

GROVE CITY AREA SD

511 Highland Ave

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Equipping all learners for successful futures.

VISION STATEMENT

Grove City Area School District strives to ensure that all high school graduates are equipped to succeed, at a minimum, in skilled workforce training and college entry programs so that they have viable pathways to support their pursuit of successful futures. Our graduates will have a deep and rich understanding of the subjects they have studied and they will be supported as they develop the following critical learner agency skills: demonstrate a disposition toward lifelong learning, solve a wide range of problems and challenges by creatively applying solutions, synthesize what they have learned and transfer that learning to new situations, analyze new adversities and address them with confidence, communicate effectively, exhibit self-discipline, lead collaboratively, and serve the community - as both an individual and as a contributing member of a team. To be successful and effective, our students will be challenged to set high standards for themselves and to be prepared to work hard to achieve them. They will learn the importance of making sacrifices for the attainment of their long-term goals. The character of each student significantly matters to the future of our communities. They will learn to be inclusive and they will discover the value of being kind to all. Our students will be expected to appropriately process their emotions and behaviors all while thoughtfully working through setbacks with patience, perseverance, and an awareness of others. The Grove City Area School District is committed to providing a comprehensive course of study, along with the systems, resources, relationships and learning environments that will empower every student to achieve this vision. Additionally, our entire educational community will support and strive to continuously apply a growth mindset, promote self-advocacy for all students to achieve these expectations, and foster pathways for relevant personalized learning opportunities that may extend far beyond our established minimum expectations.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We expect our students to arrive each day prepared to be architects and engineers of their own learning. Each student will demonstrate perseverance and grit as they navigate a learning experience starting in kindergarten and extending through their senior year. We expect students to take ownership and collaborate with teachers, administrators, parents and community as they work diligently, with support, to learn and grow as an individual. The ultimate goal is to equip ALL learners for a successful future that has no limits.

STAFF

We expect our staff to arrive each day planned and prepared to provide students with a learning experience that is individualized and designed to meet each students' needs. Staff are expected to encourage students to seize the opportunity to be architects and engineers of their own learning while providing individualized support and guidance for student success.

ADMINISTRATION

It is the expectation of the administrators in the District to lead our buildings, teachers, and students through a supportive and collaborative environment that permits teachers and students to take risks and be an integral part of designing an individualized learning path. The role of a school administrator comes with a great deal of responsibility coupled with a grand opportunity to lead staff and students through a journey of engaging learning.

PARENTS

It is the expectation of the parents to collaborate with the school and support their sons and daughters through the educational program. That support includes encouragement, assurance of attendance and compliance with school district policies and procedures, and collaboration through service in various capacities along the way. This combined effort will set a student up for academic growth and achievement.

COMMUNITY

It is the expectation of the community to collaborate with the school and support our students through the educational program. That support includes encouragement and collaboration through service in various capacities along the way. This combined effort will set up the school system, staff, and students for success.

STEERING COMMITTEE

Name	Position	Building/Group
Vincent Anastasi	Staff Member	High School
Erik Anderson	Parent	High School
Rachel Anderson	Parent	High School
Tracy Barr	Staff Member	Hillview Elementary
Lisa Bauer	Parent	Hillview Elementary
Mario Bernardi	Parent	High School
Pep Bernardi	Parent	High School
Melissa Bestwick	Parent	Hillview Elementary
Jennifer Connelly	Administration	District
Larry Connelly	Administrator	Middle School
Adam Cook	Community Member	YMCA
Miranda Falso	Parent	Hillview Elementary
Amy Foley	Community Member	United Way

Name	Position	Building/Group
Rebecca Graham	Parent	High School
Mellissa Grande	Parent	Hillview Elementary
John Hemmerlin	Parent	High School
Michelle Hemmerlin	Parent	High School
Megan Hogue	Administrator	George Junior Republic
Marisa Jackson	Parent	Middle School
Dwayne Lettie	Staff Member	Middle School
Heather Lords	Parent	Hillview Elementary
Tammi Martin	Administrator	Hillview Elementary
Jennifer Nemet	Administration	High School
Kevin Persch	Administrator	Hillview Elementary
Michael Parulo	Staff Member	Hillview Elementary
Julie Pottinger	Staff Member	Middle School
Brendan Smith	Administrator	High School
Janine Stuart	Staff Member	High School

