

MIDD-WEST SD

568 E Main St

Comprehensive Plan | 2022 - 2025

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LEA Profile

The Midd-West School District is a large, rural school district situated in the western half of Snyder County, Pennsylvania. It is made up of four school buildings, including two elementary schools, West Snyder Elementary School and Middleburg Elementary School. The district also host a middle school, the Midd-West Middle School, and a high school, Midd-West High School. Three of the buildings including an elementary school, the middle school, and high school are located on the same campus in Middleburg, Pennsylvania, while West Snyder Elementary School is located 12 miles away in Beaver Springs.

There are a lot of agrarian and manufacturing interests and related employment available in the Midd-West School District. However, we also are located very near to several univiersities (Susquehanna, Bucknell, and Bloomsburg) and cultural centers that provide district residents a unique perspective desiring a quality education while still preparing them for the many manufacturing and agrarian related jobs in the area.

The Midd-West School District is one of the top employeers located within in the school district boundaries employing approximately 304 staff members to serve or 2,200 plus students. Approximately 20% of our student population is serviced through an IEP or other type of student agreement. This diversity of student needs require instruction that is differentiated and tailored to a number of levels within the same classroom.

Mission and Vision

Mission

We are the educational leaders and professionals in our community. As such, we have a great responsibility not only to produce future productive citizens for this community, but to model how to deal with people effectively. Because our final product is the successful person, we must partner with students, parents, community members, colleagues, and all other individuals in the community effectively to achieve this.

Vision

Learning is a dynamic social process that requires interaction, collaboration, and a systematic approach. When individuals within our organization are internally motivated, results and process oriented, conscientious communicators, creative problems solvers, and put other people first everyone's learning experience and work experience can be favorably impacted so they can be part of a Quality Education for All, for Life!

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Educational Value Statements

Students

Students are our greatest resource and our ultimate finished product. In order to turn them into productive citizens, we must strive to build relationships, demonstrate empathy, and model selflessness.

Staff

We take care of our colleagues and respect their effort because our work environment and end products are better as a result of working together.

Administration

We take care of our colleagues and respect their effort because our work environment and end products are better as a result of working together.

Parents

The family unit is our second greatest asset. This must be harnessed to support the growth and development of our students.

Community

The community is whom we serve as we produce future citizens and leaders of that community. The support and collaboration with the community is necessary in making this a viable process.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
MWHS, College and Career Measures - Percent Career Standards Benchmark	Yes
MWHS, Academic Growth Expectations in Science/Biology	Yes
MWMS, All Student Group Exceeds the Standard Demonstrating Growth Mathematics/Algebra	Yes
West Snyder Elementary School exceeds the Standard Demonstrating Growth in English	Yes
Middleburg Elementary School All Student Group Exceeds the Standard Demonstrating Growth in Mathematics/Algebra.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
Ensure effective, standards-aligned curriculum and assessment	Yes
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Yes
Population proficiency percentage in Literature increased from 14% during the 15-16 school year to 25% during the 20-21 school year.	No
Population proficiency in Literature went from 57% in 15-16 to 73% in 20 -21.	No
Dibels reporting identifies students who are not making progress and are then given intensified instruction.	No
12% of 6th grade ELA students scored Distinguished on LinkIt Form A assessment.	No
64% of High School ELA Keystone students scored proficient or better on LinkIt Form A.	Yes
MAP data indicates 57.8% of all district elementary level students will score proficient or better on ELA PSSA assessment.	No
Spring Math has drastically increased math fact fluency in the primary elementary grade levels.	No
MAP shows that first graders are demonstrating strengths in geometry and measurement and data for math.	Yes
98.2% of the students who took the Civics exam scored proficient.	Yes
6th grade math students showed an overall increase of 9.5% in the LinkIt average score increasing from Form B, 51%, to Form C, 60.5%.	No

