

**East Lycoming SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
East Lycoming School District		117412003
<b>Address 1</b>		
349 Cemetery Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Hughesville	PA	17737
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mark Stamm		mstamm@elsd.org
<b>Single Point of Contact Name</b>		
Mark Stamm		
<b>Single Point of Contact Email</b>		
mstamm@elsd.org		
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## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mark Stamm	Administrator	East Lycoming School District	mstamm@elsd.org
Craig Dudek	Board Member	ELSD - Board of Directors	cdudek@elsd.org
Tara Buebendorf	Board Member	ELSD - Board of Directors	tbuebendorf@elsd.org
Cori Cotner	Administrator	ELSD - CI	ccotner@elsd.org
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Brittany Hipple	Administrator	Ashkar - Principal	bhipple@elsd.org
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Josh Fry	Staff Member	HHS Teacher	jfry@elsd.org
Stephanie Doebler	Parent	Elementary Parent / PTA President	stephaniedoebler@yahoo.com
Natlee Easton	Parent	Secondary Parent	natlee.584@gmail.com
Rebecca Roberts	Student	Secondary Student	rebecca.roberts@spartanalumni.org
Tenley Creasy	Student	Secondary Student	tenley.creasy@spartanalumni.org
Mayor Richard Smith	Community Member	Community Member	hughesvillemayor@comcast.net
Pastor Dan Cale	Community Member	Community Member	dandpastor@aol.com

## LEA Profile

The East Lycoming School District, located in northeastern Pennsylvania, spans approximately 148 square miles and serves a range of municipalities, including Hughesville, Picture Rocks, Wolf, Penn, Shrewsbury, Franklin, Jordan, and Mill Creek townships.

Current student enrollment is 1610. PDE enrollment projects based on state trends and birth cohorts, the enrollment will follow the state-wide trend and decline to 1379 students by 2033-24. Based on this model graduation classes size will fall from 132 to 113 students.

Student enrollment by building is: HHS (737), Ashar (553), Renn (181), and Ferrell (139). The district employs 115 faculty Pre-K through Grade 12. A new core reading program based on the Science of Reading was implemented in the 2023-24 school term. A new core math program, based on the standards from the National Council of the Teachers of Mathematics, was purchased and will be implemented in the 2024-25 school term. In addition to the typical selection of courses in grades 7-12, the district offers 13 Advanced Placement courses and 16 Dual Enrollment Courses.

The district is a member of the Lycoming Country Career and Technical Consortium which is located on the HHS campus. In the 2024-25 school term, 102 students from HHS attended programs at LycoCTC. LycoCTC total enrollment is 333.

The district is currently in year one of a three year pilot program to add more diverse educational options to high school students through a redesigned online academy, Spartan Academy, which includes the creation of a reduced credit workforce preparation pathway, and a review of all secondary course offerings to ensure the greatest opportunities are accessible for all graduates. As of November 2024, 37 students were enrolled in Spartan Academy.

## Mission and Vision

### **Mission**

The East Lycoming School District, in partnership with its community, is committed to excellence for all students. Our mission is to ensure that all students are inspired, engaged, and learning today for their tomorrow.

### **Vision**

Every student- inspired, engaged, and learning, today for tomorrow.

## Educational Values

### **Students**

Every student inspired, engaged, and learning today for tomorrow.

### **Staff**

The staff of the East Lycoming School District will strive to achieve the core values of: We believe that wellness comes before academics and community before consequences, We believe that the learning of every student is my responsibility, We recognize that effectiveness is determined by my character and my competence, We understand that positive transparent communication builds trust and determines the outcome, and We know that passion drives learning. I will find mine, and share it.

### **Administration**

The administration of the East Lycoming School District will strive to achieve the core values of: We believe that wellness comes before academics and community before consequences, We believe that the learning of every student is my responsibility, We recognize that effectiveness is determined by my character and my competence, We understand that positive transparent communication builds trust and determines the outcome, and We know that passion drives learning. I will find mine, and share it.

### **Parents**

The parents and guardians of the East Lycoming School District will support the district in fulfilling its educational mission by ensuring students arrive to school on-time, ready to learn, and will actively support a safe and caring school community.

### **Community**

The community of the East Lycoming School District will support the district in fulfilling its educational mission by maintaining a safe and caring environment for every child through enriching opportunities and positive adult role models.

