Profile and Plan Essentials

LEA Type		AUN	
Big Spring School District		115210503	
Address 1			
45 Mount Rock Road			
Address 2			
City	**State**	**Zip Code**	
Newville	Pennsylvania	17241	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Nicholas J. Guarente		nguarente@bigspring.k12.pa.us	
Single Point of Contact Name			
Dr. Nadine E. Sanders			
Single Point of Contact Email			
nsanders@bigspring.k12.pa.us			
Single Point of Contact Phone Number			
717-776-2409			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kenneth Fisher	Board Member	District	kfisher@bigspring.k12.pa.us
Lisa Shade	Board Member	District	lshade@bigspring.k12.pa.us
Nicholas Guarente	Superintendent	District	nguarente@bigspring.k12.pa.us
Nadine Sanders	Assistant Superintendent	District	nsanders@bigspring.k12.pa.us
Nicole Donato	Director of Curriculum	District	ndonato@bigspring.k12.pa.us
Jason Shover	Principal	Big Spring High School	jashover@bigspring.k12.pa.us
Charles Smith	Assistant Principal	Big Spring High School	csmith@bigspring.k12.pa.us
Joseph Sinkovich	Assistant Principal	Big Spring High School	jsinkovich@bigspring.k12.pa.us
Clarissa Nace	Principal	Big Spring Middle School	cnace@bigspring.k12.pa.us
Bradly Fry	Assistant Principal	Big Spring Middle School	bfry@bigspring.k12.pa.us
Karen Ward	Principal	Mount Rock Elementary School	kward@bigspring.k12.pa.us
Stacey Kimble	Principal	Oak Flat Elementary School	skimble@bigspring.k12.pa.us
William Wonders	Principal	Newville Elementary School	wwonders@bigspring.k12.pa.us
Robert Kanc	Community Partner	District Resident	bobkanc@gmail.com
Annette Comp-Patti	Parent	Big Spring Middle School	naturalhair@theannex.biz
Rachel Shambaugh	Parent	Mount Rock School	rbrand07@gmail.com
Abigail Leonard	Administrator	District	ALEONARD@bigspring.k12.pa.us
Jennifer Chamberlin	Administrator	District	jchamberlin@bigspring.k12.pa.us
Scott Penner	Other	Athletic Director	scpenner@bigspring.k12.pa.us
Bill Swanson	Community Member	Ag President of Occupational Advisory Committee (OAC)	bswanson112@gmail.com
Stephanie Devonald	Staff Member	Mount Rock Elementary School	Sdevonald@bigspring.k12.pa.us
Carrie Gutshall	Staff Member	Newville Elementary School	cgutshall@bigspring.k12.pa.us
Mallory Farrands	Staff Member	Oak Flat Elementary School	mfarrands@bigspring.k12.pa.us
Crystal Grossman	Staff Member	Big Spring Middle School	cgrossman@bigspring.k12.pa.us
James Katora	Parent	Big Spring High School	james@katorafarm.com
Clara Ryan	Student	Big Spring High School	cryan27@bigspringsd.org
Michael Ginter	Staff Member	Big Spring High School	mginter@bigspring.k12.pa.us
Ashley Gleeson	Staff Member	Big Spring High School	agleeson@bigspring.k12.pa.us
Zoey Zimmerman	Student	Big Spring High School	zzimmerman26@bigspringsd.org
Angela Barlup	Community Member	Belco Community Credit Union	barlupa@belco.org

LEA Profile

Big Spring School District, 30 miles west of Harrisburg, is located in the scenic community of Newville and nine surrounding townships. Residents enjoy a small-town atmosphere with big town conveniences. The region is rich with historical attractions, higher education institutions, and recreational activities.

Big Spring has a K – 12 enrollment of 2,500 students housed in three elementary, one middle school, and one high school. The focus of the District is on student achievement through the best instructional practices and resources, including state-of-the-art technology. All 213 professional staff, 160 support personnel, and administrators work tirelessly to ensure that every student is life-ready when they graduate from the Big Spring School District.

Mission and Vision

Mission

The Mission of the Big Spring School District is to provide challenging curricular and extracurricular opportunities, within a safe environment, that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with knowledge, skills, and character essential to become a responsible citizen of our community, our nation, and the world.

