Solanco SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Public School		113367003
Address 1		
121 South Hess Street		
Address 2		
City	**State**	**Zip Code**
Quarryville	PA	17566
Chief School Administrator		**Chief School Administrator Email**
Brian A. Bliss		brian_bliss@solancosd.org
Single Point of Contact Name		
Robert Dangler		
Single Point of Contact Email		
robert_dangler@solancosd.org		
Single Point of Contact Phone Number		
(717) 786-5609		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Long	Administrator	High School	scott_long@solancosd.org
Paul Gladfelter	Administrator	Middle School	paul_gladfelter@solancosd.org
Rebecca Gajecki	Administrator	Elementary	rebecca_gajecki@solancosd.org
Chris Zander	Administrator	Elementary	christopher_zander@solancosd.org
Chris Keeler	Administrator	District-Special Education	christopher_keeler@solancosd.org
Brian Musser	Board Member	School Board	brian_musser@solancosd.org
Craig Chubb	Board Member	School Board	craig_chubb @solancosd.org
Brian Bliss	Administrator	District	brian_bliss@solancosd.org
John Dolan	Community Member	Middle School	john_dolan@solancosd.org
Scott Wagner	Parent	Middle School	oliviawagner23@yahoo.com
Heather Wagner	Parent	Middle School	oliviawagner23@yahoo.com
Ryan Bennethum	Parent	High School	tlbennethum@outlook.com
Tracie Bennethum	Parent	High School	tlbennethum@outlook.com
Kristin Gorgo	Parent	Elementary School	kgorgo@comcast.net
Sarah Roth	Parent	Elementary School	sarahfroth4@gmail.com
Charles Mellina	Parent	Elementary School	charles.mellina@yahoo.com
Chris Lenhart	Parent	Middle School/High School	chris.lenhart5@gmail.com
Carly Bauermaster	Parent	Elementary School	carly.bauermaster@gmail.com
Taryn Aukamp	Parent	Elementary School	taryn.aukamp@bpt.eurofinsus.com
Mary Humphries	Staff Member	School Counselor	mary_humphries@solancosd.org
Joe Marsteller	Staff Member	Elementary Special Ed. Teacher	joseph_marsteller@solancosd.org
Ashlee Kreider	Staff Member	Elementary School	ashlee_kreider@solancosd.org
Zac Bauermaster	Administrator	Elementary School	zac_bauermaster@solancosd.org
Kari Griest	Staff Member	Elementary School	kari_griest@solancosd.org
Kesse Humphreys	Staff Member	High School	kesse_humphreys@solancosd.org
Heather Terry	Staff Member	Elementary School	heather_terry@solancosd.org
Danielle Booth	Staff Member	High School Special Ed. Teacher	danielle_booth@solancosd.org

LEA Profile

The Solanco School District is nestled in the southern portion of Lancaster County amidst the rolling hills of south-central Pennsylvania. The name Solanco is an abbreviated form of Southern Lancaster County, the territory covered by the school district. The component municipalities of the school district are Bart, Colerain, Drumore, East Drumore, Eden, Fulton, Little Britain, and Providence Townships, as well as Quarryville Borough.

The district consists of approximately 186 square miles, comprising an area from about seven miles south of the city of Lancaster to the Maryland state line (north to south) and the Susquehanna River to the Chester County line (west to east). This makes for an intricate bussing system between the homes of the students and the seven schools in the district. Of the 22 school districts served by the Lancaster-Lebanon Intermediate Unit 13, Solanco is the largest district in terms of land, representing nearly 20 percent of the total county in landmass.

The earliest southern Lancaster County inhabitants were believed to be Quakers and Mennonites of Swiss and German origins. English, French Huguenots, and Welsh also comprised a portion of the earliest inhabitants to this area.

In the early eighteenth century, Pennsylvania and Maryland were involved in a dispute over the border. It was both a border battle and a religious skirmish. A military army was needed, and the Quaker government recruited Scotch-Irish from Northern Ireland. These immigrants were given land in the lower end of the district to fight off a Catholic takeover from Maryland. By importing the Scotch-Irish, William Penn acted primarily to protect the border, which Marylanders insisted extended as far north as three miles south of Lancaster. Descendants of these initial Scotch-Irish recruits can still be found today in the southern municipalities that make-up the district.

Education in the "Southern End" began in one-room schoolhouses in the early 1700s. Private academies soon developed. One of the better known, Chestnut Level Academy, opened in 1852. Higher schooling was also available for those who wished to continue beyond the eight grades offered in the one-room schoolhouses. There was a four-year high school built in Quarryville in 1881. Students from all over the district completed their twelfth year of education at the facility. In 1915, the Quarryville Junior-Senior High School building was erected on South State Street, and it still plays an important role as the central offices for the school district today.

During this same time period, there were other high schools in Southern Lancaster County. However, they were all three-year schools or second-class high schools. On September 23, 1947, eight townships surrounding Quarryville joined the borough to form and define the Solanco School District. The eight municipalities included Bart, Colerain, Drumore, East Drumore, Eden, Fulton, Little Britain and Providence Townships. The name Solanco was taken from the often-used colloquialism, which was much easier to say than Southern Lancaster County. Official district status was achieved in 1966. During this time, the one-room schoolhouses were phased out and elementary schools were strategically built. Solanco Junior-Senior High School was opened in 1962 on the same site where Solanco High School now stands. Today, the Solanco School District includes four elementary buildings, two middle school facilities, and one high school.