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Elementary Schools - Academic Growth Expectations in English Language Arts/Literatures All Student Group Meets or Exceeds the Standard Demonstrating Growth	ESSA Standards are challenging. That schools are meeting this standard may indicate an early sign of the new core language program's impact.
Elementary Schools - Academic Growth Expectations in Mathematics/ All Student Group Exceeds / Meets the Standard Demonstrating Growth	As a new math program is implemented in 25-26, this provides a firm baseline to leverage future growth.
Elementary Schools - Science/Biology All Student Group Meet / Exceeds the Standard Demonstrating Growth	This may be an indicator of the layering of science into the new core language program but should be monitored to ensure achievement continues to grow.
HHS - Percent of advanced students on state assessments meets or exceeds the state average in ELA, math, and science.	This is a strong indicator that the academic program meets the needs of the stronger academic students.

#### Challenges

Indicator	Comments/Notable Observations
Elementary Schools - Schools did not meet the 70% interim state ESSA benchmark of Proficient / Advanced in ELA.	ELSD schools averaged 56%; state average is 53%. ESSA interim benchmarks are admirable but challenging.
Elementary Schools - Schools did not meet the 55.8% interim state ESSA benchmark of Proficient / Advanced in mathematics.	ELSD schools averaged 53%; state average is 40%. ESSA interim benchmarks are admirable but challenging.
HHS - Did not meet interim state ESSA benchmarks for proficient/advanced nor for growth in ELA and in math.	HHS was 56.7%; state average is 53% for ELA and for math, 50.4%; state average is 40.2%. ESSA interim benchmarks of 70% (ELA) and 55% (Math) are admirable but challenging.
Regular Attendance - HHS does not meet state performance standard for percent of students not chronically absent.	HHS was 73.5% not chronically absent; state average is 78%. Performance standard is 94%.

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

#### Strengths

<b>Indicator</b> Improving Math Scores <b>Grade Level(s) and/or Student Group(s)</b> Grade 5 and 8	<b>Comments/Notable Observations</b> Grade 5 has returned to pre-pandemic level of 66% and grade 8 has exceeded pre-pandemic levels by 20 percentage points (48%).
<b>Indicator</b> ELA School Comparison Stability <b>Grade Level(s) and/or Student</b>	<b>Comments/Notable Observations</b> Although scores have declined from pre-pandemic levels, ELSD PSSA Scores annually perform better than county, regional, and state averages.

<b>Group(s)</b> Percent Proficient / Advanced	
<b>Indicator</b> Strong Science Scores <b>Grade Level(s) and/or Student Group(s)</b> Grade 4 and 8	<b>Comments/Notable Observations</b> PSSA sciences scores have remained consistent from 2018-19 above 75% (Grade 5) and above 60% (grade 8).
<b>Indicator</b> Keystone Scores Improving <b>Grade Level(s) and/or Student Group(s)</b> Literature / Alg I / Biology	<b>Comments/Notable Observations</b> Keystone scores have improved for three consecutive years in Literature and Science and jumped 33 percentage points in Alg. 1.

### Challenges

<b>Indicator</b> Downward Trajectory in Math Scores <b>Grade Level(s) and/or Student Group(s)</b> Grades 3, 4, 6, and 7	<b>Comments/Notable Observations</b> In grades 3, 4, 6, and 7 math scores have continued on a downward trajectory. In all of those grades the % of students who score Below Basic has increased. Although some grades are doing well, there is inconsistency within and across grades which may indicate a misalignment with the core curriculum and state assessments.
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> Downward Trajectory in ELA Scores <b>Grade Level(s) and/or Student Group(s)</b> Grade 4, 6, 7, and 8	<b>Comments/Notable Observations</b> Scores have inconsistently declined from year to year since the pandemic. This data reflects only year one of the new core language program and is difficult to infer any notable impact.
<b>Indicator</b> Special Education - Significant Decline ELA <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-8	<b>Comments/Notable Observations</b> ELA scores for Special Ed students' needs to be critically evaluated to ensure curriculum alignment and instructional strategies meets the learning needs of these students.
<b>Indicator</b> Special Education - Significant Declines in	<b>Comments/Notable Observations</b> Math scores for Special Ed students' needs to be critically evaluated to ensure curriculum alignment and instructional strategies meets the learning needs of these students.



