

Williamsport Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Williamsport Area SD		117417202
Address 1		
2780 West Fourth Street		
Address 2		
City	State	Zip Code
Williamsport	PA	17701
Chief School Administrator		Chief School Administrator Email
Dr. Timothy Bowers		tbowers@wasd.org
Single Point of Contact Name		
Patricia Wylie		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Kirk Felix	Administrator	Williamsport Area Middle School	kfelix@wasd.org
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Jason Fink	Community Member	WASD community	jfink@williamsport.org
Dr. Richard Poole	Administrator	Williamsport Area School District	rpoole@wasd.org

LEA Profile

The Williamsport Area School District is located in north-central Pennsylvania, along the West Branch of the Susquehanna River, and includes six municipalities in Lycoming County. The School District covers an area of approximately 98 square miles and serves a population of approximately 45,000 in the City of Williamsport and Hepburn, Lewis, Lycoming, Old Lycoming, and Woodward Townships. Approximately 70% of the School District population and 64% of the taxable property are in the City of Williamsport.

The economy of the local school district has seen recent growth in the last 5 years, although the district has not seen an increase in student population. Major employers in the area are two local colleges, a major health system, and numerous industries...most of which are located on the southern edge of the school district. In spite of the local economic growth, the poverty rate (as measured by free and reduced lunch rates) of the families of the Williamsport Area School District has continued to creep upward. Approximately 63% percent of students now fall at or below the poverty level. The district educates approximately 5,000 students across four K-3 primary schools, two 4-6 intermediate schools, one 7-8 middle school and one 9-12 high school. The district population is comprised of the following groups: 63% white, 15% black, 16% multi-racial, 4% Hispanic, 1% Asian and 1% other.

The community has numerous resources that support the needs of our community. We have an active YMCA and YWCA that support the needs of students and families within our communities. These needs include child care, recreation, support for women with young children, and numerous other educational and outreach programs. STEP, Inc., a community action agency, provides significant support to every facet of our population through five major pathways: early learning, housing options, workforce development, community collaboration, and independent living. The First Community Foundation Partnership also provides significant support to the community through grants that support specific community needs. HOPE, Inc. is an agency that provides support and care for children and adults, many of whom are disabled. The Community Arts Center, Community Theatre League and Uptown Music Collective are examples of organizations that provide cultural experiences for children and adults in the community. These are just a sampling of the many organizations that make Williamsport a special community for its families.

The school district has many resources that support its families. Our comprehensive high school has a strong blend of academic, career and technical education, extracurricular and co-curricular activities. This includes a strong partnership with The Pennsylvania College of Technology that provides 14 course dual enrollment opportunities at the Williamsport Area High School. The district has also a dynamic and successful Local Educational Foundation that support innovative instructional projects through an annual migrant process for teachers.

The school district provides supports for all students. This includes special education services that provide opportunities for students with autism, emotional needs, special physical needs, and specific learning needs. We also provide a wide variety of opportunities for gifted students at all levels through course opportunities and acceleration. The district provides a wide range of professional development opportunities for its staff so they can provide focused and well-planned instruction to students. We provide many opportunities for the fine

and performing arts. The community partners with the district through First Friday events, Community Arts Center performances and many other venues to showcase our students' talents.

During the past 5 years it has been exceptionally rewarding to see the collaboration with the local community in the arts, through business and industry connections, through participation in events that exhibit our students' talents and through a general feeling that the school district is an essential piece to the welfare of the community.

Mission and Vision

Mission

The mission of the Williamsport Area School District (WASD) is to develop responsible citizens through excellence in education.