Four elementary schools serve students in kindergarten through fifth grade, two middle schools house grades six through eight, and one high school holds grades nine through 12. Total enrollment for the seven schools is approximately 3,000 students. The current demographic make-up of the district is as follows: 51% Male, 49% Female; 83% White/Caucasian, 11% Hispanic, 3.7% Multi-Racial, 2% Black, 0.4% Asian; 22.6% IEP; 3.3% ELL; and 46% Free/Reduced Lunch.

Mission and Vision

Mission

The mission of the Solanco School District is to connect, inspire, and empower all stakeholders.

Vision

We believe each student . . . *can learn *is a unique learner *has unique talents and experiences *deserves respect and fosters self-respect *should be nurtured physically, emotionally and intellectually *is deserving of an academically challenging environment *has a right and responsibility to provide a safe environment *has a responsibility to contribute to their own academically challenging environment *has the potential to contribute to family, school and community We believe learning . . . *should be engaging, challenging and empowering *is enhanced by quality instruction *is enhanced by positive student to staff and peer relationships *is a shared responsibility between parents, students, and teachers *is a life-long process We believe educators . . . *are committed to the welfare of all children *should model and encourage life-long learning *should demonstrate professionalism *inspire students to discover and develop their individual abilities and talents *are vital to the academic success of our students We believe effective schools . . . *educate the whole child *are safe *have parental and community involvement and support *encourage innovation *plan for the future *have strong leadership *prepare students to be successful in a global and diverse society *provide necessary resources *foster a collaborative environment *communicate with all stakeholders

Educational Values

Students

The Solanco School District has developed a core set of agreed upon values. These values were derived from an extensive process which involved a large and over-arching representation of our school community. The four values that were agreed upon include the following: Respect Responsibility Courage Kindness Of course, defining expectations was only one step—how would we, as a community, embrace and demonstrate these? How could we ensure students embraced these? For this, student leaders and faculty/staff met and developed a plan to implement these expectations throughout the district in multiple ways.   A key step was to include the Solanco Expectations in the elementary civics curriculum, K-5, which teaches how government is structured, civic responsibility, and how these expectations are essential.   Each year, these expectations have become further ingrained in the district. Many valuable programs have developed, as a result—the victories have been both great and small. Not only are the Solanco Expectations displayed, they are also practiced. For example, when Students of the Month are nominated, they are nominated based on how they demonstrate the Solanco Expectations in their every day lives. The nominating teachers' letters describe specifically how the student demonstrates these repeatedly. We annually give awards in both middle schools, and Solanco High School to students who embody these traits.   The Solanco Expectations also have formed the basis for our anti-discrimination/harassment/bullying programs. Once these Solanco Expectations were developed, the district refined them and developed a district-wide initiative, the Solanco Stands Together initiative (established 2017), which consists of four components: Building (a Culture of Kindness), Reporting, Intervening, and Supporting (Each Other).

Staff

The strength and power of the Solanco School District Expectations is that the four agreed upon tenets are not in place for only one group. Instead, the four core expectations (Respect, Responsibility, Courage, and Kindness) apply to all members of the school community. Solanco staff members are expected to embody and demonstrate the four expectations in all interactions. In instances when this is not the case, addressing this can be done through a common language. Our school environment is safe and nurturing. Staff will create and maintain a safe and nurturing environment. Supports and conditions exist where all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Staff will maintain, improve, and/or develop courses, programs, and supports that provide students with opportunities to grow in the areas of academics, technical and career skills, and social-emotional learning. Excellence in education is a shared responsibility in partnership with all district and community members. Staff will work with all stakeholders to support excellence in education. Our decision-making process is student-centered and student voice is valued. Staff will develop opportunities to hear and respond to student voice as part of decision-making processes. Whole child development is vital to our educational system. Staff will maintain, improve, and/or develop opportunities for students to grow academically, socially, and emotionally.

Administration

Our school environment is safe and nurturing. Administrators will maintain, improve and/or develop procedures to ensure the safe and nurturing environment at each building. Supports and conditions exist where all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Administrators will oversee, guide, and support student opportunities to grow and excel in these areas. Excellence in education is a shared responsibility in partnership with all district and community members. Administrators will communicate effectively with all stakeholders in order to support partnerships among home, school, and community. Our decision-making process is student-centered and student voice is valued. Administrators will create opportunities to elicit and respond to student voice. Whole child development is vital to our educational system. Administrators will oversee, guide and support opportunities for whole child development.

Parents

As with other groups, the Solanco Expectations initiative has laid groundwork and given "rules of play" that are to be adhered to when parents are interacting with one another and within the school community or any of its events. We value and encourage parents as our partners in the education of their child(ren). Excellence in education is a shared responsibility in partnership with all district and community members. Parents will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

Community

The Solanco Expectations have also supported community efforts, notably the Solanco Family Life Network (SFLN). The Solanco Family Life Network is designed to connect community needs with community resources in a three-part structure known as "Love, Lift, and Launch." The work of the Solanco Family Network has been tremendous and has addressed many needs in the community (and continues to do so). The community effort to support the Solanco School District plus the efforts to improve community life overall represent a core strength of the Solanco community, a strength demonstrated many times each year (and visibly demonstrated when the community gathered to develop the Solanco Expectations.)