<b>Math</b> <b>Grade Level(s) and/or</b> <b>Student Group(s)</b> Grades 3-8	
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### 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.

Improving Math Scores in Grades 5 and 8
ELA School Comparison Stability
Strong Science Scores
Keystone Scores Improving

#### 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.

Downward Trajectory in Math Scores
Downward Trajectory in ELA Scores
Special Education - Significant Decline ELA and Math
Regular Attendance - HHS does not meet state performance standard for percent of students not chronically absent.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience (DIBELS) shows significant growth	A significant amount of growth has taken place from the end of last year scores to beginning of this year scores. Much of the growth is directly correlated from CKLA/ Amplify (K-6) and ECRI (K-2). Curriculum and instruction is explicit, direct, and multisensory to help all levels of learners make gains in their foundational skills.
95% Group	95% Group's Summer Booster program is used at the beginning of the year for rising first, second, and third graders for students requiring a Tier 3 intervention. The results of using this evidence-based intervention were incredibly positive; resulting in over a 50% decline in students needing continuing Tier 3 intervention. More than 50% of the students moved to either a Tier 2 intervention or back into Tier 1, core instruction.
LinkIT Benchmarks Grades 5-8 ELA	Approximately 50% are score at or above a proficient level on this end of year assessment given in September.

### English Language Arts Summary

#### Strengths

New core language curriculum focused on the science of reading / structured literacy (CKLA)
ECRI instructional strategies in grades K-2
LETRS training for all PreK-6 staff
95% Group has significantly impacted the learning readiness skills for early elementary students who were at risk from the previous year.

#### Challenges

Academic achievement score of students with special needs in ELA
Students scoring proficient and advanced would continue to rise across grades instead of declining
LinkIt assessments show that students with special needs score on average at the below basic level

### Mathematics

Data	Comments/Notable Observations
LinkIt Benchmarks Grades 5-8 Math	Approximately 50% are score at or above a proficient level on this end of year assessment given in September.

### Mathematics Summary

#### Strengths

LinkIt Benchmark Assessments allow teachers to assess students' achievement on specific standards and indicators.
Two math courses in grade 8 is positively impacting achievement scores

### Challenges

Math scores are inconsistent from year to year and across grades.
50% of students are scoring basic or below on the initial end of year benchmark assessment
LinkIt assessments show that students with special needs score on average at the below basic level

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt Benchmark Science - Grade 8	Approximately 60% of students scored proficient on this end of year assessment.

### Science, Technology, and Engineering Education Summary

#### Strengths

LinkIt Benchmark Assessments allow teachers to assess students' achievement on specific standards and indicators.
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#### Challenges

LinkIt assessments show that students with special needs score on average at the below basic level
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	All schools meet / exceed state standards for career readiness
Graduation 4 Year Cohort	HHS 95.3%, exceeds the ESSA 2033 goal of 92.4%.

### 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

**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.

School counselors and administration work individually with students and families to ensure all students are meeting local and state graduation requirements on time.
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Career preparation and college readiness are ingrained throughout the school system as an expectation for all students.

### Challenges

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

Students with special education needs continue to not succeed at the same rate as their grade level peers.

Expanding non-traditional learning opportunities for all students is essential to ensure they remain engaged about and inspired through their learning path.

## 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

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

Data	Comments/Notable Observations
PSSA Math and ELA	Economically disadvantaged students score approximately 10 percentage points lower than general student population.
Percentage of Student Population	Percentage of student population considered economically disadvantaged has increased from 40% to 45% since 2019.

### 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.

Increasing use of benchmark assessments will enable teachers and administrators to more fully understand the learning challenges for students with special education needs and who are considered economically disadvantaged.

MTSS at the elementary level will support tiered academic supports for students as needs are identified

**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.

Percentage of students with learning challenges or other barriers to success is increasing in the community and the schools needs to identify methodologies to provide adequate supports

Designated Schools

There are no Designated Schools.



## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Securing adequate staffing to fill vacancies as they occur. Identifying research backed instructional strategies that support attainment of grade level standards for students with special needs.
Title 1 Program	Stability of federal funding to maintain needed staffing levels and funding for supplemental curriculum resources.
Student Services	District utilizes Second Step to meet the Tier I needs of students PreK-8. Additional out-reach counselor added in 24-25 to support PreK-6 students
K-12 Guidance Plan (339 Plan)	District adoption of SMART Futures supports implementation of the K12 Guidance plan K-12.
Technology Plan	HHS development of a technology integration framework to support meaningful and appropriate student engagement. Investigate expansion of student programming to support responsible and safe use of technology resources.
English Language Development Programs	Providing adequate support to small number of students with diverse language development needs.

### Strengths

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

Providing adequate funding to support established programs that meet the needs of students.
Identifying research back strategies and programs that align with the needs of ELSD students.

### Challenges

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

Ensuring stability in programs and services that are resilient to changes in state or federal funds.
Maintaining an awareness of new programs, new ideas, and new opportunities that best meet the evolving needs of students.
Sufficient recruitment of talented educators who can support the learning of students.

## 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	Exemplary

### Focus on Continuous Improvement of Instruction

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

### 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	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	Exemplary

### 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.

District leadership engages in a structured program to build leadership capacity.
Investments in data analysis tools have increased leadership's ability to monitor and evaluate key indicators of student success.

Empower district leadership to develop and implement programs, such as MTSS, to improve student learning.
Actively seek the advice and perspectives of outside professionals to analyze district needs and assist with development of research backed action plans.
Development of a core values and mission statement that reflects the shared beliefs students, staff, and the community.

### 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.

Maintaining focus on identified areas for strategic growth, evaluating data, and demonstrating a willingness to change if needed.
Maintain and seek to expand partnerships with community stakeholders such as local businesses and civic / faith based organizations.

## 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
Improving Math Scores in Grades 5 and 8	True
ELA School Comparison Stability	False
Strong Science Scores	True
Keystone Scores Improving	True
New core language curriculum focused on the science of reading / structured literacy (CKLA)	True
ECRI instructional strategies in grades K-2	True
LETRS training for all PreK-6 staff	True
95% Group has significantly impacted the learning readiness skills for early elementary students who were at risk from the previous year.	True
LinkIt Benchmark Assessments allow teachers to assess students' achievement on specific standards and indicators.	True
Two math courses in grade 8 is positively impacting achievement scores	True
LinkIt Benchmark Assessments allow teachers to assess students' achievement on specific standards and indicators.	False
School counselors and administration work individually with students and families to ensure all students are meeting local and state graduation requirements on time.	False
Career preparation and college readiness are ingrained throughout the school system as an expectation for all students.	True
Increasing use of benchmark assessments will enable teachers and administrators to more fully understand the learning challenges for students with special education needs and who are considered economically disadvantaged.	True
MTSS at the elementary level will support tiered academic supports for students as needs are identified	True
Providing adequate funding to support established programs that meet the needs of students.	False
Identifying research back strategies and programs that align with the needs of ELSD students.	True
District leadership engages in a structured program to build leadership capacity.	True
Investments in data analysis tools have increased leadership's ability to monitor and evaluate key indicators of student success.	False
Empower district leadership to develop and implement programs, such as MTSS, to improve student learning.	False
Actively seek the advice and perspectives of outside professionals to analyze district needs and assist with development of research backed action plans.	True
Development of a core values and mission statement that reflects the shared beliefs students, staff, and the community.	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
Downward Trajectory in Math Scores	False
Downward Trajectory in ELA Scores	True
Special Education - Significant Decline ELA and Math	True
Regular Attendance - HHS does not meet state performance standard for percent of students not chronically absent.	True
Academic achievement score of students with special needs in ELA	False
Students scoring proficient and advanced would continue to rise across grades instead of declining	False
Math scores are inconsistent from year to year and across grades.	True
50% of students are scoring basic or below on the initial end of year benchmark assessment	False
LinkIt assessments show that students with special needs score on average at the below basic level	False
LinkIt assessments show that students with special needs score on average at the below basic level	False
LinkIt assessments show that students with special needs score on average at the below basic level	False
Students with special education needs continue to not succeed at the same rate as their grade level peers.	False
Expanding non-traditional learning opportunities for all students is essential to ensure they remain engaged about and inspired through their learning path.	False
Percentage of students with learning challenges or other barriers to success is increasing in the community and the schools needs to identify methodologies to provide adequate supports	False
Ensuring stability in programs and services that are resilient to changes in state or federal funds.	False
Maintaining an awareness of new programs, new ideas, and new opportunities that best meet the evolving needs of students.	False
Sufficient recruitment of talented educators who can support the learning of students.	False
Maintaining focus on identified areas for strategic growth, evaluating data, and demonstrating a willingness to change if needed.	False
Maintain and seek to expand partnerships with community stakeholders such as local businesses and civic / faith-based organizations.	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.

