Profile and Plan Essentials

LEA Type		AUN	
West Branch Area School District		110179003	
Address 1			
516 Allport Cutoff			
Address 2			
City	**State**	**Zip Code**	
Morrisdale	PA	16858	
Chief School Administrator		**Chief School Administrator Email**	
Mark Mitchell		mmitchell@westbranch.org	
Single Point of Contact Name			
Mark Mitchell			
Single Point of Contact Email			
mmitchell@westbranch.org			
Single Point of Contact Phone Number			
8143455615			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mark Mitchell	Administrator	West Branch SD	mmitchell@westbranch.org
Brandy O'Hare	Administrator	West Branch SD HS	bohare@westbranch.org
Angela Lucas	Administrator	West Branch SD	alucas@westbranch.org
Stacy Ricciotti	Staff Member	West Branch SD	sricciotti@westbranch.org
Jen Porter	Staff Member	West Branch SD HS	jporter@westbranch.org
Chad Diviney	Board Member	West Branch SD	cdiviney@westbranch.org
Kevin Hubler	Administrator	West Branch SD MS	kghubler@westbranch.org
Angela Michaels	Administrator	West Branch SD ELEM	amichaels@westbranch.org
Shannon Albert	Staff Member	West Branch SD ELEM	salbert@westbranch.org
Jessica Levonick	Staff Member	West Branch SD HS	jlevonick@westbranch.org
Carrie Peterson	Staff Member	West Branch SD	cpeterson@westbranch.org
Jason Porter	Parent	MS/HS Parent	jasonporter@nittanybuilding.com
Rebecca Caylor	Parent	ELEM Parent	racaylor@gmail.com
Deb Galley	Staff Member	West Branch SD ELEM	dgalley@westbranch.org
Scott McClelland	Staff Member	West Branch SD ELEM	smcclelland@westbranch.org
Danielle McDowell	Community Member	CenCLear	daniellehubler@gmail.com
Lynne Rockey	Staff Member	West Branch SD MS	lrockey@westbranch.org
Lisa Herring	Community Member	CenClear/Parent	lherring@cenclear.org
Dennis McCamley	Staff Member	West Branch SD MS	dmccamley@westbranch.org
Chrissy Sterling	Community Member	Sterling Trucking	randysterlingtrucking@yahoo.com

LEA Profile

The West Branch Area School District is located in Clearfield County, Central Pennsylvania. The District is a rural area approximately thirty minutes from State College, PA. The District encompasses 165 square miles and serves the following townships: Morris, Cooper, Graham, Karthaus, and West Keating. The District further serves the communities of Morrisdale, Karthaus, Hawk Run, Allport, Kylertown, Grassflat, Winburne, Munson, Lanse, Pinchey and Pottersdale.

The West Branch Area School District is comprised of one elementary building and a shared middle and high school building, serving approximately 1,000 students (PreK - Grade 12). The District Office is adjacent to the secondary buliding and the elementary and middle/high school structures are connected by an interior causeway. The elementary school serves students in grades PreK through Grade 4. The elementary school offers a foundation in all aspects of the core curriculum with a Multi-Tiered System of Support (MTSS) model that supports at-risk students. The middle school serves students in Grades 5-8. At this specialized level, students continue to build upon the core foundation while focusing on transitioning from childhood to adolescence. The high school serves students in Grades 9-12. At this level, there is a shift to align instruction to career pathways and extended learning opportunities in an effort to personalize the high school experience.

The West Branch Area School District currently employs 9 administrators, 75 professional staff members and 60+ support staff members to facilitate its operation and instructional program. The curriculum provides students with an integrated and comprehensive course of study, along with increased opportunities for exploratory learning. The instruction is provided by a 100% highly qualified teaching staff who are skilled at engaging students in a rich educational experience. The District embraces technology and believes that we must enhance our instruction with these tools in order to prepare our students for a global society. The school district further offers a virtual academy that provides a blended educational opportunity. Students may choose to participate fully in a cyber model or engage in a blended approach where they attend school for some courses while accessing others virtually from their home.

