

KANE AREA SD

400 West Hemlock Avenue

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the KASD is to provide all students with an engaging, safe, and challenging learning environment that is shared and valued by all.

VISION STATEMENT

The Kane Area School District will inspire our students, all inclusive, to thrive and be productive members of their community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe in committing ourselves to hard work, ethical and moral behavior and lifelong learning. We pledge to be fair, compassionate and respectful and committed to our studies and extracurricular activities.

STAFF

We believe all students deserve a quality education and should be challenged to achieve their fullest potential. We believe education must develop the whole person. We believe education must engage, empower and inspire students to become good citizens with a strong work ethic.

ADMINISTRATION

We believe that it's our responsibility to provide all students a quality education through a highly qualified faculty, up-to-date facilities and a safe, clean learning environment. We believe in lifelong learning. We believe in effective communication and problem solving. We believe everyone should put forth their best effort and everyone should be held accountable.

PARENTS

We believe schools must promote healthy lifestyle choices and a safe environment. We believe all students have the right to learn. We believe education and families should foster the development of self-respect and respect for others.

COMMUNITY

We believe learning communities encompass the entire family, community and school. We believe the KASD Board of Directors, administration, faculty and staff should be positive role models. We believe education must prepare students to demonstrate 21st century skills in an ever changing global and technological society.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Anna Kearney	Administrator	Kane Area School District
Todd Stanko	Administrator	Kane Area High School
Jay Israel	Administrator	Kane Area Middle School
Jeannine Kloss	Administrator	Kane Area Elementary School
Linda Lorenzo	Administrator	Special Education Supervisor
Shannon Olson	Administrator	Kane Area High School
Jessica Gabriel	Administrator	KASD Business Manager
Todd Fitch	Administrator	Facilities Manager
Mark Candolor	Administrator	Technology Director
Chris Niklaus	Staff Member	Technology
Claire Ann Buckley	Board Member	Board Member
Kathy Gibson	Parent	Parent
Major Tom Kerek	Board Member	Board Member-Legislative Representative

Name	Position	Building/Group
Meredith Fadenholz	Parent	Parent
Barb Brown	Community Member	Community Member
Rae El Whitman	Staff Member	Physical Education Teacher
Kelly Johnson	Staff Member	ELA Teacher
Julie Jackel	Parent	Business Owner/Parent
Tyler Lehman	Staff Member	Family & Consumer Science Teacher
Ashley Komidar	Staff Member	Special Education Teacher
Hali Songer	Staff Member	Elementary Teacher
Aimee Kemick	Staff Member	School Nurse

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning then teachers will provide high quality instruction and strategies and students will demonstrate growth and improved overall achievement.	Mathematics
	Mathematics
	Mathematics
If we build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning then teachers will provide high quality instruction and strategies and students will demonstrate growth and improved overall achievement.	English
	Language
	Arts
	English
	Language
	Arts
	English
	Language
	Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Provide a tiered system of instructional and behavioral supports and interventions

<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math Achievement	By June 2025 PSSA Mathematics achievement will increase to a minimum of 40% for students in grades K-8 as reported in OnHand Schools.
Algebra Achievement	By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools.
Math Growth	In Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year.
PSSA ELA Achievement	By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K-8 as reported in OnHand Schools.
Literature Achievement	By June 2025 Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools.
ELA Growth	In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Contract annually with agencies to provide mental health staff for building level, classroom and individual support.	2022-07-01 - 2025-06-30	District Level Administration	School Board Support, Budgetary Allocations

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide mental health supports and services to enhance student engagement and effective classroom strategies.	2022-07-01 - 2025-06-30	Building Principals	Outside Agency Personnel, Collaboration and Planning Time
Create a structure within each building to allow for intervention supports by maximizing resources.	2022-07-01 - 2025-06-30	Building Principals	Personnel, Scheduling, Assignment of Duties
Train Staff to deliver K-12 SEL curriculum	2022-07-01 - 2025-06-30	Building Principals	Trainings provided by vendors, Teachers, Social Worker, Counselors, Curriculum Materials
Implementing K-12 SEL curriculum	2022-07-01 - 2025-06-30	Building Principal	Teachers, Social Worker, Guidance Counselors, Getting Along Together Curriculum, Why Try Curriculum
Schedule Data Team meetings quarterly	2022-07-01 - 2025-06-30	Building Principals	Scheduled meetings
Conduct data team meetings in each building	2022-07-01 -	Building Principals	Student data (academic, attendance, behavior, etc.), department chairs, intervention staff
Provide extended learning opportunities in Summer School and After-School programs.	2022-07-01 - 2025-06-30	Building Principals	Staff, Curriculum, Materials and Supplies, Classroom Space, Transportation, Board Support
Provide Professional Development Opportunities	2022-07-01 -	District	PD providers, budget allocations, scheduling