Keystone Algebra students at Midd-West High School showed a 13.7% increase on the overall average score on the LinkIt Algebra I assessment from Form A, 32.4%, to Form C, 46.1%.	No
Interventions addressing student need areas in Biology are being utilized regularly during the District's six day cycle.	No
Retention of staff at the middle school level allows for consistency in curriculum delivery.	Yes
8th grade LinkIt Form A science scores from 2021-2022 are 5% better than 8th grade LinkIt Form A science scores from 2020-2021.	No
100% of Midd-West HS seniors have indicated career choices in Naviance.	No
18% of students taking the Civics assessment attained a perfect score.	No
78% of the students taking the NOCTI exam scored advanced in 2020-2021	Yes

Challenges

Challenge	Consideration In Plan
Middleburg Elementary School and West Snyder Elementary School Did not meet performance standard for careers standards benchmark.	No
MWMS English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Yes
MWHS Four-Year Cohort interim goal/improvement target for Economically Disadvantaged and Student with Disabilities	Yes
MWHS Regular Attendance for Economically Disadvantaged	Yes
MWMS interim goal/improvement target English Language Arts/Literature Student with Disabilities	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Yes
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
Population proficiency decreased in Algebra I from 4% in 15-16 to 0% in 20-21.	No
Population proficiency in Algebra I went from 16% in 15-16 to 7% in 20-21.	No
Graduation rates for students in special education.	Yes

Students with disabilities not meeting expected proficiency standards in 8th grade PSSA or Keystone literature assessment.	Yes
Keystone algebra - student with disabilities group 11.9% proficient or advanced.	Yes
ELA Keystone, economically Disadvantaged - 54.5% proficient or advanced, below the state average.	Yes
Writing needs to be established as the highest priority goal in the Midd-West School District	Yes
Over 50% of ELA middle school students scored below proficient on LinkIt Form A.	Yes
19.1% of third grade students predicted to score Below Basic on PSSA ELA assessment	Yes
LEXIA data indicates that almost all the students in Tier 3 and special education in fourth and fifth grade are being placed in grades first, second, or third grade, which shows there are some large gaps/deficits.	Yes
First graders are demonstrating weaknesses in numbers and operations and algebraic concepts in math	Yes
2020-2021 LinkIt data indicated that only 20% - 32% of Algebra I students were proficient or better	Yes
47% of 8th grade math students tested "Below Basic" on the Form C LinkIt assessment	Yes
2020-2021 LinkIt Form C data indicated that only 25% of the 7th grade math students tested proficient or better	Yes
The overall average score increase on the 2020-2021 LinkIt Keystone Biology Assessment from Form B (51.1%) to Form C (53.9%) was 2.9%.	No
2021-2022 LinkIt Biology Form A results are 4.9% lower than 2020-2021 LinkIt Biology Form A results.	Yes
Students missing in person/live instruction due to pandemic concerns have shown less proficiency than students who received all in person/live instruction.	Yes
Once student scored Basic on the 2020-2021 Nocti exam.	No
Ag Mechanics program completer percentage is low.	No
Ag Science program completer percentage is low.	No
Students graduating HS lack essential qualities employers are seeking including a lack of work ethic, ability to meet timelines, ability to work as part of a team, problem solving skills, and communication skills.	Yes
Science education is currently integrated into the elementary curriculum in other subject areas and does not correspond to the new framework. An explicit Science curriculum based on the new Standards and Framework must be written for K-5.	Yes

Most Notable Observations/Patterns

The most notable observation we made was some of the Future Ready Index data pertaining to Economically Disadvantaged students and Students with disabilities. Although both groups did appear in some of our indicators of strength, we are still concerned about several areas where data indicates these student groups are under-performing.

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Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
MWHS, College and Career Measures - Percent Career Standards Benchmark	We are able to prepare students for the future work skills that they need. Using our strengths in these areas, we can create an action plan to move forward and foster the skills that are needed and desired.
MWHS, Academic Growth Expectations in Science/Biology	Team discussed the level of rigor as a contributing factor to the level of achievement. Maintain the current level of rigor.
MWMS, All Student Group Exceeds the Standard Demonstrating Growth Mathematics/Algebra	
West Snyder Elementary School exceeds the Standard Demonstrating Growth in English	Current programming in Benchmark along with ECRI have proven effective in this area. District will maintain current curriculum.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	This is an emerging strength in the District and may be in part due to the pandemic and the increase of parent responsibility when it comes to their child's education. The increase in communication is viewed a positive for all and will continue moving forward.
Ensure effective, standards-aligned curriculum and assessment	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Using our strengths in this area, we can create an action plan to move forward and foster the skills that are needed and desired.
64% of High School ELA Keystone students scored proficient or better on LinkIt Form A.	
MAP shows that first graders are demonstrating strengths in geometry and measurement and data for math.	It could be beneficial to leverage this strength to continue to improve efforts to address students' abilities to work collaboratively and problem solve. Since geometry and measurement are academic strengths, these could be used as topics for collaborative stations, especially as students move to second grade. If less emphasis is needed on the academic aspect of the collaboration station, more time could be spent explicitly teaching expectations for working collaboratively and providing opportunities for practice and constructive feedback regarding cooperative problem solving.
98.2% of the students who took the Civics exam	Taking this assessment during the 11th grade year allows students to build their civics knowledge. This