The West Branch Area School District provides a high quality education based on community support, a strong staff, and curriculum and instruction designed to meet the needs of all learners. The District welcomes the opportunity to learn and grow as it seeks to improve itself as an educational entity.

Edit

Mission and Vision

Mission

Growing Today . . . Learning for Life. . .. Improving Always

Vision

The West Branch Area School District, in partnership with the community, is committed to a safe, secure, and engaging learning environment which will develop students to their full potential, talents, and self-understanding. As a result of high-quality instruction, all students will be empowered to become life-long learners and productive citizens while developing the strategies and skills to thrive in an ever-changing and increasingly diverse world.

Educational Values

Students

The West Branch Area School District has the expectation that our students will access educational opportunities understanding that: 1. A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success.

Staff

The West Branch Area School District has the expectation that our Staff shall provide a strong program around the following core beliefs: 1.   A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success. 7. Family and community involvement are essential to each student's educational success. 8. High ethical standards and a code of conduct will define our interactions. 9. Our investment in early childhood education creates the foundation for future success. 10. Our community prospers from the educational experiences of its children.

Administration

The West Branch Area School District has the expectation that our Administration shall lead a strong program around the following core beliefs: 1.   A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success. 7. Family and community involvement are essential to each student's educational success. 8. High ethical standards and a code of conduct will define our interactions. 9. Our investment in early childhood education creates the foundation for future success. 10. Our community prospers from the educational experiences of its children.

Parents

The West Branch Area School District has the expectation that our Parents will support a strong program around the following core beliefs: 1. A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success. 7. Family and community involvement are essential to each student's educational success. 8. High ethical standards and a code of conduct will define our interactions. 9. Our investment in early childhood education creates the foundation for future success. 10. Our community prospers from the educational experiences of its children.

Community

The West Branch Area School District has the expectation that our Community will support a strong program around the following core beliefs: 1. A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that

will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success. 7. Family and community involvement are essential to each student's educational success. 8. High ethical standards and a code of conduct will define our interactions. 9. Our investment in early childhood education creates the foundation for future success. 10. Our community prospers from the educational experiences of its children.

Other (Optional)

The West Branch Area School District has the expectation that our that our School Board shall govern a strong program around the following core beliefs: 1. A safe and secure environment is the right of every student and staff member. 2. All students can learn and succeed. 3. Every student has a unique set of attributes that will be nurtured, challenged and respected. 4. Lifelong learning for students and staff is valued. 5. Technology is an integral part of the learning experience. 6. Knowledge and interpersonal skills are critical for lifelong success. 7. Family and community involvement are essential to each student's educational success. 8. High ethical standards and a code of conduct will define our interactions. 9. Our investment in early childhood education creates the foundation for future success. 10. Our community prospers from the educational experiences of its children.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA PSSA Growth	Positive Growth Noted
Math PSSA Growth	Positive Growth Noted
Science PSSA Achievement and Growth	Above State Average
Biology Keystone Growth	Above State Average
Literature Keystone Achievement	Positive Growth Noted
Mathematics Keystone Achievement	Positive Growth Noted

Challenges

Indicator	Comments/Notable Observations
ELA PSSA Achievement	Remain Below State Average (Most Grades)
Math PSSA Achievement	Remain Below the State Average (Most Grades)

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

Strengths

Indicator	Comments/Notable Observations
Indicator ELA PSSA Growth **Grade Level(s) and/or Student Group(s)** Grades 5-8	**Comments/Notable Observations** Increase Noted
Indicator Math PSSA Growth, All Students **Grade Level(s) and/or Student Group(s)** Grades 5-8, All Students	**Comments/Notable Observations** Increase Noted
Indicator Science PSSA Achievement and Growth **Grade Level(s) and/or Student Group(s)** Grade 8	**Comments/Notable Observations** Although there is positive growth (meets or exceeds target). Growth is trending down from previous data.
Indicator Biology Keystone Growth scores **Grade Level(s) and/or Student Group(s)** Grades 9 and 10	**Comments/Notable Observations** Meets or exceeds Statewide Goal. Decrease in performance from previous year.