Vision

Shaping the future, one student at a time.

Educational Values

Students

Students need to be active in their learning experiences to not only fully benefit from the educational program, but also to personalize their experiences for their unique learning goals.

Staff

Staff need to embrace a continuous learning mindset where professional learning and change are not only recognized elements of progress, but imperative fixtures in our profession to meet the changing needs of our students.

Administration

The administration needs to actively engage as the lead learners in an organization that engages regularly with all stakeholders in strategic planning to achieve goals aligned to the Vision and Mission of the school district.

Parents

Effective parent engagement is critical to the success of the students, the school district, and the community. Open lines of communication and active involvement in the educational process provide the greatest positive impact to the total student learning experience.

Community

An informed and active community is vital to the success of the school district. Not only does community voice and involvement help to inform school district goals and planning, but key resources provide tremendous advantage to successfully meeting those goals. A common understanding and vision, achieved through effective communication channels, makes this possible.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Four Year Cohort - BSHS	The all student group met the interim goal/improvement target for the high school graduation rate.
Industry Based Learning - BSHS	The all student group exceeded the State average.
Science / Biology - BSMS	The all student group met the standard for growth.
Regular Attendance - BSMS	The all student group met the regular attendance performance standard.
Career Standards - BSMS	The all student group exceeded the career standards benchmark.
Mathematics / Algebra - MRES	The all student group met the interim goal/improvement target for math.
English Language Arts / Literature - MRES	The all student group met the interim goal/improvement target for ELA.
English Language Arts/Literature - MRES	The all student group exceeded the growth standard.
Mathematics / Algebra - MRES	The all student group met the growth standard.
Regular Attendance - MRES	The all student group met the performance standard for regular attendance.
Career Standards - MRES	The all student group exceeded the career standards benchmark.
Science/Biology - NES	The all student group met the interim goal/improvement target.
Science/Biology - NES	The all student group met the growth standard.
Career Standards - NES	The all student group exceeded the career standards benchmark.
Mathematics / Algebra - OFES	The all student group met the interim goal/improvement target.
Science/Biology - OFES	The all student group met the interim goal/improvement target.
English Language Arts/Literature - OFES	The all student group met the growth standard.
Mathematics / Algebra - OFES	The all student group met the growth standard.
Science/Biology - OFES	The all student group exceeded the growth standard.
Career Standards - OFES	The all student group met the career standards benchmark.

Challenges

Indicator	Comments/Notable Observations
English Language Arts / Literature - BSHS	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Mathematics / Algebra - BSHS	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Science/Biology - BSHS	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Regular Attendance - BSHS	The all student group did not meet the regular attendance standard.
Career Standards - BSHS	The all student group did not meet the career standards.
English Language Arts / Literature - BSMS	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Mathematics / Algebra - BSMS	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Science/Biology - BSMS	The all student group did not meet the interim goal/improvement target.

English Language Arts / Literature - NVES	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
Mathematics / Algebra - NVES	The all student group did not meet the interim goal/improvement target or the academic growth expectation.
English Language Arts / Literature - OFES	The all student group did not meet the interim goal/improvement target.

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

Strengths

Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
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Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Mathematics / Algebra **Grade Level(s) and/or Student Group(s)** MRES - Economically Disadvantage	**Comments/Notable Observations** This group had an increase in performance from the previous year.
Indicator Science/Biology **Grade Level(s) and/or Student Group(s)** MRES - Economically Disadvantage	**Comments/Notable Observations** This group had an increase in performance from the previous year.

Challenges

Indicator English Language Arts / Literature Mathematics/Algebra Science/Biology	**Comments/Notable Observations** The students did not meet the proficiency standard or the growth standard and demonstrated a decrease from the previous school year.