Vision

Description of the vision for the future if your organization is successful in its mission: The vision of the Williamsport Area School District and the community in which it resides is presented as a series of statements: 1. We value each child as our own. That value is demonstrated by challenging and supporting each child to achieve his/her peak potential. 2. Every stakeholder (e.g., administrators, educators, support staff, parents, students and community) of the educational delivery system is respected. 3. Partnerships in the community expand opportunities and resources, including outreach programs, for our students and their families. 4. The community is proud of the school district, takes ownership of it, feels they are getting value from their investment in it, and views the school district as a collaborative partner. 5. Learning environments are enjoyable, engaging, and promote enthusiasm (the affective side of schooling). 6. Our community is an outstanding and safe place to live, learn, work and play. 7. Every child is engaged with a significant positive role model, in addition to family members. 8. Innovative and diverse learning opportunities are abundant; technological resources are available to support those learning opportunities. 9. Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

Educational Values

Students

o All stakeholders are respected. o How we learn may differ, but all students are entitled to reach their highest potential. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential elements for the success of the educational program for students navigating a post-pandemic global society.

Staff

o All stakeholders are respected. o We believe high standards and differentiated instruction encourages high achievement. o Our educational community believes that excellence in education is worth the commitment of time, effort, and monetary investment. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential elements for the success of the educational program for students navigating a post-pandemic global society.

Administration

o All stakeholders are respected. o We believe high standards and differentiated instruction encourages high achievement. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential elements for the success of the educational program for students navigating a post-pandemic global society.

Parents

o All stakeholders are respected. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential elements for the success of the educational program for students navigating a post-pandemic global society.

Community

o All stakeholders are respected. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential elements for the success of the educational program

for students navigating a post-pandemic global society. o Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math	Jackson Primary is above the state average for both ELA (55.1%) and Math (49.2%) for the All Student Group.
State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math	Hepburn Primary is above the state average for both ELA (60%) and Math (62.2%) for the All Student Group.
State Assessment Measures: Proficient or Advanced on Keystone for Literature State Assessment Measures: Proficient or Advanced on Keystone for Algebra	Williamsport Area High School (WAHS) is above the state average for both ELA (58.3%) and Math (45.2%) for the All Student Group.
Annual Academic Growth Expectations (PVAAS)	Curtin Intermediate shows PVAAS growth for both ELA (green) and Math (blue)
Annual Academic Growth Expectations (PVAAS)	Lycoming Valley Intermediate shows PVAAS growth for ELA (green).
Annual Academic Growth Expectations (PVAAS)	Williamsport Area Middle School (WAMS) shows PVAAS growth for both ELA (green) and Math (blue)
Annual Academic Growth Expectations (PVAAS)	WAHS is also showing PVAAS growth for both ELA (blue) and Math (blue).

Challenges

Indicator	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math	Cochran Primary is below the state average for both ELA (47%) and Math (31%) for the All Student Group.
State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math	Curtin Intermediate is below the state average for both ELA (35.2%) and Math (23.8%)
State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math	WAMS is below the state average for both ELA (48.8%) and Math (29.2%)
Annual Academic Growth Expectations (PVAAS)	WAHS is below the state average for Science (30.7%) for the All

	Student Group and showing a lack of PVAAS growth for science (red).
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math Grade Level(s) and/or Student Group(s) All student groups showed growth from the previous year for ELA at Cochran Primary. Three of the seven subgroups showed an increase in math at Cochran.</p>	<p>Comments/Notable Observations All but the Hispanic subgroup showed an increase in Regular Attendance at Cochran.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math Grade Level(s) and/or Student Group(s) At Hepburn Primary, 3 of 4 subgroups showed an increase from previous year in ELA and in math. The subgroup that did not was the Students with Disabilities.</p>	<p>Comments/Notable Observations All subgroups showed an increase in Regular Attendance at Hepburn.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math Grade Level(s) and/or Student Group(s) At Jackson Primary, all 6 subgroups showed an increase from previous year in ELA and 5 of 6 in math. The subgroup that did not was Two or More Races.</p>	<p>Comments/Notable Observations All subgroups showed an increase in Regular Attendance at Jackson.</p>