Indicator	Comments/Notable Observations
Literature Keystone Achievement **Grade Level(s) and/or Student Group(s)** Grade 10	Meets or exceeds interim target- Increase in performance from previous year.
Indicator Mathematics Keystone Achievement **Grade Level(s) and/or Student Group(s)** Grade 9 and 10	**Comments/Notable Observations** Meets or exceeds interim target- Increase in performance from previous year.

Challenges

Indicator	Comments/Notable Observations
ELA PSSA Achievement **Grade Level(s) and/or Student Group(s)** Grades 3-8	**Comments/Notable Observations** Achievement Benchmark Not Met
Indicator Math PSSA Achievement **Grade Level(s) and/or Student Group(s)** Grades 3-8	**Comments/Notable Observations** Achievement Benchmark Not Met

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.

ELA PSSA Growth, grades 5-8
Math PSSA Growth, grades 5-8
Mathematics Keystone Achievement
Literature Keystone Achievement

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.

ELA PSSA Achievement
Math PSSA Achievement

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS Next/8	Upgraded assessment with additional components with more data points. K data shows an improvement from the 21-22 school year to the 22-23 school year.
CDT	CDT results roughly show 50% proficiency in literature at the beginning of the students 10th grade year.
iXL Assessment	There exists a fair number of students at each grade level (Grades 5-8) who demonstrate one or more deficits on benchmark assessments. Students show growth within the program at all grade levels over the course of a school year.
Heggerty	Data measurement of phonological awareness for grades K-1. Some subgroups were scoring below benchmark. For the school year 23-24 results have shown an improvement.
Kilpatrick (PAST)	Used for grades 2-4 to assess phonemic awareness. Initiated during the 23-24 school year.
Core Phonics Screener/95% Group	Will assess phonics subskills.
STAR Test	There exists a fair number of students at each grade level (Grades 5-12) who are reading one or more years below grade level.

English Language Arts Summary

Strengths

All local assessments show growth across all grade levels over the course of a school year.
If students score proficient on the CDT, data shows they will score proficient on the Literature Keystone.

Challenges

In grades 3 and up limited fluency instruction and assessment.
Student effort and behavior impact performance on assessments.
The implementation of structured literacy in grades PreK to Grade 5.
Improvement of tiered ELA interventions

Mathematics

Data	Comments/Notable Observations
CDT	There exists a fair number of students at each grade level (Grades 9-12) who are assessing with significant deficits.
iXL Assessment	There exists a fair number of students at each grade level (Grades 5-8) who demonstrate one or more deficits on benchmark assessments. Students show growth within the program at all grade levels over the course of a school year.

Mathematics Summary

Strengths

PSSA and Keystone growth at middle school and high school

Challenges

Improvement of tiered math interventions

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
USA Test Prep	There exists a large number of students who perform well on this assessment measure and demonstrate course over administrations.
PSSA	Achievement and growth scores are above the state average.
Biology Keystone Exam	Achievement scores remain below the state average. Achievement scores have increased from previous years. Growth scores remain in the positive range.

Science, Technology, and Engineering Education Summary

Strengths

Biology Keystone achievement scores have increased from previous years. Growth scores remain in the positive range.

Challenges

Implementation of the STEELS Standards

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Indicators	Students are responding well to the designed activities; careers aligned to the CCCTC are prevalent starting at the middle school level
CTE Participation	West Branch currently has over 50% of its Grade 11 & 12 students attending the Career & Technical Center (CTC).