Name	Position	Building/Group
Patty Wilson	Board Member	District
Joshua Weaver	Administrator	District
Brady Connelly	Student	Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
ELA curricular support systems	English Language Arts
Science curriculum development (K-12) to align with PDE	STEM
Math curricular support systems	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
ELA interventions

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Curricular Supports	The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish K-12 team	2023-07-14 - 2023-07-31	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website, intervention research
Organize and schedule collaborative planning sessions focused on ELA interventions K-12	2023-09-01 - 2024-04-30	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts
Review and reflect on intervention action plans	2024-05-03 - 2024-05-28	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts
Implement scope and sequence plan	2024-08-30 - 2025-05-30	K-12 ELA Team	scope and sequence plan
Midpoint review of intervention plan	2025-01-27 - 2025-01-27	Dr. Joshua J. Weaver - Assistant Superintendent	Intervention Plan

Anticipated Outcome

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Monitoring/Evaluation

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Evidence-based Strategy

Math interventions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Curricular Supports

The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Establish K-12 team

2023-07-14 -
2023-07-31

Dr. Joshua J. Weaver
- Assistant
Superintendent

SAS website, intervention research

Organize and schedule collaborative planning sessions focused on math interventions K-12

2023-09-01 -
2024-04-30

Dr. Joshua J. Weaver
- Assistant
Superintendent

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

Review and reflect on intervention action plans

2024-05-03 -
2024-05-31

Dr. Joshua J. Weaver
- Assistant
Superintendent

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

Implement scope and sequence plan

2024-08-30 -
2025-05-30

Dr. Joshua J. Weaver
- Assistant

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Superintendent	other districts
Midpoint review of intervention plan	2025-01-27 - 2025-01-27	Dr. Joshua J. Weaver - Assistant Superintendent	Intervention plan

Anticipated Outcome

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Monitoring/Evaluation

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Evidence-based Strategy

Science Scope and Sequence Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science Scope and Sequence Development	Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create K-12 team	2023-05-29 - 2023-05-29	Dr. Joshua J. Weaver - Assistant Superintendent	SAS Website
Schedule initial meeting for process review	2023-07-06 - 2023-07-06	Dr. Joshua J. Weaver - Assistant Superintendent	SAS Website
Organize and schedule subsequent work sessions with the team	2023-08-28 - 2024-05-30	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website/researched examples from other districts
Review scope and sequence plan	2024-05-31 - 2024-05-31	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website and proposed scope and sequence plan
Implement scope and sequence plan	2024-08-27 - 2025-05-31	Dr. Joshua J. Weaver - Assistant Superintendent	scope and sequence plan
Review scope and sequence plan	2025-06-02 - 2025-09-08	Dr. Joshua J. Weaver - Assistant Superintendent	SAS website and proposed scope and sequence plan

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Organize and schedule collaborative planning sessions focused on ELA interventions K-12	09/01/2023 - 04/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Review and reflect on intervention action plans	05/03/2024 - 05/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Organize and schedule collaborative planning sessions focused on math interventions K-12	09/01/2023 - 04/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Review and reflect on intervention action plans	05/03/2024 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Schedule initial meeting for process review	07/06/2023 - 07/06/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Organize and schedule subsequent work sessions with the team	08/28/2023 - 05/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Establish K-12 team	07/14/2023 - 07/31/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Organize and schedule collaborative planning sessions focused on ELA interventions K-12	09/01/2023 - 04/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Review and reflect on intervention action plans	05/03/2024 - 05/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Implement scope and sequence plan	08/30/2024 - 05/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Midpoint review of intervention plan	01/27/2025 - 01/27/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Establish K-12 team	07/14/2023 - 07/31/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Organize and schedule collaborative planning sessions focused on math interventions K-12	09/01/2023 - 04/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Review and reflect on intervention action plans	05/03/2024 - 05/31/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Implement scope and sequence plan	08/30/2024 - 05/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Midpoint review of intervention plan	01/27/2025 - 01/27/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Create K-12 team	05/29/2023 - 05/29/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Schedule initial meeting for process review	07/06/2023 - 07/06/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Organize and schedule subsequent work sessions with the team	08/28/2023 - 05/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Review scope and sequence plan	05/31/2024 - 05/31/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Implement scope and sequence plan	08/27/2024 - 05/31/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Review scope and sequence plan	06/02/2025 - 09/08/2025