Grade Level(s) and/or Student Group(s) All Buildings - Students with Disabilities and Economically Disadvantage	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Elementary Math - We are seeing progress toward growth and achievement.
Industry-Based Learning - The all student group exceeded the State average.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

BSHS / BSMS Literature: The all student group did not meet the achievement and growth standards.
BSHS / BSMS - Algebra: The all student group did not meet the achievement and growth standards.
BSHS - Biology: The all student group did not meet the achievement and growth standards.
BSHS - Attendance: The all student group did not meet the regular attendance.
All Buildings: Focus on economically disadvantage and students with disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tool (CDT) Literature - High School	CDTs are content-specific benchmark assessments provided by PDE and aligned to Keystone course content. Performance on the Literature CDT was poor. Students showed minimal growth.
360 Common Lit Benchmark	This data is used as another data point to assess student growth.
iReady Grades 1-8	iReady is used as a diagnostic and a benchmark. In reading second grade had high growth and achievement last year. In grades 1-8, Tier 1 grew from 31% to 54%.
aimswebPlus Grades K-5	aimswebPlus is used as a screening tool to look at progress monitoring and measure growth

English Language Arts Summary

Strengths

In grades K-2 the use of Fundations and decodable texts have supported students in early literacy. In grades 3-8, curriculum revisions and focusing on instruction, along with ensuring we are teaching grade-level standards, has positivity impacted student growth and achievement.

Challenges

Students continue to struggle with information texts.
A challenge has been to ensure we are utilizing research based materials and instructional practices that positively impact student learning.

Mathematics

Data	Comments/Notable Observations
I-Ready Math Assessment Grades 1-8	Tier 1 went from 16% in the Fall to 57% in the Spring. All grade levels had high growth from Fall to Spring.
Algebra 1 CDT-Middle School	All students passed the Keystone Algebra I exam.
Algebra 1 CDT- High School	We are not seeing significant growth toward achievement.
aimswebPlus early numeracy in Kindergarten	This assessment is used in K since iReady is not utilized until grade 1. Kindergarten went from 49% in Tier I to 80% in the Spring..

Mathematics Summary

Strengths

An improved curriculum process, resulting in a better-aligned curriculum for mathematics courses with an improved focus on standards and skills.
The use of iReady pathways to help close skill gaps at the elementary.

Challenges

Analysis of CDTs, using the instructional grouping report, will provide teachers the ability to focus on skills necessary to support growth and achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDT- High School	This state aligned assessment will assist with the transition to the new STEELS.
Science CDT - Middle School	This state aligned assessment will assist with the transition to the new STEELS standards.

Science, Technology, and Engineering Education Summary

Strengths

PSSA in grade 4 and 8 were above the state average.

Challenges

A challenge will be on identifying how the technology and engineering standards will be taught to all students at the middle school.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Big Spring High School had 92.3% of its students meet the Career Standards Benchmark. This is above the Statewide Average of 89.6%. The District did not meet the Statewide Performance Standard of 98%.	Portfolios of career artifacts for students at designated grade levels are maintained by the District. The District has developed a Profile of a Graduate in order to align curriculum and instruction to the outcome of producing career-ready students. The District remains above the State average in this area.
The District has a 4-year Graduation Cohort of 89.4%. This is above the Statewide average of 87%.	This will be an area of focus for this plan.
The 5-Year Cohort Graduation percentage was 93.8%.	The District has exceeded the Statewide 5-Year Average of 89.7%.
Per the Future Ready Index, 89.5% of students completed a work-based learning experience.	
Big Spring Middle School had 98.6% of its students meet the Career Standards Benchmark. This is above the Statewide Average of 89.6%. The District exceeded the Statewide Performance Standard of 98%.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
On the NOTCI exam, 16.3% of BSHS students performed at the Competent or Advanced level.	This test is used to determine the skills and knowledge of students in specific CTE courses of study.
Per the Future Ready Index, Big Spring High School scored at 90.7% in Industry-Based Learning.	The District exceeded the Statewide average of 32.8%
Per the Future Ready Index, 12.8% of students performed at the Advanced level on the Industry-based Competency Assessment.	This was above the Statewide average of 5.5%.
Per the Future Ready Index, 26.7% of students earned Industry-Recognized Credentials.	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Delaware Valley University

Agreement Type

Program/Course Area

Introduction to Agribusiness, Animal Science, Food Science and Safety, and Plant and Greenhouse Science

Uploaded Files

Big Spring School District   DelVal Articulation Agreement (1).pdf

Big Spring Addendum Delaware Valley and BSHS completed 05 04 2023.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The CTE programs appear to be aligned to the expectations and standards of the various industries as assessed on the NOTCI.
BSHS CTE students' level of engagement in their programs is high as indicated by their success on the NOTCI exams.