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

Penn Highlands

Agreement Type

Program/Course Area

ACE

Uploaded Files

Penn Highlands Dual Credit Agreement.pdf

Penn Highlands Dual Credit Agreement_c453cbd0.pdf

Partnering Institution

Lock Haven University

Agreement Type

Program/Course Area

ACE

Uploaded Files

Commonwealth Univ Of PA MOU - signed.pdf

Commonwealth Univ Of PA MOU - signed_1871631f.pdf

Partnering Institution

Mount Aloysius

Agreement Type

Program/Course Area

ACE

Uploaded Files

Mt. Aloysius Cooperative Agreement (2023-2024) - 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.

| CTE Participation |
| Career Readiness Indicators |

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.

| Limited certifications for dual enrollment offerings. |
| Limited dual enrollment offerings. |
| Graduation requirements for students attending the CTC. |

Equity Considerations

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

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

Data	Comments/Notable Observations
DIBELS 8	Upgrades assessment with additional components with more data points. K data shows an improvement from the 21-22 school year to the 22-23 school year.
CDT	CDT results roughly show 50% proficiency in literature at the beginning of the students 10th grade year.
iXL Assessment	There exists a fair number of students at each grade level (Grades 5-8) who demonstrate one or more deficits on benchmark assessments. Students show growth within the program at all grade levels over the course of a school year.
Heggerty	Data measurement of phonological awareness for grades K-1. Some subgroups were scoring below benchmark. For the school year 23-24 results have shown improvement.
Kilpatrick (PAST)	Used for grades 2-4 to assess phonemic awareness. Initiated during the 23-24 school year.
Core Phonics Screener/95%	Will assess phonics subskills.
STAR Test	There exists a fair number of students at each grade level (Grades 5-12) who are reading one or more years below grade level.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
DIBELS 8	Upgrades assessment with additional components with more data points. K data shows an improvement from the 21-22 school year to the 22-23 school year.
CDT	CDT results roughly show 50% proficiency in literature at the beginning of the students 10th grade year.
iXL Assessment	There exists a fair number of students at each grade level (Grades 5-8) who demonstrate one or more deficits on benchmark

	assessments. Students show growth within the program at all grade levels over the course of a school year.
Heggerty	Data measurement of phonological awareness for grades K-1. Some subgroups were scoring below benchmark. For the school year 23-24 results have shown improvement.
Kilpatrick (PAST)	Used for grades 2-4 to assess phonemic awareness. Initiated during the 23-24 school year.
Core Phonics Screener/95%	Will assess phonics subskills.
STAR Test	There exists a fair number of students at each grade level (Grades 5-12) who are reading one or more years below grade level.

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.

Wide variety of assessments that provide data to inform decision-making.
Growth within the local assessments.

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.

Limited tiered math and ELA interventions.
Barriers to provide all necessary professional development.

Designated Schools

West Branch Area El Sch

Priority Challenge	Comments and Notable Observations
Achievement: Math and ELA Proficiency Combined	Percentage is less than 30.91% (27.20%)
Growth: Math and ELA Growth Combined	Percentage is less than -1% (-4.81%)
Regular Attendance	Percentage is below 72.2% (66.7%)

Systemic LEA Challenges
Implementation of structured literacy with fidelity at the elementary.
Tiered math intervention resources at the elementary.
Improved attendance at the elementary.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	PSSA/Keystone achievement and growth scores are below the state average for both ELA and math.
Title 1 Program	Provides funding for the implementation of structured literacy at the elementary school.
Trauma-Informed Schools Plan	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA

Strengths

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

Title I funding
Strong technology presence across the district.
Availability of social/emotional resources.

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.

Funding for professional development and resources.
Time for professional development of staff.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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
Math PSSA Growth, grades 5-8	False
ELA PSSA Growth, grades 5-8	False
Mathematics Keystone Achievement	False
Literature Keystone Achievement	False
All local assessments show growth across all grade levels over the course of a school year.	False
Biology Keystone achievement scores have increased from previous years. Growth scores remain in the positive range.	False
If students score proficient on the CDT, data shows they will score proficient on the Literature Keystone.	False
PSSA and Keystone growth at middle school and high school	False
CTE Participation	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Career Readiness Indicators	False
Wide variety of assessments that provide data to inform decision-making.	False
Growth within the local assessments.	False
Title I funding	False
Strong technology presence across the district.	False
Availability of social/emotional resources.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in

