newsletter	Several times per year in high school and middle school newsletters

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date