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Math achievement in grades 3-8 have had steady growth for the last three testing years	The district is currently in our 4th year of Eureka math implementation. We believe this program has given us a needed structure and the ability to ensure that all standards are being appropriately addressed within our instruction
Science achievement on state testing has held relatively stable the last 5 years across grades 4, 8, and biology.	Science continues to be an area of strength. The shift to the new STEELS standards presents a welcome challenge, and we are currently wrapping up our curriculum work aligning to these standards for implementation in the 2025-2026 school year.

Challenges

Indicator	Comments/Notable Observations
ELA district achievement on state testing	Over the last 5 years state testing achievement results have declined each year overall an average of 2% per year. The largest declines have been realized at grade 6 (-21% over 5 years) and grade 8 (-20% over 5 years)
Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in ELA	Solanco 36%, County Avg. 41%, State Avg. 38%
Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in Math	Solanco 16%, County Avg. 21%, State Avg. 17%
Economically Disadvantaged & IEP subgroups underperform the state and county averages on the Literature Keystone	ED - Solanco 37%, County 54%, State 50% IEP - Solanco 7%, County 21%, State 24%
Economically Disadvantaged & IEP subgroups underperform the state and county average on the Algebra 1 Keystone	ED - Solanco 15%, County 54%, State 21% IEP - Solanco 6%, County 21%, State 8%

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

Strengths

Indicator ELA Achievement for the last 3 years has shown increases in achievement **Grade Level(s) and/or Student Group(s)** Grade 5 all group	**Comments/Notable Observations** Work with instructional coaches across all of our elementary buildings has been well received. Processes are currently in place to grow the foundation they have laid.
Indicator Math achievement results in grades 3 & 4 have shown significant increases in achievement on the state test **Grade Level(s) and/or Student Group(s)** Grade 3 & 4 all group	**Comments/Notable Observations** Grade 3 & 4 Math achievement results in the PSSA have shown marked improvement over a 5 year period
Indicator Grades 6-8 Hispanic population ELA achievement exceeds county and state averages **Grade Level(s) and/or Student Group(s)** Grade 6-8 Hispanic	**Comments/Notable Observations**
Indicator Grades 6-8 Hispanic population math achievement exceeds county and state averages **Grade Level(s) and/or Student Group(s)** Grade 6-8 Hispanic	**Comments/Notable Observations**
Indicator Grades 3 -5 economically disadvantaged ELA achievement exceeds state and county averages **Grade Level(s) and/or Student Group(s)** Grades 3 - 5 economically disadvantaged	**Comments/Notable Observations** Concerted efforts have been put into place through our MTSS initiatives and Title 1 intervention services to identify students at risk and ensure that they receive the appropriate supplemental instruction needed to close any gaps in learning.

Challenges

Indicator White subgroup ELA achievement in grades 6-8 under performed the state and county averages **Grade Level(s) and/or Student Group(s)** Grade 6-8 White subgroup	**Comments/Notable Observations** This area of need has been a historical challenge. Efforts are continuing to identify the appropriate supports that can be leveraged for our students during school, as well as outside of school.
Indicator White subgroup math achievement in grades 6-8 under performed the state and county averages **Grade Level(s) and/or Student Group(s)** Grade 6-8 White subgroup	**Comments/Notable Observations** Following the shut down in March of 2020 math scores began to show a precipitous decline. While elementary scores have begun to rebound scores at this grade band have continued to decline. Beginning in the 2024-2025 school year Eureka Math has been implemented at grade 6. The math department is currently exploring potential solutions at the 7th & 8th grade levels.
Indicator Economically disadvantaged high school student subgroup under performed state and county averages on the literature Keystone exam **Grade Level(s) and/or Student Group(s)** Economically disadvantaged high school student subgroup	**Comments/Notable Observations** This area of need has been a historical challenge. Efforts are continuing to identify the appropriate supports that can be leveraged for our students during school, as well as outside of school.
Indicator IEP high school student subgroup under performed state and county averages on the literature Keystone **Grade Level(s) and/or Student Group(s)** IEP high school student subgroup	**Comments/Notable Observations** This area of need has been a historical challenge. Efforts are continuing to identify the appropriate supports that can be leveraged for our students during school, as well as outside of school.

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.

Math achievement in grades 3-8 have had steady growth for the last three testing years

Grades 3 -5 economically disadvantaged ELA achievement exceeds state and county averages
Grade 5 ELA achievement for the last 3 years has shown increases in 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.

White subgroup ELA achievement in grades 6 -8 under performed the state and county averages
Economically disadvantaged high school student subgroup under performed state and county averages on the literature Keystone exam
IEP high school student subgroup under performed state and county averages on the literature Keystone

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FRI - Performance data, growth data	Academic performance indicators representing both challenges and strengths
CDT - Diagnostic assessments	Subject specific assessments offered throughout the year to guide areas of instructional focus. Currently offered in grades 3 - 10
Acadience	These assessments are offered in grades K-5 in reading/ELA.