	Plan
ELA PSSA Achievement	False
Math PSSA Achievement	False
In grades 3 and up limited fluency instruction and assessment.	False
Student effort and behavior impact performance on assessments.	False
The implementation of structured literacy in grades PreK to Grade 5.	True
Improvement of tiered ELA interventions	True
Improvement of tiered math interventions	True
Implementation of the STEELS Standards	True
Limited certifications for dual enrollment offerings.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
Limited dual enrollment offerings.	False
Graduation requirements for students attending the CTC.	False
Limited tiered math and ELA interventions.	False
Barriers to provide all necessary professional development.	False
Funding for professional development and resources.	False
Time for professional development of staff.	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.

Student achievement performance, professional learning, instructional practices and intervention remain critical to the district's success in the areas of ELA and mathematics. Further, the district has some important work to accomplish in the area of school safety & security as well as school climate/culture.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.		False
The implementation of structured literacy in grades PreK to Grade 5.		True
Improvement of tiered ELA interventions		False
Improvement of tiered math interventions		False
Implementation of the STEELS Standards		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement with fidelity structured literacy in grades PreK-4
	Development of the Science Leadership team and coaching district-wide, PENNSEL representation at CIU10 Leadership Team

Goal Setting

Priority: The academic intervention model needs revised/restructured in the areas of scheduling, staffing, professional learning, and resources.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Effective implementation of the ELA intervention plan at the MS/HS levels.		
Measurable Goal Nickname (35 Character Max)		
ELA Interventions MS/HS		
Target Year 1	**Target Year 2**	**Target Year 3**
Develop a plan to assess the allocations of resources (staffing, intervention materials, professional development, scheduling).	Implement the Target Year 1 Plan.	Effective implementation of the ELA intervention plan at the MS/HS levels.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Effective implementation of the math intervention plan district wide.		
Measurable Goal Nickname (35 Character Max)		
Math Interventions district wide		
Target Year 1	**Target Year 2**	**Target Year 3**
Develop a plan to assess the allocations of resources (staffing, intervention materials, professional development, scheduling).	Implement the Target Year 1 Plan.	Effective implementation of the math intervention plan district wide.

Priority: Implement with fidelity structured literacy in grades PreK-4

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
Core teachers PreK-4 , including regular classroom educators (K-4), ELA teachers (Grade 5), special educators (K-5), reading specialists (K-5), and speech and language pathologists (K-12), will complete and pass the Lexia LETRS course, Parts 1 and 2, through certified Lexia Trainers as part of our structured literacy initiative, differentiated supervision plan, Title I Schoolwide Plan, and District Comprehensive Plan.		
Measurable Goal Nickname (35 Character Max)		
LETRS		
Target Year 1	**Target Year 2**	**Target Year 3**
Teachers (as defined in goal statement) will successfully complete Units 1 and 2	Teachers (as defined in goal statement) will successfully complete Units 3-5 of	Core teachers PreK-4 , including regular classroom educators (K-4), ELA teachers (Grade 5), special educators (K-5), reading specialists (K-5), and

| of the LETRS course by completing all coursework and passing the associated assessments. | the LETRS course by completing all coursework and passing the associated assessments. | speech and language pathologists (K-12), will complete and pass the Lexia LETRS course, Parts 1 and 2, through certified Lexia Trainers as part of our structured literacy initiative, differentiated supervision plan, Title I Schoolwide Plan, and District Comprehensive Plan. |

Outcome Category
Early Literacy
Measurable Goal Statement (Smart Goal)
Core teachers in PreK-2 will implement ECRI (per their training through RAND and University of Oregon and as part of our structured literacy initiative) with fidelity as evidenced by observation/evaluation and assessment data to build phonics skills, as assessed by observation/evaluation and assessment data.
Measurable Goal Nickname (35 Character Max)
ECRI

Target Year 1	Target Year 2	Target Year 3
Teachers will achieve full implementation of ECRI, including higher level routines (vocabulary and comprehension).	Teachers will continue full implementation of ECRI, and will use ECRI Unit Assessments with fidelity to adjust their instruction and provide data for small groups.	Core teachers in PreK-2 will implement ECRI (per their training through RAND and University of Oregon and as part of our structured literacy initiative) with fidelity as evidenced by observation/evaluation and assessment data to build phonics skills, as assessed by observation/evaluation and assessment data.