Challenges

<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math Grade Level(s) and/or Student Group(s) All 8 subgroups showed a decline at Curtin Intermediate in ELA. Seven of the 8 also declined in math.</p>	<p>Comments/Notable Observations Seven of eight subgroups showed an increase in Regular Attendance at Curtin.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations All eight of eight subgroups showed an increase in Regular Attendance at Lyco.</p>

Six of the 8 subgroups showed a decline at Lycoming Valley Intermediate in ELA. All 8 also declined in math.	
<p>Indicator State Assessment Measures: Proficient or Advanced on PSSA for ELA State Assessment Measures: Proficient or Advanced on PSSA for Math State Assessment Measures: Proficient or Advanced on PSSA for Science</p> <p>Grade Level(s) and/or Student Group(s) Four of the 8 subgroups showed a decline from previous years in both ELA and math. Seven of 8 declined in science.</p>	<p>Comments/Notable Observations All eight of eight subgroups showed an increase in Regular Attendance at WAMS</p>
<p>Indicator State Assessment Measures: Proficient or Advanced on Keystone for Literature State Assessment Measures: Proficient or Advanced on Keystone for Algebra State Assessment Measures: Proficient or Advanced on Keystone for Biology</p> <p>Grade Level(s) and/or Student Group(s) Five of seven subgroups showed a decline in ELA and six of seven declined in science. Only math showed an increase in six of seven subgroups.</p>	<p>Comments/Notable Observations All seven of seven subgroups showed an increase in Regular Attendance at WAHS</p>

Summary

Strengths

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

Jackson Primary is above the state average for both ELA (55.1%) and Math (49.2%)for the All Student Group.
Hepburn Primary is above the state average for both ELA (60%) and Math (62.2%) for the All Student Group.
Almost every subgroup showed an increase in Regular Attendance across the district.

Challenges

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

WAHS is below the state average for Science (30.7%) for the All Student Group and showing a lack of PVAAS growth for science (red).
Cochran Primary is below the state average for both ELA (47%) and Math (31%) for the All Student Group.
Both Curtin Intermediate and Lycoming Valley Intermediate are below the state average for both ELA and Math
WAMS is below the state average for both ELA (48.8%) and Math (29.2%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Learning Online	At or Above Benchmark at the Beginning of the Year: Kindergarten 43% First 57% Second 61% Third 60% Fourth 62% Fifth 41% Sixth 75%

English Language Arts Summary

Strengths

Our beginning of the year data indicates that our students at the primary level are showing academic recovery from the interrupted learning. Our students at the sixth grade level reflect the success of the interventions put in place at the elementary level.

Challenges

Our fourth and fifth grade students are still struggling to recover from interruptions in their foundational reading instruction at the primary level.

Mathematics

Data	Comments/Notable Observations
STAR Math	words

Mathematics Summary

Strengths

The addition of mathematics are part of our RTII at the intermediate level is showing progress.

Challenges

Our intermediate level students are still well below state average on PSSA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA	Proficient or Advanced: Gr. 4 Lyco 58% Gr. 4 Curtin 55.9% Gr. 8 WAMS 42.6%

Science, Technology, and Engineering Education Summary

Strengths

We have been able to utilize ESSER funds to update our science curriculum to align with STEELs standards.

Challenges

Implementation of new materials will require extensive curriculum writing to allow for common assessments and vertical alignment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	Gr. 4 Lyco 95.2% Gr. 4 Curtin 93.1% Gr. 8 WAMS 88.4%

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
For the 2022-23 school year, 171 students completed the NOCTI/NIMS end-of-program assessments. 82% of students completing an end-of-program assessment earned a Competent/Advanced score.	14 CTE Programs at WASD are PDE approved.
For the 2023-24 school year, 181 students completed the NOCTI/NIMS end-of-program assessments. 82% of students completing an end-of-program assessment earned a Competent/Advanced score.	14 CTE Programs at WASD are PDE approved. We are pursuing PDE approval for 13.0101 Education, General.

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

True 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.

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.

Our elementary students are meeting career standards benchmarks with a defined plan of integrated activities.