English Language Arts Summary

Strengths

Percentage of students engaging in rigorous courses of study exceeds the state average.

Challenges

Over the last 5 years state testing achievement results have declined each year overall an average of 2% per year. The largest declines have been realized at grade 6 (-21% over 5 years) and grade 8 (-20% over 5 years)
Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in ELA

Mathematics

Data	Comments/Notable Observations
FRI - Performance data, growth data	Academic performance indicators representing both challenges and strengths
CDT - Diagnostic assessments	Subject specific assessments offered throughout the year to guide areas of instructional focus. Currently offered in grades 3 - 10

Mathematics Summary

Strengths

Percentage of students engaging in rigorous courses of study exceeds the state average.
Math performance on state assessments in grades 3-5 shows a steady increase in the number of students scoring percentage of advanced/proficient

Challenges

Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in Math
Economically Disadvantaged & IEP subgroups underperform the state and county average on the Algebra 1 Keystone

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
FRI - Performance data, growth data	Academic performance indicators representing both challenges and strengths
CDT - Diagnostic assessments	Subject specific assessments offered throughout the year to guide areas of instructional focus. Currently offered in grades 3 - 10

Science, Technology, and Engineering Education Summary

Strengths

Percentage of students engaging in rigorous courses of study exceeds the state average.
The all student group meets the standard demonstrating growth at all tested grades (4, 8, & 11)

Challenges

Students in grades 4 and 8 underperform the state target on the Science PSSA
The all student group underperforms the state target on the biology keystone

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	All schools exceed the statewide average on the careers standards benchmark. The number of students scoring advanced on the Industry-Based Competency Assessment exceeds the state average

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Future Ready Index	Percentage of students engaging in rigorous courses of study exceeds the state average.
SAE	Solanco high school has a number of students that participate and complete SAE projects as part of the approved Ag Mechanics & General Ag Programs. This number is often impacted by students who enroll in local CTC programs.

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

Commonwealth University

Agreement Type

Dual Credit

Program/Course Area

General studies

Uploaded Files

Commonwealth University of PA - Solanco SD -- MOU.pdf

Partnering Institution

Penn State University

Agreement Type

Dual Credit

Program/Course Area

General studies

Uploaded Files

Penn State - Dual Enrollment - Signed - Expires 5-1-28.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.

All Student group has met or exceeded the career standards benchmark at all levels

The number of students scoring advanced on the Industry-Based Competency Assessment exceeds the state average
Percentage of students engaging in rigorous courses of study exceeds the state average.

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.

To gain a higher number of completers in district offered CTE programs
Ensure a continued focus of students meeting or exceeding career benchmark standards by offering valuable and relevant opportunities

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
PSSA Student Achievement Data	20% of students with disabilities were proficient/advanced on the PSSA in grades 3-8 in ELA, and 15% were proficient/advanced on the math PSSA.
Keystone Data	Students with disabilities significantly under-performed their regular education counterparts across all three Keystone assessments (3% proficient/advanced in Algebra 1; 13% proficient/advanced in Literature; 17% proficient/advanced in Biology)

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA Student Achievement Data	Students considered economically disadvantaged in grades 3 - 8 under-perfomed the state average and goal in math (25% advanced/proficient), and reading (38% advanced/proficient)
Keystone Data	Students considered economically disadvantaged under-perfomed the state average and goal in Algebra 1 (16% advanced/proficient), Literature (32% advanced/proficient), and Biology (24% advanced/proficient)

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.

Grades 3 -5 economically disadvantaged ELA achievement exceeds state and county averages
Math achievement in grades 3-8 have had steady growth for the last three testing years

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.

Economically disadvantaged high school student subgroup under-performed state and county averages on the literature Keystone exam
IEP high school student subgroup under-performed state and county averages on the literature Keystone

Designated Schools

Solanco HS

Priority Challenge	Comments and Notable Observations
Implement a variety of research-based programs to connect students to school to increase regular attendance	By ensuring regular attendance of students, we believe we can have a positive impact on academic outcomes, and a stronger connectedness to school
Implement student-centered teaching practices on a consistent basis in the regular education classroom	This practice is an effort to increase students' engagement, and student onus of their learning
Develop a tiered system of support for students who accumulate multiple discipline referrals.	By minimizing higher level discipline infractions, and providing teachers with strategies and skills to keep students both in their classrooms, and within school, it is believed that students will be able to access more academic time