District accomplished the strategic goals established in the previous comprehensive plan. The new plan needs to continue to build on those successes around mental health, core reading, and secondary student engagement while pivoting to advancing and adopting new goals.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Downward Trajectory in ELA Scores	Based on the steps taken in the previous plan, the following steps are or are anticipated to have a positive effect on student achievement over time and should remain strategic priorities. New core reading program is showing gains in interim Acadience Assessments and 95% Group Assessments MTSS is in the initial stages of implementation with Tier I and Tier II interventions. Data teams are establishing meeting routines and expectations for effectiveness and continuity. Implementation of ECRI, a structured instructional routine, is showing promising gains in initial student assessments 95% Group's Summer Booster program is used at the beginning of the year for rising first, second, and third graders for students requiring a Tier 3 intervention. The results of using this evidence-based intervention were incredibly positive; resulting in over a 50% decline in students needing continuing Tier 3 intervention. More than 50% of the students moved to either a Tier 2 intervention or back into Tier 1, core instruction.	True
Special Education - Significant Decline ELA and Math	Students with special education needs have experienced significant percentage point declines on state assessments over the past five years. Although the changes in the district's core academic programs do provide supports, there needs to be a specific plan to address this academic gap across grades and programs.	True
Regular Attendance - HHS does not meet state performance standard for percent of students not chronically absent.	Regular attendance is essential for student academic success in school. Chronic absenteeism is a pervasive and complex challenge to address. The district is currently engaged in a three-year pilot program to address specific issues inside the school that should address some factors causing absenteeism such as more appropriate online learning options, increasing learning / career development options off campus, an accessible and relevant course of study inside the school building, and ongoing work on school climate and culture to ensure all students are valued and safe. Ensuring the effective implementation of the pilot program as should be a strategic priority in this plan.	True
Math scores are inconsistent from year to year and across grades.	The district math scores have declined over the previous five years and remain inconsistent within and between grades. The district currently utilizes a non-aligned core math program that will be replaced by a new program in the 25-26 school term. The effective implementation of this new program and monitoring its success with student achievement needs to be monitored and evaluated as part of the next strategic plan.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Improving Math Scores in Grades 5 and 8	With the use of LinkIt Benchmark assessments in grades 3-8 it will be possible to more effectively analyze what is contributing to these pockets on success in some grades when others are struggling for consistency and improvement.

Strong Science Scores	Science scores have historically been strong across the district. Some variations were noted between males and females in the high school that should be discussed at the department level.
Keystone Scores Improving	Although Keystone exam scores are improving, academic departments have started a series of program reviews to ensure alignment with PA Academic Standards and preparation for state assessments.
New core language curriculum focused on the science of reading / structured literacy (CKLA)	Effective training and teacher support is essential to effective program implementation.
ECRI instructional strategies in grades K-2	Research has consistently shown that instruction has a significant impact on student learning. This focus on instructional design and delivery needs to be built into a continuous cycle of assessment and improvement throughout the district.
LETRS training for all PreK-6 staff	Effective professional development based on science matters.
95% Group has significantly impacted the learning readiness skills for early elementary students who were at risk from the previous year.	Effective programs, based on science, do positively impact student achievement.
LinkIt Benchmark Assessments allow teachers to assess students' achievement on specific standards and indicators.	Reliable and valid data is essential to effectively meet the needs of diverse learners.
Two math courses in grade 8 is positively impacting achievement scores	The ability to look diagnostically at these areas of success may assist district leadership in better understanding why students are excelling and how to replicate that elsewhere.
Career preparation and college readiness are ingrained throughout the school system as an expectation for all students.	The district mission is learning today for tomorrow. What students are going to do with what they learning in school will help them and their families make the best choices for courses, college and/or careers.
Increasing use of benchmark assessments will enable teachers and administrators to more fully understand the learning challenges for students with special education needs and who are considered economically disadvantaged.	Reliable and valid data is essential to effectively meet the needs of diverse learners.
MTSS at the elementary level will support tiered academic supports for students as needs are identified	MTSS works because of its systematic use of individual student data and researched backed interventions targeted at specific needs.
Identifying research back strategies and programs that align with the needs of ELSD students.	District leadership needs to identify and train faculty on using specific programs that have a demonstrated record of success.
District leadership engages in a structured program to build leadership capacity.	Learning is a skill for life. Students learn. Staff learn. Administration learns. The more we learn the more effective we are for students. Its a core value.
Actively seek the advice and perspectives of outside professionals to analyze district needs and assist with development of research backed action plans.	Willingness to seek outside help and perspective will ensure that internal bias don't inhibit student learning or prevent access to district resources and opportunities.
Development of a core values and mission statement that reflects the shared	Clarity and consistency create parameters around where district resources