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student group met or exceeded the 2030 statewide goal in science at the elementary level.

Meeting or exceeding growth measures in ELA and mathematics in grades K-12.

Continued efforts to align professional learning based on identified needs

Community engagement

Access to a wealth of resources - colleges, universities and businesses

Economically disadvantaged students increased performance in math.

Science meets or exceeds interim target.

All student group met or exceeded interim statewide goal in math.

Common assessments clearly identify areas of strength and area of need.

Challenges

Underperforming in Math grades 3-12 of students with disabilities.

Underperforming in ELA grades 3-12 of economically disadvantaged students.

Student-centered support systems

Greater efforts for districtwide collaborative professional development opportunities

Students with disabilities not meeting statewide goal/interim target in math.

Students with disabilities decreased their performance in ELA from previous year.

Through the use of common assessment and Future Ready data, the ELA curriculum supports and supplemental materials are in need of evaluation.

Through the use of common assessment and Future Ready data, the math curriculum, specific to students with disabilities, is in need of evaluation.

Strengths

Common assessments clearly identify area of strength and area of need.

All student group met or exceeded the 2030 statewide goal in science at the elementary level.

Meeting or exceeding the 2030 statewide goal in grades 3-8 on the career standards benchmark.

Common assessments clearly identify area of strength and area of need.

Challenges

Through the use of common assessment and Future Ready data, students with disabilities need additional interventions and support systems put in place.

All student group did not meet the interim target for science at the middle school.

All student group did not meet the standard for demonstrating growth at the middle school.

Through the use of common assessment and Future Ready data, the ELA curriculum supports and supplemental materials are in need of evaluation.

Through the use of common assessment and Future Ready data, students with disabilities need additional interventions and support systems put in place.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Students with disabilities not meeting statewide goal/interim target in math.	Student-centered support systems	
Through the use of common assessment and Future Ready data, the ELA curriculum supports and supplemental materials are in need of evaluation.		
All student group did not meet the interim target for science at the middle school.	Curriculum development	
Underperforming in Math grades 3-12 of students with disabilities.		
Underperforming in ELA grades 3-12 of economically disadvantaged students.	Student-centered support systems	
Student-centered support systems		

ADDENDUM B: ACTION PLAN

Action Plan: ELA interventions

Action Steps	Anticipated Start/Completion Date
Establish K-12 team	07/14/2023 - 07/31/2023

Monitoring/Evaluation	Anticipated Output
Review and reflection sessions, common assessment results, mid-point review and standardized test results	Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed	PD Step	Comm Step
SAS website, intervention research	no	yes

Action Steps**Anticipated Start/Completion Date**

Organize and schedule collaborative planning sessions focused on ELA interventions K-12

09/01/2023 - 04/30/2024

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

yes

yes



Action Steps**Anticipated Start/Completion Date**

Review and reflect on intervention action plans

05/03/2024 - 05/28/2024

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement scope and sequence plan

08/30/2024 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

scope and sequence plan

no

yes



Action Steps

Anticipated Start/Completion Date

Midpoint review of intervention plan

01/27/2025 - 01/27/2025

Monitoring/Evaluation

Anticipated Output

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed

PD Step

Comm Step

Intervention Plan

no

yes

Action Plan: Math interventions

Action Steps**Anticipated Start/Completion Date**

Establish K-12 team

07/14/2023 - 07/31/2023

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, intervention research

no

yes



Action Steps**Anticipated Start/Completion Date**

Organize and schedule collaborative planning sessions focused on math interventions K-12