scored proficient.	strategy has proven effective and therefore can be leveraged with the assumption that new cohorts will experience similar results.
Retention of staff at the middle school level allows for consistency in curriculum delivery.	Using our strengths in this area, we can create an action plan to move forward and foster the skills that are needed and desired.
78% of the students taking the NOCTI exam scored advanced in 2020-2021	Programming in this area is strong and the District should maintain current programs.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
MWMS English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target		No	
MWHS Four-Year Cohort interim goal/improvement target for Economically Disadvantaged and Student with Disabilities		No	
MWHS Regular Attendance for Economically Disadvantaged		No	
MWMS interim goal/improvement target English Language Arts/Literature Student with Disabilities		No	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district		No	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	In the field of education, there are currently not enough educators graduating and coming into the field so it	Yes	The recruitment and retention of high-quality leaders and teachers must be a focal point for the Midd-West School District. An emphasis on developing welcoming

	is a competitive market. Graduating educators are in high demand and several factors can influence a new teacher's choice of districts.		and supportive relationships with new employees must be a priority. The adoption of a retention plan for new employees should be considered as part of the district's induction program for teachers and leaders.
Graduation rates for students in special education.		No	
Students with disabilities not meeting expected proficiency standards in 8th grade PSSA or Keystone literature assessment.		No	
Keystone algebra - student with disabilities group 11.9% proficient or advanced.		No	
ELA Keystone, economically Disadvantaged - 54.5% proficient or advanced, below the state average.		No	
Writing needs to be established as the highest priority goal in the Midd-West School District	Need for a consistent approach to writing for all levels K-12. The digital age has influenced writing and the programming must return to more consistent writing throughout all grade levels.	Yes	Writing across the curriculum needs to be implemented with fidelity so that all schools are stressing the importance of writing while making it visible in lesson and curriculum plans by focusing on Collins Writing and Text Dependent Analysis.
Over 50% of ELA middle school students scored below proficient on LinkIt Form A.		No	
19.1% of third grade students predicted to score Below Basic on PSSA ELA assessment		No	
LEXIA data indicates that almost all the students in Tier 3 and special education in fourth and fifth grade are being placed in grades first, second, or third grade, which shows there are some large gaps/deficits.		No	
First graders are demonstrating weaknesses in		No	

numbers and operations and algebraic concepts in math			
2020-2021 LinkIt data indicated that only 20% - 32% of Algebra I students were proficient or better		No	
47% of 8th grade math students tested "Below Basic" on the Form C LinkIt assessment		No	
2020-2021 LinkIt Form C data indicated that only 25% of the 7th grade math students tested proficient or better		No	
2021-2022 LinkIt Biology Form A results are 4.9% lower than 2020-2021 LinkIt Biology Form A results.		No	
Students missing in person/live instruction due to pandemic concerns have shown less proficiency than students who received all in person/live instruction.		No	
Students graduating HS lack essential qualities employers are seeking including a lack of work ethic, ability to meet timelines, ability to work as part of a team, problem solving skills, and communication skills.	Skills are not addressed or taught to the level necessary for students to incorporate them into their everyday lives. There is a lack of expectations for these "soft skills" in the school system.	Yes	A focus on developing the following qualities in students of the Mid-West School District - strong work ethic, teamwork, meeting deadlines, problem solving, and communication skills - is needed to prepare graduates for 21st century employment. Addressing and developing the essential qualities employers desire in employees will enable Mid-West graduates to immediately compete in the competitive job market locally and beyond. Well rounded students must be a priority of the educational experience at Mid-West.
Science education is currently integrated into the elementary curriculum in other subject areas and does not correspond to the new	Continued writing of curriculum based on the new standards needs to be completed.	Yes	Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2026. The new curriculum will identify what students will know

framework. An explicit Science curriculum based on the new Standards and Framework must be written for K-5.			and be able to do at each grade level.
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Goal Setting