beliefs students, staff, and the community.	should be focused and allocated.
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### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet and exceed academic standards.
	The district will identify the learning needs of students with special needs and provide support to ensure achievement of grade level standards.
	By expanding access and awareness of challenging and relevant learning opportunities, the district will ensure that school is place where all students are engaged, inspired, and leaning.
	Through the implementation of a new standards aligned program, evaluation of benchmark assessments, and adequate training for staff, the district will ensure that student achievement in mathematics improves.

## Goal Setting

Priority: Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet and exceed academic standards.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
LEARNING - Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet or exceed academic standards.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
MTSS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Refine and embed data evaluation process to effectively implement targeted Tier I and II interventions.	Identify and successfully implement Tier III interventions that meet the needs of struggling learners.	LEARNING - Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet or exceed academic standards.

<b>Outcome Category</b>		
Early childhood development		
<b>Measurable Goal Statement (Smart Goal)</b>		
LEARNING - Reduce the incidence of elementary students referred for special education by 30 students less than the 23-24 baseline (71) prior to receiving effective Tier I, II, and III interventions to address learning challenges.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Special Education Referrals.		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Reduce the incidence of elementary students referred for special education by 10 students less than the 23-24 baseline (71) prior to receiving effective Tier I, II, and III interventions to address learning challenges.	Reduce the incidence of elementary students referred for special education by 20 students less than the 23-24 baseline (71) prior to receiving effective Tier I, II, and III interventions to address learning challenges.	LEARNING - Reduce the incidence of elementary students referred for special education by 30 students less than the 23-24 baseline (71) prior to receiving effective Tier I, II, and III interventions to address learning challenges.

Priority: The district will identify the learning needs of students with special needs and provide support to ensure achievement of grade level standards.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		

LEARNING - Academic achievement of students with special needs will increase by 30 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Special Education Achievement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Academic achievement of students with special needs will increase by 10 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.	Academic achievement of students with special needs will increase by 20 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.	LEARNING - Academic achievement of students with special needs will increase by 30 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
ENGAGED - Through use of instructional rounds, district leadership will identify and support the effective implementation of specific instructional strategies and core curriculum needs that will support the academic achievement of all students, including those students with special needs.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Instructional Rounds		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
District leadership, working with other experts, will conduct bi-weekly rounds to assess the instructional strategies and develop an action plan to meet the diverse learning needs of students including those with special needs.	Using by-weekly rounds, the district will monitor the implementation of identified instructional strategies for all students.	ENGAGED - Through use of instructional rounds, district leadership will identify and support the effective implementation of specific instructional strategies and core curriculum needs that will support the academic achievement of all students, including those students with special needs.

Priority: Through the implementation of a new standards aligned program, , evaluation of benchmark assessments, and adequate training for staff, the district will ensure that student achievement in mathematics improves.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
LEARNING - Student achievement in mathematics as measured by the PSSA assessment will increase by 10 percentage points from the 23-24 baseline (56) for Grades 3-5 through the effective implementation of new core math program.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Core Math Program		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The district will provide necessary supports to district staff to	Student achievement in mathematics as measured by the PSSA assessment will increase by 5 percentage points from	LEARNING - Student achievement in mathematics as measured by the PSSA assessment will increase by 10