09/01/2023 - 04/30/2024

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

yes

yes



Action Steps**Anticipated Start/Completion Date**

Review and reflect on intervention action plans

05/03/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement scope and sequence plan

08/30/2024 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS website, various tier 1, tier 2 and tier 3 interventions and research best practices of other districts

no

yes



Action Steps**Anticipated Start/Completion Date**

Midpoint review of intervention plan

01/27/2025 - 01/27/2025

Monitoring/Evaluation**Anticipated Output**

Review and reflection sessions, common assessment results, mid-point review and standardized test results

Increased percentage of students with disabilities scoring proficient or advanced on standardized exams

Material/Resources/Supports Needed**PD Step****Comm Step**

Intervention plan

no

yes

Action Plan: Science Scope and Sequence Development

Action Steps**Anticipated Start/Completion Date**

Create K-12 team

05/29/2023 - 05/29/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

SAS Website

no

yes

Action Steps**Anticipated Start/Completion Date**

Schedule initial meeting for process review

07/06/2023 - 07/06/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

SAS Website

yes

yes

Action Steps	Anticipated Start/Completion Date
Organize and schedule subsequent work sessions with the team	08/28/2023 - 05/30/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
SAS website/researched examples from other districts	yes	yes

Action Steps	Anticipated Start/Completion Date
Review scope and sequence plan	05/31/2024 - 05/31/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
SAS website and proposed scope and sequence plan	no	yes

Action Steps**Anticipated Start/Completion Date**

Implement scope and sequence plan

08/27/2024 - 05/31/2025

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

scope and sequence plan

no

yes

Action Steps**Anticipated Start/Completion Date**

Review scope and sequence plan

06/02/2025 - 09/08/2025

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

SAS website and proposed scope and sequence plan

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Organize and schedule collaborative planning sessions focused on ELA interventions K-12	09/01/2023 - 04/30/2024
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Review and reflect on intervention action plans	05/03/2024 - 05/28/2024
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Organize and schedule collaborative planning sessions focused on math interventions K-12	09/01/2023 - 04/30/2024
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Review and reflect on intervention action plans	05/03/2024 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Schedule initial meeting for process review	07/06/2023 - 07/06/2023
	Science Scope and Sequence Development	Organize and schedule subsequent work sessions with the team	08/28/2023 - 05/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Collaborative meetings sharing best practices around process and content	ELA staff K-12	PA standards, current curricular plans, current locally developed common assessments, standardized test results, research based interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
K-12 Intervention plan	09/01/2023 - 04/30/2024	Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students
4d: Participating in a Professional Community	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Action plan reflection	ELA staff K-12	K-12 intervention plan

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and post survey	05/03/2024 - 05/28/2024	Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
3e: Demonstrating Flexibility and Responsiveness	
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
Collaborative meetings for curricular development	Math Staff K-12	PA standards, current curricular plans, current locally developed common assessments, standardized test results, research based interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
K-12 intervention plan	09/01/2023 - 04/30/2024	Dr. Joshua J. Weaver - Assistant Superintendent and Department Chairs at all levels

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Teaching Diverse Learners in an Inclusive Setting

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

3d: Using Assessment in Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Action plan reflection

Math staff K-12

K-12 intervention plan

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Pre and post survey

05/03/2024 - 05/28/2024

Joshua J. Weaver - Assistant Superintendent and
Department Chairs at all levels

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

Professional Development Step

Audience

Topics of Prof. Dev

Science Scope and Sequence Development

Science teachers in grades K-12.

Science standards and a revision of the scope and sequence from grades K-12 would be included in this process.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Newly revised scope and sequence that is aligned to the updated standards published by PDE.