Priority: The recruitment and retention of high-quality leaders and teachers must be a focal point for the Midd-West School District. An emphasis on developing welcoming and supportive relationships with new employees must be a priority. The adoption of a retention plan for new employees should be considered as part of the district's induction program for teachers and leaders.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 2: Empower Leadership	By the end of the 24-25 school year, the Midd-West School District will employ high-quality leaders and teachers and will implement a retention plan as part of the district's induction program to help retain high-quality teachers during their first 5 years of employment with the district.	Recruiting and Retention	The district will develop retention and exit surveys to collect job satisfaction data from new employees and employees leaving the district. The surveys will be administered to all employees hired within the previous 5 years and any employee resigning moving forward.	The district will use the data obtained in target year one and subsequent years to develop and consistently revise a retention plan to address areas of need and expand on positive retentions that currently exist.	By the end of the 24-25 school year, the Midd-West School District will employ high-quality leaders and teachers and will implement a retention plan as part of the district's induction program to help retain high-quality teachers during their first 5 years of employment with the district.

Priority: Writing across the curriculum needs to be implemented with fidelity so that all schools are stressing the importance of writing while making it visible in lesson and curriculum plans by focusing on Collins Writing and Text Dependent Analysis.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	By the end of the 24-25 school year, the Mid-West School District will integrate writing across the curriculum by establishing and implementing consistent Text-Dependent Analysis and Collins Writing standards for each grade level in the district.	Writing across the Curriculum	Teachers and administrators will work collaboratively to develop standards for Text-Dependent Analysis focus areas for each grade level across the district. Collins Writing professional development activities will be created to use yearly for new employees to be introduced to the program.	TDA and Collins Writing professional development will be provided for all teachers across the curriculum by grade level. Refreshers will be planned yearly with opportunities for teachers to share effective strategies and successes from year-to-year.	By the end of the 24-25 school year, the Mid-West School District will integrate writing across the curriculum by establishing and implementing consistent Text-Dependent Analysis and Collins Writing standards for each grade level in the district.

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Priority: A focus on developing the following qualities in students of the Mid-West School District - strong work ethic, teamwork, meeting deadlines, problem solving, and communication skills - is needed to prepare graduates for 21st century employment. Addressing and developing the essential qualities employers desire in employees will enable Mid-West graduates to immediately compete in the competitive job market locally and beyond. Well rounded students must be a priority of the educational experience at Mid-West.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	By the end of the 2024-25 school year, MWSD staff will define and prioritize the qualities that employers desire and will integrate 21st century employment skills curriculum in all grade levels.	Unifying Beliefs	Teachers and administrators will define and develop, by level, 21st century employment skill standards and assessments to measure the skills students are able to demonstrate consistently.	Teachers and administrators will develop a curriculum for teaching age appropriate 21st employment skills across grade levels.	By the end of the 2024-25 school year, MWSD staff will define and prioritize the qualities that employers desire and will integrate 21st century employment skills curriculum in all grade levels.

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Priority: Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2026. The new curriculum will identify what students will know and be able to do at each grade level.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2024-2025 school year, a Science curriculum will be fully implemented based on the proposed new standards in every K-12 classroom that will lead to meaningful and effective Science experiences for all K-12 students.	Science Curriculum	By the end of the 22-23 school year, the K-12 science curriculum will be reviewed and edited to reflect the proposed state standards.	By the end of the 23-24 school year, the STEM consultant from the CSIU will provide site-based support to improve science teaching and learning.	By the end of the 2024-2025 school year, a Science curriculum will be fully implemented based on the proposed new standards in every K-12 classroom that will lead to meaningful and effective Science experiences for all K-12 students.