effectively implement the new core math program for grades K-8.	the 23-24 baseline (56) for Grades 3-5 through the effective implementation of new core math program.	percentage points from the 23-24 baseline (56) for Grades 3-5 through the effective implementation of new core math program.
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Priority: By expanding access and awareness of challenging and relevant learning opportunities, the district will ensure that school is place where all students are engaged, inspired, and leaning.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
ENGAGED - As a result of the completion and effective implementation of the three year pilot program, students NOT chronically absent will increase by 15 percentage points from the 22-23 baseline (73.5%).		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Increasing Engagement / Reducing Chronic Absenteeism		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Through the awareness and expansion of non-traditional learning opportunities and the secondary PBIS program, students NOT chronically absent will increase by 5 percentage points from the 22-23 baseline (73.5%).	Review and revise the secondary program of study to ensure access and relevancy, students NOT chronically absent will increase by 10 percentage points from the 22-23 baseline (73.5%).	ENGAGED - As a result of the completion and effective implementation of the three year pilot program, students NOT chronically absent will increase by 15 percentage points from the 22-23 baseline (73.5%).

## Action Plan

### Measurable Goals

MTSS	Special Education Referrals.
Special Education Achievement	Instructional Rounds
Core Math Program	Increasing Engagement / Reducing Chronic Absenteeism

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>LEARNING - Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet or exceed academic standards.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop a plan and process for instructional rounds (IR) PreK-6 focusing on both intervention and on core curriculum.		2025-07-01	2025-08-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum	Instructional Rounds	No	Yes
Action Step		Anticipated Start/Completion Date	
Evaluate data monthly collected thorough by-weekly IRs to determine strengths / needs.		2025-08-18	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum / Elementary Principals	Instructional Rounds data collection tool	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Inside the core curriculum, the district will utilize an MTSS data driven strategy to evaluate student learning and implementation of instructional supports to ensure all students meet and exceed academic standards.	Progress updates to Leadership weekly

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>LEARNING - Reduce the incidence of elementary students referred for special education by 30 students less than the 23-24 baseline (71) prior to receiving effective Tier I, II, and III interventions to address learning challenges.</li> </ul>

Action Step	Anticipated Start/Completion Date

Develop a process guide articulating how special education works in collaboration with MTSS that can be communicated to faculty, staff, and families.		2025-07-01	2025-08-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Special Education MTSS Coordinator	PATTAN Consultant	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Establish the role of special education as a component of MTSS.	Progress updates to Leadership weekly

### Action Plan For: Instructional Coaching / Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>LEARNING - Academic achievement of students with special needs will increase by 30 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Conduct round-table discussions with faculty and staff on process, strengths and needs for improving academic achievement of students with special needs.	2025-07-01	2025-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Curriculum Special Education Director	NA	No
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Conduct weekly IRs to collect data on observable classrooms processes for students with special needs.	2025-07-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Leadership	Instructional Rounds	No
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Conduct round-table discussions / surveys with students and families to understand their learning needs.	2025-07-01	2025-12-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Special Education	NA	No
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Develop action plan based on data collected to support the academic learning needs of students with special needs inside the grade level curriculum.	2025-09-01	2025-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>

Curriculum Special Education	PATTAN / IU17 Consultant	Yes	No
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Identify the specific needs in instruction, curriculum, and/or engagement that will enable all students to meet / exceed grade level standards.	Weekly updates for Leadership Monthly reports to Cabinet

### Action Plan For: Core Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>LEARNING - Student achievement in mathematics as measured by the PSSA assessment will increase by 10 percentage points from the 23-24 baseline (56) for Grades 3-5 through the effective implementation of new core math program.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide ample and appropriate professional development to K-8 / Alg I staff on implementation of the new core math program.		2025-07-01	2026-08-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum	Amplify Desmos Training	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop effective onboarding training plan for new staff and for staff in need of additional supports.		2026-05-01	2026-08-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum	Amplify Desmos Training	Yes	No
Action Step		Anticipated Start/Completion Date	
Conduct by-weekly IRs to monitor program implementation and make adjustments to pacing, training, communication, etc. as needed.		2026-09-10	2028-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Curriculum Elementary Principals Special Education	Instructional Rounds data collection tool.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Student achievement in mathematics as measured by the PSSA assessment will increase by 10 percentage points	Weekly report to Leadership Monthly

from the 23-24 baseline through the effective implementation of new core math program.	Reports to Cabinet
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### Action Plan For: Alternative Pathways to Graduation