Outcome Category
Early Literacy
Measurable Goal Statement (Smart Goal)
Core teachers in grades PreK-2 will utilize Sound Walls and Heggerty with fidelity and core teachers in grades 2-4 will utilize 95% Group Multi-syllabic Routines and Kilpatrick's Equipped for Reading Success routines with fidelity to build phonemic awareness as measured by observation/evaluation and assessment data and respond to the data with appropriate intervention strategies.
Measurable Goal Nickname (35 Character Max)
Phonemic Awareness

Target Year 1	Target Year 2	Target Year 3
Teachers (as defined in goal statement) will use Sound Walls, Heggerty, 95% Multi-syllabic Routines, and Kilpatrick routines with fidelity as measured by observation/evaluation.	Teachers (as defined in goal statement) will complete assessments associated with structured literacy materials (Dibels 8, Heggerty, Phonics Screener Inventory) with the support of our reading specialist and instructional coach to track student needs in structured literacy and respond with appropriate intervention strategies.	Core teachers in grades PreK-2 will utilize Sound Walls and Heggerty with fidelity and core teachers in grades 2-4 will utilize 95% Group Multi-syllabic Routines and Kilpatrick's Equipped for Reading Success routines with fidelity to build phonemic awareness as measured by observation/evaluation and assessment data and respond to the data with appropriate intervention strategies.

Priority: Development of the Science Leadership team and coaching district-wide, PENNSEL representation at CIU10 Leadership Team

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Implementation of PA STEELS standards		
Measurable Goal Nickname (35 Character Max)		
PA STEELS Standards		
Target Year 1	**Target Year 2**	**Target Year 3**
Formation of the Science Leadership Team. Purchase of science kits grades K-8. Training for kit usage.	Realignment of curriculum and assessments to PA STEELS standards	Implementation of PA STEELS standards

Action Plan

Measurable Goals

ELA Interventions MS/HS	Math Interventions district wide
LETRS	ECRI
Phonemic Awareness	PA STEELS Standards

Action Plan For: ELA Interventions MS/HS

Measurable Goals:
• Effective implementation of the ELA intervention plan at the MS/HS levels.

Action Step		Anticipated Start/Completion Date	
Research ELA interventions for MS/HS		2024-08-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Intervention program materials. Staff alignment. Schedule alignment. Neighboring school district visits.	No	No
Action Step		**Anticipated Start/Completion Date**	
Pilot selected intervention resource at both the MS and HS		2025-08-21	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building principals. Instructional coaches	Intervention materials. Professional development on selected program.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Effective implementation of research-based ELA intervention plan at the MS/HS level.	Committee/4x/yr/locally developed rubric

Action Plan For: Math Intervention District Wide

Measurable Goals:
• Effective implementation of the math intervention plan district wide.

Action Step	Anticipated Start/Completion Date

Research math interventions District Wide		2024-08-22	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals. Instructional coaches	Intervention program materials. Staff alignment. Schedule alignment. Neighboring school district visits.	No	No
Action Step		**Anticipated Start/Completion Date**	
Pilot selected intervention resource district-wide		2025-08-21	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building principals. Instructional coaches	Intervention materials. Professional development on selected program.	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Effective implementation of the math intervention plan district wide.	Committee/4x/yr/locally developed rubric

Action Plan For: Implementation of STEELS Standards

Measurable Goals:
• Implementation of PA STEELS standards

Action Step		**Anticipated Start/Completion Date**	
Formation of the Leadership Science Committee		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Recruitment of district staff to serve on the science leadership team.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Implementation of Science Kits in grades K-8		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals Instrucitonal Coaches	Kits Coaching Sessions with Teachers	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Development and realignment of science curriculum maps to incorporate the PA STEELS standards.		2025-08-21	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals Head Teachers and Department	IU10 Support	Yes	Yes

Chairs			

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of PA STEELS Standards	observations of science teachers 1-2 observations throughout the school year.