Systemic LEA Challenges
Students identified as needing special education services are disciplined at a much higher rate of their population size and at a statistically significant higher rate
Graduation rates for students with disabilities is lower than their non disabled peers.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This representative size of this population has seen significant growth over the last 5 years. The district will focus its efforts in ensuring one year's worth of academic growth for students identified in need of special education services. In doing so it is believed that other areas of focus such as attendance, discipline, and graduation rates will remain consistent with other groups.
Title 1 Program	Our title 1 plan focuses on closing "gaps" for students specifically in the areas of math and reading at the elementary level. In doing so, the focus will be to achieve at least one year's growth for students in order to ensure the closure of any noted deficit area.
Student Services	The district continues to evaluate the ratios utilized to service our students for various positions in this area (i.e. school social worker). We will continue to seek out programs and grant opportunities that maximize the services in this area we are able to provide to our students.
K-12 Guidance Plan (339 Plan)	Our 339 plan has undergone significant re-vamping, especially in the area of career awareness, and experiences. We will continue to identify areas where mental health supports can be folded in to support the social and emotional well-being of our students.
Technology Plan	The district technology plan focuses on ensuring that students and staff have access to technology that promotes and enhances instruction. Special attention should be paid to ensuring that staff have appropriate knowledge of using technology in ways that enhances instruction. Additional attention on emerging AI technologies will be an area of focus for this current plan.
English Language Development Programs	The ELD program offered by the district is calculated in a way to promote, and achieve student growth and proficiency in the English language in a time commensurate with research (approximately 6-7 years of instruction assuming level 1).

Strengths

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

Focus on instruction that promotes/expects academic growth of all students
Removing barriers (actual & perceived) to maximize learning
Utilize current and future resources to maximize program enhancements

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.

ELA performance as measured by PSSA/Keystone is low showing a steady decline in both achievement and growth through higher grade levels
Significant achievement gaps still exist between identified subgroups and all students
Effectively meeting the social and emotional needs of all students continues to be a challenge

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district |

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.

| Foster a vision and culture of high expectations for success for all students, educators, and families |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers |
| Ensure effective, standards-aligned curriculum and assessment |

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 achievement in grades 3-8 have had steady growth for the last three testing years	False
Grades 3 -5 economically disadvantaged ELA achievement exceeds state and county averages	False
Grade 5 ELA achievement for the last 3 years has shown increases in achievement	False
Percentage of students engaging in rigorous courses of study exceeds the state average.	False
Percentage of students engaging in rigorous courses of study exceeds the state average.	False
All Student group has met or exceeded the career standards benchmark at all levels	False
The number of students scoring advanced on the Industry-Based Competency Assessment exceeds the state average	False
Percentage of students engaging in rigorous courses of study exceeds the state average.	False
Percentage of students engaging in rigorous courses of study exceeds the state average.	False
Grades 3 -5 economically disadvantaged ELA achievement exceeds state and county averages	False
Math achievement in grades 3-8 have had steady growth for the last three testing years	False
The all student group meets the standard demonstrating growth at all tested grades (4, 8, & 11)	False
Math performance on state assessments in grades 3-5 shows a steady increase in the number of students scoring percentage of advanced/proficient	False
Focus on instruction that promotes/expects academic growth of all students	True
Removing barriers (actual & perceived) to maximize learning	True
Utilize current and future resources to maximize program enhancements	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	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
White subgroup ELA achievement in grades 6 -8 under performed the state and county averages	False
Economically disadvantaged high school student subgroup under performed state and county averages on the literature Keystone exam	False
IEP high school student subgroup under performed state and county averages on the literature Keystone	False
Over the last 5 years state testing achievement results have declined each year overall an average of 2% per year. The largest declines have been realized at grade 6 (-21% over 5 years) and grade 8 (-20% over 5 years)	False
Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in ELA	False
Economically Disadvantaged & IEP subgroups underperform the state and county average on the Algebra 1 Keystone	False
Students in grades 4 and 8 underperform the state target on the Science PSSA	False
The all student group underperforms the state target on the biology keystone	False
Economically disadvantaged high school student subgroup under-performed state and county averages on the literature Keystone exam	False
IEP high school student subgroup under-performed state and county averages on the literature Keystone	False
To gain a higher number of completers in district offered CTE programs	False
Ensure a continued focus of students meeting or exceeding career benchmark standards by offering valuable and relevant opportunities	False
Economically Disadvantaged subgroup in grades 6-8 underperforms the state and county average in Math	False
ELA performance as measured by PSSA/Keystone is low showing a steady decline in both achievement and growth through higher grade levels	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Significant achievement gaps still exist between identified subgroups and all students	False
Effectively meeting the social and emotional needs of all students continues to be a challenge	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Ensure effective, standards-aligned curriculum and assessment	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.

As our overall student population has declined, we have seen an increase in the percentages of specific subgroups, namely students with IEP's, students who are economically disadvantaged, and students for whom English is not their first language. These populations require a

specific set of skills in order to address their unique learning needs, and also present with a differing set of needs emotionally, behaviorally, and socially. Training staff to address these unique learning differences is paramount.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA performance as measured by PSSA/Keystone is low showing a steady decline in both achievement and growth through higher grade levels	Potential root causes to this challenge include:	True
Foster a vision and culture of high expectations for success for all students, educators, and families	Potential root causes include the following: disengagement of students (instructional, relational), competing interests (family needs, work), and lack of connection (social) to the school community	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Realization for many of the identified initiatives requires a steady and adequate workforce in order to institute the identified changes.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Focus on instruction that promotes/expects academic growth of all students	Combat inequities: Develop differentiated instruction and provide support for students with diverse needs, ensuring that all students, including those in underperforming or underserved groups, achieve measurable growth. Raise expectations: Implement rigorous academic standards paired with ongoing assessment and feedback to identify struggling students early and intervene effectively. Teacher development: Offer professional development that equips educators with innovative, evidence-based instructional strategies to promote consistent growth for all learners.
Removing barriers (actual & perceived) to maximize learning	Address systemic obstacles: Eliminate restrictive policies or practices, such as inequitable access to advanced courses, technology, or extracurricular programs. Increase family engagement: Develop initiatives to educate families about opportunities available to their children, addressing language, cultural, or logistical challenges. Inclusive culture: Foster a climate of inclusivity and belonging by supporting culturally responsive teaching and creating environments that welcome all students.
Utilize current and future resources to maximize program enhancements	Technology integration: Invest in digital tools and platforms that enhance learning experiences while preparing students for a tech-driven world. Pilot innovative programs: Use current resources to test new approaches (e.g., STEM initiatives, project-based learning) and refine successful ones for district-wide adoption. Long-term planning: Forecast resource needs to build sustainable programs that align with the district's