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Action Plan

Action Plan for: Curriculum Writing						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Science Curriculum Unifying Beliefs 		By the end of the 2024-2025 school year, the science curriculum and Career Readiness curriculum will be fully implemented. And, given the appropriate time, resources, and leadership, it is anticipated that the science department will see an increase in student achievement as well as produce a new science curriculum based on new state science standards.			The Director of Curriculum and Instruction along with building administration will monitor and review science team progress.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes.	08/17/2022	05/27/2023	Director of Curriculum/Building Principals/Science department head	Science curriculum, proposed standards, test dates	Yes	Yes
Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts.	08/18/2023	05/26/2024	Director of Curriculum/Building Principals/Science department head	Curricular resources, planning time and possible financial costs for time spent by teacher outside of contractual time.	Yes	Yes
The new science curriculum will continue to be monitored and revised as needed.	08/18/2023	05/19/2025	Director of Curriculum/Building Principals/Science department head	Curriculum and IU support	Yes	Yes
All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs.	08/17/2022	05/27/2023	Building Administrators/Director of Curriculum and Instruction	District unifying beliefs	Yes	Yes

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Action Plan for: Professional Development

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Science Curriculum Recruiting and Retention Writing across the Curriculum Unifying Beliefs 		An overall increase in student engagement and student achievement is the ultimate goal of professional development. The designated topics align with identified challenge areas that can be addressed through appropriate professional learning experiences.			Teachers surveys, observations, student achievement will all be monitored in order to determine the effectiveness of professional development. Administrative observations will also be utilized where appropriate.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional Development for Collins Writing	08/17/2022	05/25/2025	Director of Curriculum and Instruction, Building Administrators, Subject area teachers	Collins Writing handbook	Yes	Yes
MTSS Professional Development	08/17/2022	05/27/2023	Director of Curriculum and Instruction, Building Administrators, Subject area teachers	CSIU/PaTTAN Resources Professional Readings Literature related to instructional practices/Differentiation	Yes	Yes
Professional Development for Science Curriculum re-write	08/17/2022	05/26/2023	Director of Curriculum and Instruction, Building Administrators	New standards, current curriculum	Yes	Yes
Professional Development for StudySync ELA 6-12 program	08/17/2022	08/21/2022	Company Consultant/Director of Curriculum and Instruction	On-line access, new materials	Yes	Yes
Professional Development for 7th Grade Pre-Algebra program	08/17/2022	08/21/2022	Company Consultant/Director of Curriculum and Instruction	On-line access, new materials	Yes	No

Action Plan for: Naviance						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Unifying Beliefs 		Further career and college readiness preparation for graduating seniors			Post-Graduate surveys	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Introduction of Naviance system to all students in 8th grade	08/21/2022	05/25/2025	Guidance department	Naviance access	No	Yes
Continue to develop dual enrollment opportunities for juniors and seniors	08/21/2022	05/25/2025	Director of Curriculum and Instruction, Building Administrators, Guidance	Consultation with registration consultant at local universities	No	Yes
Continue to develop School to Work opportunities for seniors	08/21/2022	05/25/2025	School to Work Coordinator, Building administration, Director of Curriculum and Instruction	Community business support	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Writing	<ul style="list-style-type: none"> • Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes. • Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts. • The new science curriculum will continue to be monitored and revised as needed. • All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs.
Professional Development	<ul style="list-style-type: none"> • Professional Development for Collins Writing • MTSS Professional Development • Professional Development for Science Curriculum re-write • Professional Development for StudySync ELA 6-12 program • Professional Development for 7th Grade Pre-Algebra program

Professional Development Activities

Science Curriculum Writing						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes. Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts. The new science curriculum will continue to be monitored and revised as needed. Professional Development for Science Curriculum re-write 	All elementary teachers along with MS and HS science teachers	Curriculum Writing to address new Science Standards	Finalized Curriculum document	Director of Curriculum and Instruction	08/17/2022	05/26/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Inservice day	2 times a year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 		Language and Literacy Acquisition for All Students		
Collaborative curriculum development	weekly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 		Language and Literacy Acquisition for All Students		