For the 2023-24 school year, 181 students completed the NOCTI/NIMS end-of-program assessments. 82% of students completing an end-of-program assessment earned a Competent/Advanced score.

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.

The students at WAMS did not meet the state average for career benchmarks.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The addition of mathematics to the intermediate RTII planning has shown positive gains.

Students that have had the benefit of planned interventions through our RTII process show growth at all levels.

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.

Our fourth and fifth grade students are still struggling to recover from interruptions in their foundational reading and math instruction at the primary level.
Implementation of new science materials will require extensive curriculum writing to allow for common assessments and vertical alignment.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	All Schoolwide Plans for our TSI schools with Special Ed subgroup needs are linked to the District's Comprehensive Plan, with ELA, math, attendance, and behavior goals.
Title 1 Program	All Schoolwide Plans are linked to the District's Comprehensive Plan, with ELA, math, attendance, and behavior goals.
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	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

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

Foster a vision and culture of high expectations for success for all students, educators, and families.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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
Jackson Primary is above the state average for both ELA (55.1%) and Math (49.2%) for the All Student Group.	False
Hepburn Primary is above the state average for both ELA (60%) and Math (62.2%) for the All Student Group.	False
Almost every subgroup showed an increase in Regular Attendance across the district.	False
Our beginning of the year data indicates that our students at the primary level are showing academic recovery from the interrupted learning.	True
Our students at the sixth grade level reflect the success of the interventions put in place at the elementary level.	False
The addition of mathematics are part of our RTII at the intermediate level is showing progress.	True
We have been able to utilize ESSER funds to update our science curriculum to align with STEELs standards.	True
Our elementary students are meeting career standards benchmarks with a defined plan of integrated activities.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
For the 2023-24 school year, 181 students completed the NOCTI/NIMS end-of-program assessments. 82% of students completing an end-of-program assessment earned a Competent/Advanced score.	False
The addition of mathematics to the intermediate RTII planning has shown positive gains.	False
Students that have had the benefit of planned interventions through our RTII process show growth at all levels.	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
WAHS is below the state average for Science (30.7%) for the All Student Group and showing a lack of PVAAS growth for science (red).	True
Cochran Primary is below the state average for both ELA (47%) and Math (31%) for the All Student Group.	False

Both Curtin Intermediate and Lycoming Valley Intermediate are below the state average for both ELA and Math	True
WAMS is below the state average for both ELA (48.8%) and Math (29.2%)	True
Our fourth and fifth grade students are still struggling to recover from interruptions in their foundational reading instruction at the primary level.	False
Our intermediate level students are still well below state average on PSSA.	False
Implementation of new materials will require extensive curriculum writing to allow for common assessments and vertical alignment.	False
The students at WAMS did not meet the state average for career benchmarks.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Our fourth and fifth grade students are still struggling to recover from interruptions in their foundational reading and math instruction at the primary level.	False
Implementation of new science materials will require extensive curriculum writing to allow for common assessments and vertical alignment.	True

Most Notable Observations/Patterns

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

We have systems in place to address academic recovery that have proven to be effective. We need consistent, increased student attendance to allow for the systems to work.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
WAHS is below the state average for Science (30.7%) for the All Student Group and showing a lack of PVAAS growth for science (red).		False
Both Curtin Intermediate and Lycoming Valley Intermediate are below the state average for both ELA and Math	Our academic recovery is still a focus.	True
WAMS is below the state average for both ELA (48.8%) and Math (29.2%)		True
Implementation of new science materials will require extensive curriculum writing to allow for common assessments and vertical alignment.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our beginning of the year data indicates that our students at the primary level are showing academic recovery from the interrupted learning.	
The addition of mathematics are part of our RTII at the intermediate level is showing progress.	
We have been able to utilize ESSER funds to update our science curriculum to align with STEELs standards.	
Students that have had the benefit of planned interventions through our RTII process show growth at all levels.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our Strategic Student Supports system will be used to create safe and supportive schools for effective teaching and learning to take place. The RTII system will need to be closely monitored to ensure all students in need are receiving quality instruction.
	Innovative teaching and learning will be utilized to deliver a high-quality 21st century education to all students. Common assessments, including formative assessments, need to be developed and refined to allow for monitoring of student growth.
	Innovative teaching and learning will be utilized to deliver a high-quality 21st century education to all students. Implementation of new science materials will require extensive curriculum writing to allow for common assessments and vertical alignment.