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2025-06-30	Administration	of time for training

Anticipated Outcome
Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Monitoring/Evaluation
CSIU attendance and discipline data, observation data, academic data, MTSS data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025 PSSA Mathematics achievement will increase to a minimum of 40% for students in grades K-8 as reported in OnHand Schools. (PSSA Math Achievement)	Provide a tiered system of instructional and behavioral supports and interventions http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Train Staff to deliver K-12 SEL curriculum	07/01/2022 - 06/30/2025
By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra Achievement)			
In			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year. (Math Growth)			
By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K- 8 as reported in OnHand Schools. (PSSA ELA Achievement)			
By June 2025 Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools. (Literature			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achievement) In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achievement) In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achievement)			
In			
Mathematics/Algebra			
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academic standard			
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growth (70) each			
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8 as reported in			
OnHand Schools.			
(PSSA ELA			
Achievement)			
By June 2025			
Keystone Literature			
achievement will			
increase to a			
minimum of 61% as			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
reported in OnHand Schools. (Literature Achievement)			
In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

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By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra Achievement)			
In Mathematics/Algebra			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

From 2019 to 2021, grade 8 improved from 56% to 59% proficient and advanced in ELA.

From 2019 to 2021, grade 7 maintained their level of proficiency in Math.

Prior to COVID our LEA met On Track measures for student attendance.

In 2019 the high school graduation rate was 93.5% while the statewide average was 87.4%. The 2030 statewide goal is 92.4% which we have also already met.

There is evidence that the longer students are instructed in our programs the impact of learning loss related to COVID was diminished.

Traditionally, the strategies used by the Math teacher at this grade level are the most effective in the grade level span. Block scheduling introduced the year before for the middle school allowed for increased instructional time, equal to the time that student received in the elementary years.

The increased ELA and Math time that was provided by block

Challenges

Our ELA scores have dramatically decreased from 2019 to 2021 due to the COVID school closure and related learning loss.

Our Math scores have dramatically decreased from 2019 to 2021 due to the COVID school closure and related learning loss.

Our Science scores have dramatically decreased from 2019 to 2021 due to the COVID school closure and related learning loss.

The younger students are not as resilient to issues related to learning loss due to the lack of foundation and cumulative issues from the 2019-20 and 2020-21 school years.

In 2021 the option of moving between in-person and online instruction platforms created additional learning loss, gaps and failure issues.

The instructional time in Math for this grade level group was not increased. Due to COVID issues, the remediation that is traditionally offered following the 7th grade PSSAs was not offered to these students as 8th graders.

In 2021 the option of moving between in-person and online instruction platforms created additional learning loss, gaps and

Strengths

scheduling had a positive impact on the Grade 8 Science scores as well.

Economically disadvantaged students in the elementary school in ELA met the interim targets according to the 2019 FRI.

Economically disadvantaged students do not typically show growth that is equal to the all student growth. We do not expect to see growth the next time growth data is available.

Economically disadvantaged student in the elementary school in Math met the interim targets according to the 2019 FRI.

Economically disadvantaged students do not typically show growth that is equal to the all student growth. We do not expect to see growth the next time growth data is available.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Coordinate and monitor supports aligned with students' and families' needs

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

Challenges

failure issues. Time constraints due to COVID prevented additional review time that is used to prepare students for the Keystone exams.

The impacts of COVID learning loss for this group of students in ELA and Math impacted the Science scores for this group as well.

In 2021 the option of moving between in-person and online instruction platforms created additional learning loss, gaps and failure issues. Time constraints due to COVID prevented additional review time that is used to prepare students for the Keystone exams.