07/03/2023 - 06/28/2024

Dr. Joshua Weaver - Assistant Superintendent and Science Department Chairs

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

2c: Managing Classroom Procedures

1d: Demonstrating Knowledge of Resources

4c: Communicating with Families

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Establish K-12 team	2023-07-14 - 2023-07-31
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Organize and schedule collaborative planning sessions focused on ELA interventions K-12	2023-09-01 - 2024-04-30
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Review and reflect on intervention action plans	2024-05-03 - 2024-05-28
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Implement scope and sequence plan	2024-08-30 - 2025-05-30
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (ELA Curricular Supports)	ELA interventions	Midpoint review of intervention	2025-01-27 - 2025-01-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Supports)		plan	27
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Establish K-12 team	2023-07-14 - 2023-07-31
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Organize and schedule collaborative planning sessions focused on math interventions K-12	2023-09-01 - 2024-04-30
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Review and reflect on intervention action plans	2024-05-03 - 2024-05-31
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Implement scope and sequence plan	2024-08-30 - 2025-05-30
The percentage of students with disabilities and economically disadvantaged who are testing proficient or advanced on the PSSA or Keystone will increase. (Math Curricular Supports)	Math interventions	Midpoint review of intervention plan	2025-01-27 - 2025-01-27

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Create K-12 team	2023-05-29 - 2023-05-29
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Schedule initial meeting for process review	2023-07-06 - 2023-07-06
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Organize and schedule subsequent work sessions with the team	2023-08-28 - 2024-05-30
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Review scope and sequence plan	2024-05-31 - 2024-05-31
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Implement scope and sequence plan	2024-08-27 - 2025-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop scope and sequence aligned with PDE's updated Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards. (Science Scope and Sequence Development)	Science Scope and Sequence Development	Review scope and sequence plan	2025-06-02 - 2025-09-08

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
ELA curriculum communication	ELA staff K-12	Scope and sequence curricular plan

Anticipated Timeframe	Frequency	Delivery Method
05/29/2023 - 05/31/2024	1 per month	Email Presentation

Lead Person/Position
Dr. Joshua J. Weaver - Assistant Superintendent

Communication Step	Audience	Topics/Message of Communication
Math curriculum communication	Math staff K-12	Math staff K-12

Anticipated Timeframe	Frequency	Delivery Method
07/15/2023 - 01/27/2025	1 per month	Email Presentation

Lead Person/Position
Dr. Joshua J. Weaver - Assistant Superintendent

Communication Step	Audience	Topics/Message of Communication
Science Scope and Sequence communication	Science staff, students, and parents.	Updated standards published by PDE as well as the final scope and sequence that will be implemented in grades K-12.

Anticipated Timeframe	Frequency	Delivery Method
07/03/2023 - 06/28/2024	Quarterly throughout the duration of the project.	Email

Lead Person/Position

Dr. Joshua Weaver - Assistant Superintendent

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review goals for 2022-2023 and staff development.	Math interventions, ELA interventions and Science curriculum development, and review goals for 2023-2024.	Meeting	Comprehensive Planning Committee	September, 2023
Update on the 2022-2023 to 2023-2024 goals and professional development.	Math interventions, ELA interventions, Science curriculum development, and review goals for 2023-2024	Meeting	Comprehensive Planning Committee	June, 2024
Results of the 2023-2024 goals, planned professional development and goals for 2024-2025.	Math interventions, ELA interventions, Science curriculum development, and results of goals for 2023-2024 and review goals for 2024-2025.	Meeting	Comprehensive Planning Committee	September, 2024
Update on the 2023-2024 to 2024-2025 goals and professional development.	Math interventions, ELA interventions, Science curriculum development, and review goals for 2024-2025	Meeting	Comprehensive Planning Committee	June, 2025
Results of the 2024-2025 goals, planned professional development and goals for 2025-2026.	Math interventions, ELA interventions, Science curricular development, results of goals for 2024-2025 and review goals for 2025-2026.	Meeting	Comprehensive Planning Committee	September, 2025