Goal Setting

Priority: Our Strategic Student Supports system will be used to create safe and supportive schools for effective teaching and learning to take place. The RTII system will need to be closely monitored to ensure all students in need are receiving quality instruction.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Infuse high-quality academic small group tutoring within the school day (K to 8) through the RTII system. Implement additional supports with personnel trained to specialize in trauma and attendance supports.		
Measurable Goal Nickname (35 Character Max)		
Student Supports and RTII		
Target Year 1	Target Year 2	Target Year 3
Review of RTII supports with a renewed focus on the formative and academic data to assess student needs at the intermediate level.	Review of RTII supports with a renewed focus on the formative and academic data to assess student needs at the primary level. Implement RTII at the middle school level with identified students.	Infuse high-quality academic small group tutoring within the school day (K to 8) through the RTII system. Implement additional supports with personnel trained to specialize in trauma and attendance supports.

Priority: Innovative teaching and learning will be utilized to deliver a high-quality 21st century education to all students. Common assessments, including formative assessments, need to be developed and refined to allow for monitoring of student growth.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.		
Measurable Goal Nickname (35 Character Max)		
Common Assessments		
Target Year 1	Target Year 2	Target Year 3
District curriculum and resources are in place, in a shared, visible location.	Common assessments are utilized with teacher collaboration and instructional coaching to use formative and academic data and response to intervention to address student learning.	The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Priority: Innovative teaching and learning will be utilized to deliver a high-quality 21st century education to all students.

Implementation of new science materials will require extensive curriculum writing to allow for common assessments and vertical alignment.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared science curriculum built on common assessments and common expectations.		
Measurable Goal Nickname (35 Character Max)		
Implementing STEELs K to 8		
Target Year 1	Target Year 2	Target Year 3
Purchase and implement new curriculum materials in grades 7 and 8. Review intervention resources and materials for grades 7 and 8 for identified students.	Common assessments are utilized with teacher collaboration at grades 7 and 8. RTII intervention materials are implemented with identified students at grades 7 and 8. Science curriculum is implemented in grades K to 6.	The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared science curriculum built on common assessments and common expectations.

Action Plan

Measurable Goals

Student Supports and RTII	Common Assessments
Implementing STEELs K to 8	

Action Plan For: Multi-Tiered System of Supports

Measurable Goals:
<ul style="list-style-type: none"> Infuse high-quality academic small group tutoring within the school day (K to 8) through the RTII system. Implement additional supports with personnel trained to specialize in trauma and attendance supports.

Action Step		Anticipated Start/Completion Date	
Realignment of primary RTII		2024-08-26	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr Brandon Pardoe/Director of Student Services Erin Brouse/Academic Recovery Coordinator	Benchmark assessments, diagnostic assessments, progress monitoring assessments, reading specialists, classroom teachers, instructional materials for intervention	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implementation of RTII for identified students in grades 7 and 8		2025-08-25	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amanda Wolfe, Director of Secondary Special Ed	Acadience, 95% Group materials, learning support teachers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increased student performance on progress monitoring assessments	Administration and primary building coaches in Quarterly data meetings
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Action Plan For: Instructional Coaching

Measurable Goals:
<ul style="list-style-type: none"> The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared science curriculum built on common assessments and common expectations. The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Action Step		Anticipated Start/Completion Date	
Implementation of STEELs and updated science curriculum, K to 8		2024-08-26	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristin Takach/Director of Secondary Curriculum Michele Kunkle/Director of Elementary Curriculum	curriculum materials for science	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student performance on Science PSSA	Administration and teacher review of student performance in Quarterly data meetings

Action Plan For: Positive Behavior and Intervention System

Measurable Goals:
<ul style="list-style-type: none"> Infuse high-quality academic small group tutoring within the school day (K to 8) through the RTII system. Implement additional supports with personnel trained to specialize in trauma and attendance supports.