Students with disabilities in the elementary school in ELA are not meeting the interim targets according to the 2019 FRI. Historically this group of students does not achieve the same rate of achievement as their regular education peers.

Students with disabilities in the elementary school in Math are not meeting the interim targets according to the 2019 FRI. Historically this group of students does not achieve the same rate of achievement as their regular education peers.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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

Strengths

The Statewide Performance Standard is 98% for 2030. We are currently on track to meet or exceed this performance standard.

Challenges

high quality teaching and learning

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

N/A

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Our ELA scores have dramatically decreased from 2019 to 2021 due to the COVID school closure and related learning loss.	building capacity in leaders and teachers will enhance growth of students and overall school/district achievement	
Our Math scores have dramatically decreased from 2019 to 2021 due to the COVID school closure and related learning loss.	building capacity in leaders and teachers will enhance growth of students and overall school/district achievement	
Students with disabilities in the elementary school in ELA are not meeting the interim targets according to the 2019 FRI. Historically this group of students does not achieve the same rate of achievement as their regular education peers.		
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		

ADDENDUM B: ACTION PLAN

Action Plan: Provide a tiered system of instructional and behavioral supports and interventions

<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>

Action Steps		Anticipated Start/Completion Date	
Contract annually with agencies to provide mental health staff for building level, classroom and individual support.		07/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
CSIU attendance and discipline data, observation data, academic data, MTSS data		Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.	
Material/Resources/Supports Needed		PD Step	Comm Step
School Board Support, Budgetary Allocations		no	no

Action Steps		Anticipated Start/Completion Date	
Provide mental health supports and services to enhance student engagement and effective classroom strategies.		07/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
CSIU attendance and discipline data, observation data, academic data, MTSS data		Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.	
Material/Resources/Supports Needed		PD Step	Comm Step
Outside Agency Personnel, Collaboration and Planning Time		no	yes

Action Steps		Anticipated Start/Completion Date	
Create a structure within each building to allow for intervention supports by maximizing resources.		07/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
CSIU attendance and discipline data, observation data, academic data, MTSS data		Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.	
Material/Resources/Supports Needed		PD Step	Comm Step
Personnel, Scheduling, Assignment of Duties		no	no

Action Steps	Anticipated Start/Completion Date
Train Staff to deliver K-12 SEL curriculum	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
CSIU attendance and discipline data, observation data, academic data, MTSS data	Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Material/Resources/Supports Needed	PD Step	Comm Step
Trainings provided by vendors, Teachers, Social Worker, Counselors, Curriculum Materials	yes	no

Action Steps	Anticipated Start/Completion Date
Implementing K-12 SEL curriculum	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
CSIU attendance and discipline data, observation data, academic data, MTSS data	Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Material/Resources/Supports Needed	PD Step	Comm Step
Teachers, Social Worker, Guidance Counselors, Getting Along Together Curriculum, Why Try Curriculum	no	yes

Action Steps	Anticipated Start/Completion Date
Schedule Data Team meetings quarterly	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
CSIU attendance and discipline data, observation data, academic data, MTSS data	Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Material/Resources/Supports Needed	PD Step	Comm Step
Scheduled meetings	no	yes

Action Steps	Anticipated Start/Completion Date
Conduct data team meetings in each building	07/01/2022 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
CSIU attendance and discipline data, observation data, academic data, MTSS data	Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Material/Resources/Supports Needed	PD Step	Comm Step
Student data (academic, attendance, behavior, etc.), department chairs, intervention staff	no	no

Action Steps		Anticipated Start/Completion Date	
Provide extended learning opportunities in Summer School and After-School programs.		07/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
CSIU attendance and discipline data, observation data, academic data, MTSS data		Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.	
Material/Resources/Supports Needed		PD Step	Comm Step
Staff, Curriculum, Materials and Supplies, Classroom Space, Transportation, Board Support		no	no

Action Steps	Anticipated Start/Completion Date
Provide Professional Development Opportunities	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
CSIU attendance and discipline data, observation data, academic data, MTSS data	Improved attendance, decreased discipline referrals, schedules, SEL curriculum, student engagement, improved achievement scores, student growth, increased learning opportunities, data team meetings.