Challenges

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

Increasing the number of students attending the CTE program, by identifying students who have not solidified a career or post-secondary plan and facilitating their exploration of possible path in CTE areas would help us to achieve our Mission and Vision.
Implementation of the Strategic Planning goal of increasing student engagement to include additional career experiences and connection to school activities could improve these areas.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
progress monitoring data indicates lack of significant growth	Students are not making at least a years worth of growth.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
progress monitoring data indicates lack of significant growth	Students are not making at least a years worth of growth.

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Title I reading is providing focused interventions and students are showing growth.
Professional development on evidence-based strategies, including structured literacy
Providing evidence based instructional resources to support learning in literacy and math

Challenges

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

Aligning curriculum, instruction and assessment for all students.
Student needs driving programs and supports.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan details how the District provides access and supports for students with disabilities.
Title 1 Program	Early literacy is foundational to student success. Our Title program has shown strong outcomes in supporting students with their literacy skills
Student Services	Student well-being is a key area within our District's Strategic Plan. Student Services are an integral part of the District's ability to support our students
K-12 Guidance Plan (339 Plan)	School counselors also play a key role in supporting our District's goals of student engagement and well-being. Student mental health supports, career exploration, and post-secondary are included in the plan.
Technology Program	The Technology Plan provides students with safe access to tools needed to engage in their learning.
English Language Development Programs	We experienced a relative increase in our ELL population this past school year. This trend is continuing this school year.

Strengths

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

The District is progressive when planning for the safe utilization of technology as a resource for learning.
The Title I programming is utilized to support an effective Multi-Tiered System of Support for early literacy skills development.

Challenges

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

The District is focusing on students with disabilities to make growth.
The District is intentionally focusing efforts on re-engaging students that may have disengaged.
Technology is consistently changing.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The staffing of vacancies is challenging for our district. We need to continue our focus on retention efforts.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength
Elementary Math - We are seeing progress toward growth and achievement.
Industry-Based Learning - The all-student group exceeded the State average.
In grades K-2 the use of Fundations and decodable texts have supported students in early literacy. In grades 3-8, curriculum revisions and focusing on instruction, along with ensuring we are teaching grade-level standards, has positivity impacted student growth and achievement.
The CTE programs appear to be aligned to the expectations and standards of the various industries as assessed on the NOTCI.
BSHS CTE students' level of engagement in their programs is high as indicated by their success on the NOTCI exams.
An improved curriculum process, resulting in a better-aligned curriculum for mathematics courses with an improved focus on standards and skills.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
The Title I programming is utilized to support an effective Multi-Tiered System of Support for early literacy skills development.
The use of iReady pathways to help close skill gaps at the elementary.
Title I reading is providing focused interventions and students are showing growth.
Professional development on evidence-based strategies, including structured literacy
Providing evidence based instructional resources to support learning in literacy and math
The District is progressive when planning for the safe utilization of technology as a resource for learning.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
PSSA in grade 4 and 8 were above the state average.

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength
BSHS / BSMS Literature: The all-student group did not meet the achievement and growth standards.
BSHS / BSMS - Algebra: The all-student group did not meet the achievement and growth standards.
BSHS - Biology: The all-student group did not meet the achievement and growth standards.
BSHS - Attendance: The all-student group did not meet the regular attendance.

All Buildings: Focus on economically disadvantage and students with disabilities.
The staffing of vacancies is challenging for our district. We need to continue our focus on retention efforts.
Increasing the number of students attending the CTE program, by identifying students who have not solidified a career or post-secondary plan and facilitating their exploration of possible path in CTE areas would help us to achieve our Mission and Vision.
Implementation of the Strategic Planning goal of increasing student engagement to include additional career experiences and connection to school activities could improve these areas.
A challenge will be on identifying how the technology and engineering standards will be taught to all students at the middle school.
The District is focusing on students with disabilities to make growth.
The District is intentionally focusing efforts on re-engaging students that may have disengaged.
Students continue to struggle with information texts.
A challenge has been to ensure we are utilizing research-based materials and instructional practices that positively impact student learning.
Analysis of CDTs, using the instructional grouping report, will provide teachers the ability to focus on skills necessary to support growth and achievement.
Aligning curriculum, instruction and assessment for all students.
Student needs driving programs and supports.
Technology is consistently changing.