Action Step	Anticipated Start/Completion Date
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Implementation of NME		2022-08-29	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brandon Pardoe/Director of Student Services	NME/ PD sessions	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduction is out of district placements	Administratioin review in Quarterly data meetings

Action Plan For: Content-Focused Specific Professional Development

Measurable Goals:
<ul style="list-style-type: none"> The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared science curriculum built on common assessments and common expectations. The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Action Step	Anticipated Start/Completion Date		
Formative Assessment	2024-08-26	2027-06-24	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kristin Takach/Director of Secondary Curriculum Michele Kunkle/Director of Elementary Curriculum	Embedded Formative Assessment	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student performance on state assessments	Administration, teachers, and building coaches in Quarterly data meetings

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Realignment of primary RTII
Multi-Tiered System of Supports	Implementation of RTII for identified students in grades 7 and 8
Instructional Coaching	Implementation of STEELs and updated science curriculum, K to 8
Positive Behavior and Intervention System	Implementation of NME
Content-Focused Specific Professional Development	Formative Assessment

Mental Health and Trauma Supports (NME)

Action Step		
<ul style="list-style-type: none"> Implementation of NME 		
Audience		
K to 12 Staff and Administrators		
Topics to be Included		
1. Educate school staff about brain development and developmental trauma. 2. How to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences 3. PBIS 4. MTSS includes academic, behavior and attendance supports to our students		
Evidence of Learning		
Pre and Post Survey		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Brandon Pardoe Director of Student Services	2024-08-26	2026-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 4e: Growing and Developing Professionally • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Focus on Formative Assessments

Action Step		
<ul style="list-style-type: none"> • Implementation of STEELs and updated science curriculum, K to 8 • Formative Assessment • Realignment of primary RTII • Implementation of RTII for identified students in grades 7 and 8 		
Audience		
K to 12 Teachers and Administrators		
Topics to be Included		
Formative Assessments, student data		
Evidence of Learning		
Student achievement data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristin Takach, Director of Secondary Curriculum Michele Kunkle, Director of Elementary Curriculum	2024-08-26	2026-06-10

Learning Format

Type of Activities	Frequency
Inservice day	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction 	

- 1f: Designing Student Assessments
- 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Learning walk	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	biweekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Science of Reading PD

Action Step
<ul style="list-style-type: none"> • Realignment of primary RTII • Implementation of RTII for identified students in grades 7 and 8
Audience
K to 3 teachers, administrators
Topics to be Included
Science of Reading and Writing
Evidence of Learning

Student Data to include reading and writing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Patti Wylie/ Director of Federal Programs Erin Brouse/ Academic Recovery Coordinator	2024-08-26	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	biweekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Inservice day	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Aligning locally developed curriculum to standards

Action Step
<ul style="list-style-type: none"> • Formative Assessment • Implementation of STEELs and updated science curriculum, K to 8
Audience
K to 6 teachers, grades 7 - 12 science teachers, administration
Topics to be Included
1. STEELs standards 2. Common assessments 3. Reading Across the Content Area (Science)

Evidence of Learning		
Increased student achievement on PSSA and Biology Keystone		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristin Takach, Director of Secondary Curriculum Michele Kunkle, Director of Elementary Curriculum	2024-08-26	2026-06-10

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Focus on Student Needs: Primary					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K to 3 teachers and administration	Purpose of RTII Assessments Data Informed Instruction	Erin Brouse, Academic Recovery Coordinator Patti Wylie, Director of Federal Programs	08/24/2025	06/10/2026
Communications					
Type of Communication			Frequency		
Presentation			Inservice days		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date