Action Plan For: LETRS

Measurable Goals:
• Core teachers PreK-4 , including regular classroom educators (K-4), ELA teachers (Grade 5), special educators (K-5), reading specialists (K-5), and speech and language pathologists (K-12), will complete and pass the Lexia LETRS course, Parts 1 and 2, through certified Lexia Trainers as part of our structured literacy initiative, differentiated supervision plan, Title I Schoolwide Plan, and District Comprehensive Plan.

Action Step		Anticipated Start/Completion Date	
In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal		2024-08-21	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Angela Michaels, Elementary Principal	LETRS texts and licenses	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Participants (listed in goal) will successfully complete the LETRS course as part of our Structured Literacy initiatives.	PreK-5 Classroom Teachers, Speech/Language Pathologists (K-12), Spled Teachers (K-5); monthly; LETRS Session and Unit Quizzes

Action Plan For: ECRI

Measurable Goals:
• Core teachers in PreK-2 will implement ECRI (per their training through RAND and University of Oregon and as part of our structured literacy initiative) with fidelity as evidenced by observation/evaluation and assessment data to build phonics skills, as assessed by observation/evaluation and assessment data.

Action Step	Anticipated Start/Completion Date	
Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and	2024-09-02	2024-05-31

comprehension routines, for Tier I instruction.

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Angela Michaels, Elementary Principal	ECRI routines aligned to Wonders 2017, Wonders 2017 materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of K-2 students will show growth/achievement in phonics skills from baseline to end of year	K-2 Students, beginning/middle/end of year, Dibels 8

Action Plan For: Structured Literacy

Measurable Goals:
• Core teachers in grades PreK-2 will utilize Sound Walls and Heggerty with fidelity and core teachers in grades 2-4 will utilize 95% Group Multi-syllabic Routines and Kilpatrick's Equipped for Reading Success routines with fidelity to build phonemic awareness as measured by observation/evaluation and assessment data and respond to the data with appropriate intervention strategies.

Action Step	Anticipated Start/Completion Date	
The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.	2024-08-21	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Angela Michaels, Elementary Principal	ECRI routines aligned to Wonders 2017, Wonders 2017 materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of students will meet grade level benchmarks in K-2 for phonemic awareness.	K-4, beginning/middle/end of year, Dibels 8/Heggerty/Kilpatrick/ECRI Unit Assessments

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Interventions MS/HS	Pilot selected intervention resource at both the MS and HS
Math Intervention District Wide	Pilot selected intervention resource district-wide
Implementation of STEELS Standards	Implementation of Science Kits in grades K-8
Implementation of STEELS Standards	Development and realignment of science curriculum maps to incorporate the PA STEELS standards.
LETRS	In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal
ECRI	Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and comprehension routines, for Tier I instruction.
Structured Literacy	The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.

LETRS

Action Step
• In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal
Audience
PreK-5 regular educators, speech/language pathologists K-12, special educators K-5
Topics to be Included
Speech Sounds, Beginning Phonics, Word Recognition, Spelling, Advanced Decoding, Oral Language, Vocabulary, Reading Comprehension, Writing
Evidence of Learning
80% or higher on LETERS Session Quizzes and Unit Assessments

Lead Person/Position	Anticipated Start	Anticipated Completion
Angela Michaels, Elementary Principal	2024-08-21	2027-05-28

Learning Format

Type of Activities	Frequency
Course(s)	Monthly
Observation and Practice Framework Met in this Plan	

- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings
Structured Literacy

ECRI

Action Step
• Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and comprehension routines, for Tier I instruction.
Audience
K-2 regular and special ed teachers, reading aides, and special ed aides
Topics to be Included
ECRI Routines
Evidence of Learning
Increased K-2 student growth and achievement on phonemic awareness and phonics assessments including Dibels 8, PSI, Kilpatrick, Heggerty, ECRI Unit Assessments