	strategic goals.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Target high-need areas: Use data to identify and direct additional support to schools or students facing the greatest challenges, ensuring equitable distribution of resources. Monitor impact: Continuously analyze program outcomes and resource allocation to ensure that investments lead to tangible improvements in student performance. Adaptability: Be flexible in reallocating resources when data indicates shifting needs or priorities within the district.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Maximize funding opportunities: Align programs with grant criteria to secure additional funding and ensure compliance with federal and state requirements. Streamline budgeting: Consolidate and coordinate funding sources to avoid redundancies and maximize program effectiveness. Strategic investment: Use combined funds to support systemic changes, such as teacher recruitment, curriculum development, and infrastructure improvements.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Enhance real-world learning: Collaborate with businesses to provide internships, apprenticeships, and mentoring opportunities that prepare students for careers. Expand resources: Leverage community partnerships to fund or support extracurricular activities, mental health services, or enrichment programs. Build community trust: Foster strong relationships with external stakeholders, creating a shared responsibility for student success and district improvement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we improve both achievement and growth in the area of ELA through leveraged high yield instructional practices, then ELA performance as measured by PSSA/Keystone will increase.
	If we work to foster a vision and culture of high expectations for success for all students, educators, and families, then we will see improved academic outcomes for students.
	If we build the capacity to recruit and retain fully credentialed, experienced and high-quality leaders and teachers, then we will possess the skills necessary to effectively monitor, supervise and support high quality teaching and learning.

Goal Setting

Priority: If we improve both achievement and growth in the area of ELA through leveraged high yield instructional practices, then ELA performance as measured by PSSA/Keystone will increase.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Increase ELA performance on the PSSA/Keystone assessments by 5% over baseline by implementing and monitoring high-yield instructional practices, with a targeted focus on improving both student achievement and growth in ELA, as evidenced by measurable gains in assessment scores.

Measurable Goal Nickname (35 Character Max)
ELA Goal

Target Year 1	Target Year 2	Target Year 3
Achieve a 2% increase in ELA performance on the PSSA/Keystone assessments over the baseline by implementing high-yield instructional practices and conducting monthly progress monitoring to address areas of student need.	Achieve an additional 1.5% increase in ELA performance on the PSSA/Keystone assessments, building on Year 1 gains by refining instructional strategies, providing targeted interventions for underperforming students, and incorporating data-driven instructional adjustments.	Increase ELA performance on the PSSA/Keystone assessments by 5% over baseline by implementing and monitoring high-yield instructional practices, with a targeted focus on improving both student achievement and growth in ELA, as evidenced by measurable gains in assessment scores.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
80% of ELA teachers will demonstrate proficiency in utilizing high-yield instructional practices, as measured by regular classroom walkthroughs & observation data and instructional practice rubrics, supported by annual professional development sessions.

Measurable Goal Nickname (35 Character Max)
High Yield ELA Instructional Practices

Target Year 1	Target Year 2	Target Year 3
50% of ELA teachers will demonstrate proficiency in utilizing high-yield instructional practices, as measured by classroom walkthroughs, observation data, and instructional practice	65% of ELA teachers will demonstrate proficiency in high-yield instructional practices, with increased focus on targeted coaching, and annual	80% of ELA teachers will demonstrate proficiency in utilizing high-yield instructional practices, as measured by regular classroom walkthroughs & observation data and

rubrics, with provided professional development sessions to support implementation.	professional development sessions aligned to identified areas for growth.	instructional practice rubrics, supported by annual professional development sessions.

Priority: If we work to foster a vision and culture of high expectations for success for all students, educators, and families, then we will see improved academic outcomes for students.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)
90% of students, educators, and families will report a positive perception of high expectations for academic success, as measured by annual school climate surveys, through the implementation of school-wide initiatives that promote a culture of achievement and shared accountability.

Measurable Goal Nickname (35 Character Max)
Perception Goal

Target Year 1	Target Year 2	Target Year 3
75% of students, educators, and families will report a positive perception of high expectations for academic success, as measured by the school climate survey, through the launch of school-wide initiatives such as goal-setting workshops, recognition programs, and regular progress updates.	82% of students, educators, and families will report a positive perception of high expectations, with additional focus on strengthening communication between school and families through town halls, academic progress meetings, and culturally responsive family engagement activities.	90% of students, educators, and families will report a positive perception of high expectations for academic success, as measured by annual school climate surveys, through the implementation of school-wide initiatives that promote a culture of achievement and shared accountability.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 academic year, increase the percentage of students meeting or exceeding grade-level proficiency in core subjects by 5% over the 2024-2025 baseline, through targeted instructional strategies, ongoing professional development for teachers, and regular communication with families about student progress and high expectations.