Material/Resources/Supports Needed	PD Step	Comm Step
PD providers, budget allocations, scheduling of time for training	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2025 PSSA Mathematics achievement will increase to a minimum of 40% for students in grades K-8 as reported in OnHand Schools. (PSSA Math Achievement)	Provide a tiered system of instructional and behavioral supports and interventions http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Train Staff to deliver K-12 SEL curriculum	07/01/2022 - 06/30/2025
By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra Achievement)			
In			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year. (Math Growth)			
By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K- 8 as reported in OnHand Schools. (PSSA ELA Achievement)			
By June 2025 Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools. (Literature			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achievement)			
In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)			
By June 2025 PSSA Mathematics achievement will increase to a minimum of 40% for students in grades K-8 as reported in OnHand Schools. (PSSA Math Achievement)	Provide a tiered system of instructional and behavioral supports and interventions http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Provide Professional Development Opportunities	07/01/2022 - 06/30/2025
By June 2025 Keystone Algebra I achievement will increase to a			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>minimum of 67% as reported in OnHand Schools. (Algebra Achievement)</p> <p>In Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year. (Math Growth)</p> <p>By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K-8 as reported in OnHand Schools. (PSSA ELA Achievement)</p> <p>By June 2025</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools. (Literature Achievement)</p> <p>In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
K-12 SEL Professional Development	Teachers, Counselors, Mental Health Support Staff, Social Worker, Administrators	Strategies to deliver the Getting Along Together Curriculum and the WhyTry Curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective classroom strategies, improved student achievement, increased engagement, improved discipline and attendance data	07/01/2022 - 06/30/2025	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
District-wide Professional Development	Teachers, Counselors, Mental Health Support Staff, Social Worker, Administrators	Trauma sensitive practices, behavior strategies and supports, staff self-care, academic best practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective classroom strategies, improved student achievement, increased engagement, improved discipline and attendance data	07/01/2022 - 06/30/2025	Administration
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	
	Teaching Diverse Learners in an Inclusive Setting	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025 PSSA Mathematics achievement will increase to a minimum of 40% for students in grades K-8 as reported in OnHand Schools. (PSSA Math Achievement)	Provide a tiered system of instructional and behavioral supports and interventions http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Provide mental health supports and services to enhance student engagement and effective classroom strategies.	2022-07-01 - 2025-06-30
By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra Achievement)			
In Mathematics/Algebra			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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By June 2025 Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools. (Literature Achievement)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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By June 2025 Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Schools. (Algebra Achievement)</p> <p>In Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year. (Math Growth)</p> <p>By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K-8 as reported in OnHand Schools. (PSSA ELA Achievement)</p> <p>By June 2025 Keystone Literature achievement will increase to a</p>			

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Keystone Algebra I achievement will increase to a minimum of 67% as reported in OnHand Schools. (Algebra Achievement)			
In Mathematics/Algebra the all student group will meet the academic standard demonstrating growth (70) each year. (Math Growth)			
By June 2025 PSSA ELA achievement will increase to a minimum of 65% for students in grades K-8 as reported in OnHand Schools. (PSSA ELA Achievement)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2025 Keystone Literature achievement will increase to a minimum of 61% as reported in OnHand Schools. (Literature Achievement)	In ELA/Literature the all student group will meet the academic standard demonstrating growth (70) each year. (ELA Growth)		

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Mental Health Support Plan Communication	Families, Community Members, School Board and Staff	Overview of services offered to support student needs.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	as needed	Posting on district website Other
Lead Person/Position		
District Administration		

Communication Step	Audience	Topics/Message of Communication
Curriculum Communication	Families, Community Members, School Board and Staff	Getting Along Together and WhyTry Curriculum information
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	annually	Posting on district website Other

Lead Person/Position

Building Administrators

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Meeting with Steering Committee and email communications. Powerpoints and handouts.	Purpose of a Comprehensive Plan Data from state testing and local assessments Personnel Professional Development Induction of new teachers. Resources Available to Faculty, students and parents	Emails, webpage and Comprehensive Plan Brochure	Parents, Teachers, Community	Steering Committee meetings- September thru January Administrative meetings-September thru February 28day review-Jan. 31-Feb. 28th Board Approval- March 10 Implementation =July 1, 2022-June 20, 2025