Lead Person/Position	Anticipated Start	Anticipated Completion
Angela Michaels, Elementary Principal	2024-08-21	2025-05-11

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Monthly

Observation and Practice Framework Met in this Plan
• 3c: Engaging Students in Learning
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 1c: Setting Instructional Outcomes
• 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly

Observation and Practice Framework Met in this Plan
• 3b: Using Questioning and Discussion Techniques

• 1a: Demonstrating Knowledge of Content and Pedagogy
• 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Structured Literacy

Action Step
• The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.
Audience
PreK-5 regular and special educators, reading aides, special ed aides
Topics to be Included
Kilpatrick Routines, Heggerty, 95% Group materials, Phonics & Spelling Grapheme and Morpheme Mapping, Multisyllabic Routines, Assessing/Analyzing Data
Evidence of Learning
K-2 student growth and achievement on phonemic awareness and phonics assessments including Dibels 8, PSI, Kilpatrick, Heggerty, ECRI Unit Assessments 3-5 students will show growth/achievement on PSSA

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Angela Michaels, Elementary Principal	2024-08-21	2028-05-31

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly, Monthly, and as by request

Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
• 1c: Setting Instructional Outcomes	
• 1f: Designing Student Assessments	

This Step Meets the Requirements of State Required Trainings
Structured Literacy

ELA Interventions MS/HS

Action Step
• Pilot selected intervention resource at both the MS and HS
Audience
Professional and support staff. Administration.
Topics to be Included
Associated assessments. Benchmark data. Data analysis. Resource implementation.
Evidence of Learning

Effective data analysis. Knowledge of resources.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building principals. Instructional coaches	2024-08-22	2026-05-29

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing, as needed
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Math Intervention District Wide

Action Step
• Pilot selected intervention resource district-wide
Audience
Professional and support staff. Administration.
Topics to be Included
Associated assessments. Benchmark data. Data analysis. Resource implementation.
Evidence of Learning
Effective data analysis. Knowledge of resources.

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building principals. Instructional coaches	2024-08-22	2026-05-29

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing, as needed
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments	

This Step Meets the Requirements of State Required Trainings

Implementation of STEELS Standards

Action Step
• Implementation of Science Kits in grades K-8
Audience
K-8 Teachers (YES! Kits). Overall K-12.
Topics to be Included
Curriculum audit and mapping. PA STEELS standards alignment. Reevaluation of local assessments. Implementation of kits in grades K-8.
Evidence of Learning
Revised curriculum and assessments. Successful kit implementation.

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals and Instructional Coaches	2024-08-22	2026-05-29

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing, as needed

Observation and Practice Framework Met in this Plan
• 1e: Designing Coherent Instruction
• 1d: Demonstrating Knowledge of Resources
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 1c: Setting Instructional Outcomes
• 4e: Growing and Developing Professionally
• 3d: Using Assessment in Instruction
• 1f: Designing Student Assessments
This Step Meets the Requirements of State Required Trainings

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
ELA Interventions MS/HS	Pilot selected intervention resource at both the MS and HS
Math Intervention District Wide	Pilot selected intervention resource district-wide
Implementation of STEELS Standards	Formation of the Leadership Science Committee
Implementation of STEELS Standards	Implementation of Science Kits in grades K-8
Implementation of STEELS Standards	Development and realignment of science curriculum maps to incorporate the PA STEELS standards.
LETRS	In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal
ECRI	Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and comprehension routines, for Tier I instruction.
Structured Literacy	The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.

Structured Literacy Communication

Action Step
• In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal
• Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and comprehension routines, for Tier I instruction.
• The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.

Audience		
Parents/Guardians, School Board Members, Local Business Owners, Local Government Officials, Community Members		
Topics to be Included		
Elements of Structured Literacy, Data Review, Title Budgets, Activities to Support Children at Home with Literacy		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Angela Michaels, Elementary Principal	2024-08-21	2028-05-31

Type of Communication	Frequency
Other	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Mark Mitchell	2024-01-30