Measurable Goal Nickname (35 Character Max)
Instructional Improvement Goal (overall)

Target Year 1	Target Year 2	Target Year 3
Establish a baseline for grade-level	Increase the percentage of students	By the end of the 2026-2027 academic year,

| proficiency in core subjects by the end of the academic year, and implement foundational targeted instructional strategies, with 100% of teachers participating in professional development sessions focused on differentiated instruction and formative assessment. | meeting or exceeding grade-level proficiency in core subjects by 2% over the established baseline, through expanded use of data-driven instruction, targeted interventions, and progress reports shared with families. | increase the percentage of students meeting or exceeding grade-level proficiency in core subjects by 5% over the 2024-2025 baseline, through targeted instructional strategies, ongoing professional development for teachers, and regular communication with families about student progress and high expectations. |

Priority: If we build the capacity to recruit and retain fully credentialed, experienced and high-quality leaders and teachers, then we will possess the skills necessary to effectively monitor, supervise and support high quality teaching and learning.

Outcome Category
Essential Practices 4: Implement Data-Driven Human Capital Strategies

Measurable Goal Statement (Smart Goal)
Increase the percentage of fully credentialed and experienced teachers and leaders hired to 95% of all new hires, as measured by HR recruitment data, through the implementation of targeted recruitment strategies, partnerships with teacher preparation programs, and competitive hiring incentives.

Measurable Goal Nickname (35 Character Max)
Hiring Goal

Target Year 1	Target Year 2	Target Year 3
Increase the percentage of fully credentialed and experienced teachers and leaders among new hires to 85%, through the establishment of partnerships with at least three teacher preparation programs and the introduction of targeted recruitment campaigns.	Increase the percentage of fully credentialed and experienced teachers and leaders among new hires to 90%, by expanding recruitment efforts to include national job fairs, enhancing online recruitment platforms, and offering competitive compensation.	Increase the percentage of fully credentialed and experienced teachers and leaders hired to 95% of all new hires, as measured by HR recruitment data, through the implementation of targeted recruitment strategies, partnerships with teacher preparation programs, and competitive hiring incentives.

Outcome Category
Essential Practices 4: Implement Data-Driven Human Capital Strategies

Measurable Goal Statement (Smart Goal)
Provide 100% of newly hired teachers and leaders with a structured induction and mentorship program, with a retention rate of at least 90% after one year, as measured by staff retention data and feedback from program evaluations.

Measurable Goal Nickname (35 Character Max)

Retention Goal		
Target Year 1	**Target Year 2**	**Target Year 3**
100% of newly hired teachers and leaders will participate in a structured induction and mentorship program, with a retention rate of at least 85% after one year, as measured by program participation records and staff retention data.	100% of newly hired teachers and leaders will participate in the induction and mentorship program, with a retention rate of at least 88%, as measured by program completion records, feedback from program evaluations, and staff retention data.	Provide 100% of newly hired teachers and leaders with a structured induction and mentorship program, with a retention rate of at least 90% after one year, as measured by staff retention data and feedback from program evaluations.

Action Plan

Measurable Goals

ELA Goal	High Yield ELA Instructional Practices
Perception Goal	Instructional Improvement Goal (overall)
Hiring Goal	Retention Goal

Action Plan For: High Yield Instructional Practices

Measurable Goals:
• 80% of ELA teachers will demonstrate proficiency in utilizing high-yield instructional practices, as measured by regular classroom walkthroughs & observation data and instructional practice rubrics, supported by annual professional development sessions. • Increase ELA performance on the PSSA/Keystone assessments by 5% over baseline by implementing and monitoring high-yield instructional practices, with a targeted focus on improving both student achievement and growth in ELA, as evidenced by measurable gains in assessment scores. • By the end of the 2026-2027 academic year, increase the percentage of students meeting or exceeding grade-level proficiency in core subjects by 5% over the 2024-2025 baseline, through targeted instructional strategies, ongoing professional development for teachers, and regular communication with families about student progress and high expectations.

Action Step		Anticipated Start/Completion Date	
Professional development for professional staff in high yield instructional strategies that leverages visible learning practices.		2025-09-02	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst. Superintendent/Principals	Training support	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Develop building/level specific mechanisms for regular communication with families about student progress and high expectations that highlights key district initiatives in ELA/Literacy		2026-08-30	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building principals	none	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Increased usage of student-centered high yield instructional strategies, resulting in increased student outcomes in ELA/literacy. Increased awareness of district specific areas of focus in literacy by families & parents.	Data analysis will be completed by examining relevant data measuring student progress towards grade level standadrds. This data will also be shared at faculty meetings to highlight key areas of strength and need through out the school year.