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>ENGAGED - As a result of the completion and effective implementation of the three year pilot program, students NOT chronically absent will increase by 15 percentage points from the 22-23 baseline (73.5%).</li> <li>LEARNING - Academic achievement of students with special needs will increase by 30 percentage points from the 23-24 baseline (3%) as measured by the PSSA exam for Grades 6-8 ELA.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Expand opportunities and awareness of non-traditional career and college opportunities for HHS students.		2025-07-01	2026-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Spartan Academy Coordinator	Consultation with local colleges / business	No	Yes
Action Step		Anticipated Start/Completion Date	
Review HHS course of study options for relevancy and access for students and families.		2025-07-01	2026-01-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Spartan Academy Coordinator HHS Principal Curriculum Coordinator	Course of Study Faculty, Student, Family Input Opportunities	No	Yes
Action Step		Anticipated Start/Completion Date	
Evaluate effectiveness of HHS PBIS program and build capacity for review and adjustment as necessary.		2025-09-01	2027-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HHS Principals Spartan Academy Coordinator	PBIS Program Resources IU Consultant PBIS Implementors Forum	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As a result of the completion and effective implementation of the three-year pilot program, chronic student absenteeism will decrease by 12 percentage points from the 23-24 baseline.	Weekly progress updates for Leadership





## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Evaluate data monthly collected thorough by-weekly IRs to determine strengths / needs.
Instructional Coaching / Development	Develop action plan based on data collected to support the academic learning needs of students with special needs inside the grade level curriculum.
Core Math	Provide ample and appropriate professional development to K-8 / Alg I staff on implementation of the new core math program.
Core Math	Develop effective onboarding training plan for new staff and for staff in need of additional supports.
Alternative Pathways to Graduation	Evaluate effectiveness of HHS PBIS program and build capacity for review and adjustment as necessary.

### MTSS

Action Step		
<ul style="list-style-type: none"> <li>Evaluate data monthly collected thorough by-weekly IRs to determine strengths / needs.</li> <li>Develop action plan based on data collected to support the academic learning needs of students with special needs inside the grade level curriculum.</li> </ul>		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

### Learning Format

Type of Activities	Frequency
Inservice day	3-4 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>3c: Engaging Students in Learning</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

## Amplify Desmos Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Provide ample and appropriate professional development to K-8 / Alg I staff on implementation of the new core math program.</li> <li>• Develop effective onboarding training plan for new staff and for staff in need of additional supports.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	6-7 Inservice days
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## PBIS

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Evaluate effectiveness of HHS PBIS program and build capacity for review and adjustment as necessary.</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
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Inservice day	3-4 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 3e: Demonstrating Flexibility and Responsiveness</li><li>• 1b: Demonstrating Knowledge of Students</li><li>• 2a: Creating an Environment of Respect and Rapport</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

MTSS School - Home Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop a process guide articulating how special education works in collaboration with MTSS that can be communicated to faculty, staff, and families.</li> </ul>	Faculty and Staff Families	Overview of MTSS MTSS and the Core Curriculum MTSS and Special Education Opportunities	Special Education Director MTSS Coordinator	07/01/2025	10/01/2025
Communications					
Type of Communication			Frequency		
Newsletter			Annually		
Presentation			Annually		

Non-Traditional Learning Opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	HHS Students / Families HHS Faculty and Staff Community	Traditional - Non-Traditional Learning Opportunities Advantages Enrollment Process, Contacts, Costs, Benefits	Spartan Academy Coordinator HHS Principal	12/01/2025	05/01/2028

**Communications**

Type of Communication	Frequency
Newsletter	By-Annually
Posting on district website	One time
Other	Social media notifications / strategically timed to course selection process.
Letter	Annually before course selection

Course of Study					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	HHS Students / Families	Course Options / Opportunities	Curriculum Coordinator HHS Principal	01/01/2027	05/10/2028
Communications					
Type of Communication			Frequency		
Presentation			Annually		
Letter			Annually		

Course of Study

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	HHS Students / Families	Course Options / Opportunities	Curriculum Coordinator HHS Principal	01/01/2027	05/10/2028

**Communications**

Type of Communication	Frequency
Presentation	Annually
Letter	Annually



Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>