Career Readiness/Post-Secondary Transition to school, work, military

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs. 	All teachers, administrators, and guidance staff in the district	Curriculum Writing to address inclusion of district Unifying Beliefs at all grade levels	Assessment Document to be included with quarterly report cards. Curriculum Document	Director of Curriculum and Instruction/Building Administrators	08/17/2022	05/26/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 times a year	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students
Collaborative curriculum development	monthly	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students

Pre-Algebra Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development for 7th Grade Pre-Algebra program 	7th grade math teachers	Mathematics Instruction	Classroom Observations	Director of Curriculum and Instruction/Building Administrators	08/17/2022	05/26/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Workshop(s)	2 - 3 times yearly	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 			Language and Literacy Acquisition for All Students	

StudySync 6th - 12th grade ELA training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development for StudySync ELA 6-12 program 	6th - 12th grade ELA teachers	ELA Instruction	Classroom Observations	Director of Curriculum and Instruction/Building Administrators	08/17/2022	05/26/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Workshop(s)	2-3 times yearly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 		Language and Literacy Acquisition for All Students		

Writing Across the Curriculum - Collins Writing

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development for Collins Writing 	All teachers K-12	Writing across the curriculum	Classroom Observations, Posted Student Work	Director of Curriculum and Instruction/Building Administrators	08/17/2022	05/25/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	weekly	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 	Language and Literacy Acquisition for All Students
Workshop(s)	several times per year	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students

MTSS development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> MTSS Professional Development 	All teachers K-12	Tiered Interventions, Structure at each level	Classroom Observations	Director of Curriculum and Instruction/Building Administrators	08/17/2022	05/25/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	1 time a year	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 			Language and Literacy Acquisition for All Students	
Workshop(s)	2-3 times per year	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 			Language and Literacy Acquisition for All Students	

Communications Action Steps

Evidence-based Strategy	Action Steps
Curriculum Writing	<ul style="list-style-type: none"> • Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes. • Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts. • The new science curriculum will continue to be monitored and revised as needed. • All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs.
Professional Development	<ul style="list-style-type: none"> • Professional Development for Collins Writing • MTSS Professional Development • Professional Development for Science Curriculum re-write • Professional Development for StudySync ELA 6-12 program
Naviance	<ul style="list-style-type: none"> • Introduction of Naviance system to all students in 8th grade • Continue to develop dual enrollment opportunities for juniors and seniors • Continue to develop School to Work opportunities for seniors

Communications Activities

Curriculum Writing					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Science department will meet to discuss test dates for PSSA and Keystone Biology exams to assist in the determination of curricular changes. Provide time to the science department members to re-write curricula based on the team's analysis of the new standards and current programming. Utilize STEM consultant from local IU to support the team's re-writing efforts. The new science curriculum will continue to be monitored and revised as needed. All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs. 	K-12 Teachers, Administrators, School Board, Parents	Career Readiness Curriculum, Science Curriculum	Director of Curriculum and Instruction, Building Administrators, Guidance Department	08/17/2022	05/25/2025
Communications					
Type of Communication			Frequency		
Email			Monthly		
Presentation			Beginning of the year in-service		
Other			Weekly PD meetings		

Professional Development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development for Collins Writing MTSS Professional Development Professional Development for Science Curriculum re-write Professional Development for StudySync ELA 6-12 program 	K-12 Teachers, Administrators, School Board	Changes in programming, Collins Writing across the curriculum, Updates to posted curriculum, review of the MTSS process at all levels	Director of Curriculum and Instruction, Building Administrators	08/17/2022	05/25/2023

Communications

Type of Communication	Frequency
Email	Monthly
Presentation	Beginning of the year in-service
Posting on district website	Updates will occur throughout the year

Naviance

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All grade level teams will to discuss the addition of career readiness curriculum based on the district's unifying beliefs. Introduction of Naviance system to all students in 8th grade Continue to develop dual enrollment opportunities for juniors and seniors Continue to develop School to Work opportunities for seniors 	8-12 teachers, students, parents, administrators	Career Readiness for workplace, college, military	Director of Curriculum and Instruction, Building Administrators, Counselors	08/17/2022	05/25/2025

Communications

Type of Communication	Frequency
Email	monthly
Presentation	Weekly
Other	Weekly