Action Plan For: Walkthroughs & Observations

Measurable Goals:
• 80% of ELA teachers will demonstrate proficiency in utilizing high-yield instructional practices, as measured by regular classroom walkthroughs & observation data and instructional practice rubrics, supported by annual professional development sessions. • Increase ELA performance on the PSSA/Keystone assessments by 5% over baseline by implementing and monitoring high-yield instructional practices, with a targeted focus on improving both student achievement and growth in ELA, as evidenced by measurable gains in assessment scores. • Provide 100% of newly hired teachers and leaders with a structured induction and mentorship program, with a retention rate of at least 90% after one year, as measured by staff retention data and feedback from program evaluations. • By the end of the 2026-2027 academic year, increase the percentage of students meeting or exceeding grade-level proficiency in core subjects by 5% over the 2024-2025 baseline, through targeted instructional strategies, ongoing professional development for teachers, and regular communication with families about student progress and high expectations.

Action Step		**Anticipated Start/Completion Date**	
School Administrators will complete a minimum of 20 instructional classroom walkthroughs each week to observe teacher practice.		2025-09-02	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst. Superintendent/Principals	walk through data forms	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased usage of student-centered instructional strategies, resulting in increased engagement and student outcomes.	Quarterly data analysis will be completed by examining walkthrough data that is compiled in google. This data will also be shared at faculty meetings as we strive to use student-centered teaching practices consistently.

Action Plan For: School/Community engagment

Measurable Goals:
• Provide 100% of newly hired teachers and leaders with a structured induction and mentorship program, with a retention rate of at least 90% after one year, as measured by staff retention data and feedback from program evaluations.
• 90% of students, educators, and families will report a positive perception of high expectations for academic success, as measured by annual school climate surveys, through the implementation of school-wide initiatives that promote a culture of achievement and shared accountability.
• Increase the percentage of fully credentialed and experienced teachers and leaders hired to 95% of all new hires, as measured by HR recruitment data, through the implementation of targeted recruitment strategies, partnerships with teacher preparation programs, and competitive hiring incentives.

Action Step		Anticipated Start/Completion Date	
Re-vamp the structured induction program for new teachers and mentors that caters to specific needs of incoming new teachers		2025-08-01	2025-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst. Superintendent	None	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop staff recruiting procedures that target high yield recruitment strategies and leverages partnerships with teacher preparation programs		2025-08-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst.Superintendent/Principals	none	No	No
Action Step		**Anticipated Start/Completion Date**	
Develop building/level specific school-wide initiatives that promote a culture of achievement and shared accountability		2026-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	None	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
These steps will contribute to building a stable, diverse, and highly effective teaching workforce, ultimately improving student achievement and fostering a more inclusive, supportive school culture.	The outcome can be monitored by tracking teacher recruitment and retention rates, diversity metrics, and performance evaluations to ensure a stable and effective workforce. Student achievement data, along with staff and student surveys, will assess improvements in instructional quality and school culture. Regular data reviews and feedback from stakeholders will guide continuous program refinement.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High Yield Instructional Practices	Professional development for professional staff in high yield instructional strategies that leverages visible learning practices.

Required state training

Action Step
• Professional development for professional staff in high yield instructional strategies that leverages visible learning practices.

Audience
Classroom teachers and building/central office administrators

Topics to be Included
Topics to be included are: * Strategies that improve language and literacy acquisition for all students * Understanding how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom * Recognizing the signs of trauma in students * Implementing best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support * Recognizing the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma * Reviewing policies regarding trauma-informed approaches * Identifying ways of connecting students with appropriate services. * Highlighting pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students. * Understanding the standards of behavior, values, and principles that inform and guide professional decision-making as detailed in the Pennsylvania Model Code of Ethics for Educators * Ensuring educators understand factors and characteristics of students experiencing homelessness and food insecurity, military-connected students and their families, students who have experienced trauma, students with disabilities or special needs, children of migratory seasonal farm workers, and others.

Evidence of Learning
Evidence of learning will be demonstrated by one or more of the following: * Pre- and Post-Assessments * Surveys and Feedback Forms * Observations and Evaluations * Student Performance Data

Lead Person/Position	Anticipated Start	Anticipated Completion
Asst. Superintendent/Building Principal	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually/as required
Observation and Practice Framework Met in this Plan	

- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Inservice day	Annually/as required
Observation and Practice Framework Met in this Plan	

- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	Annually/as required
Observation and Practice Framework Met in this Plan	

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources

This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Learning Format

Type of Activities	Frequency
Inservice day	As required/legislated
Observation and Practice Framework Met in this Plan	

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

• 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Inservice day	As required/legislated
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4f: Showing Professionalism • 4e: Growing and Developing Professionally • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Learning Format

Type of Activities	Frequency
Inservice day	As required/legislated
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

School/Community Engagement					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop building/level specific school-wide initiatives that promote a culture of achievement and shared accountability • Develop building/level specific mechanisms for regular communication with families about student progress and high expectations that highlights key district initiatives in ELA/Literacy	Parents, community members, school board members, teachers, and administrators	Communications will emphasize and report ongoing progress of key district initiatives in the area of literacy, and overall student academic achievement	Assistant superintendent/building principals	07/01/2025	06/30/2028

Communications	
Type of Communication	**Frequency**
Newsletter	Minimum of two times per year at each building
Posting on district website	Annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date