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We need all students to show academic growth and engage in relevant learning activities.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
BSHS - Attendance: The all-student group did not meet the regular attendance.		True
All Buildings: Focus on economically disadvantage and students with disabilities.		True
Student needs driving programs and supports.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The use of iReady pathways to help close skill gaps at the elementary.	
Providing evidence based instructional resources to support learning in literacy and math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Student Attendance Improvement Plan (SAIP) will be used to determine root causes and actionable steps to improve attendance.
	We will analyze subgroup data and create actionable steps to address needs.
	Student data will be utilized to determine programs and supports.

Goal Setting

Priority: The Student Attendance Improvement Plan (SAIP) will be used to determine root causes and actionable steps to improve attendance.

Outcome Category
Wellness

Measurable Goal Statement (Smart Goal)
Students have access and contribute to an environment where they belong, feel safe, valued, supported, and included as measured by the YouthTruth survey.

Measurable Goal Nickname (35 Character Max)
Wellness

Target Year 1	Target Year 2	Target Year 3
Students will move toward strongly agree on the following categories as measure by the YouthTruth survey: engagement, academic challenge, culture, belonging and peer collaboration, relationships, college and career readiness, obstacles to learning and student motivation.	Students will move toward strongly agree on the following categories as measure by the YouthTruth survey: engagement, academic challenge, culture, belonging and peer collaboration, relationships, college and career readiness, obstacles to learning and student motivation.	Students have access and contribute to an environment where they belong, feel safe, valued, supported, and included as measured by the YouthTruth survey.

Priority: Student data will be utilized to determine programs and supports.

Outcome Category
Other

Measurable Goal Statement (Smart Goal)
Students will actively participate in authentic learning experiences and extracurricular experiences which contribute to their development of Profile of a Graduate skills.

Measurable Goal Nickname (35 Character Max)
Engagement

Target Year 1	Target Year 2	Target Year 3
Students will move toward strongly agree on the following categories as measure by the YouthTruth survey: engagement, academic challenge, culture, belonging and peer collaboration, relationships, college and career readiness, obstacles to learning and student motivation.	Students will move toward strongly agree on the following categories as measure by the YouthTruth survey: engagement, academic challenge, culture, belonging and peer collaboration, relationships, college and career readiness, obstacles to learning and student motivation.	Students will actively participate in authentic learning experiences and extracurricular experiences which contribute to their development of Profile of a Graduate skills.

Priority: We will analyze subgroup data and create actionable steps to address needs.

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

Measurable Goal Statement (Smart Goal)		
All students will grow as measured by local benchmarks.		
Measurable Goal Nickname (35 Character Max)		
Academic Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
At least 70% of students will grow as measured by local benchmarks.	At least 80% of students will grow as measured by local benchmarks.	All students will grow as measured by local benchmarks.

Action Plan

Measurable Goals

Wellness	Engagement
Academic Growth	

Action Plan For: Multi-Tiered Systems of Support

Measurable Goals:
• Students have access and contribute to an environment where they belong, feel safe, valued, supported, and included as measured by the YouthTruth survey.   • Students will actively participate in authentic learning experiences and extracurricular experiences which contribute to their development of Profile of a Graduate skills.   • All students will grow as measured by local benchmarks.

Action Step		Anticipated Start/Completion Date	
Utilize the MTSS system framework to determine needs.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Develop Teams Professional Development Title IIA Funding Partnership with Capital Area Intermediate Unit 15 for Training and Consultation	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MTSS System in Place	MTSS Rubric Assessments (beginning and end of year)

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered Systems of Support	Utilize the MTSS system framework to determine needs.

Multi-Tiered Systems of Support

Action Step		
• Utilize the MTSS system framework to determine needs.		
Audience		
All staff		
Topics to be Included		
Tier I Core Instruction Shared Responsibility Universal Screening Data-Based Decision Making Multi-Tiered Interventions Parent/Family Engagement Central Administration Support Professional Development		
Evidence of Learning		
Youth Truth Survey Benchmark Data MTSS Rubric		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-05-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At a minimum monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Learning walk	At a minimum monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Workshop(s)	In-Service Days Early Release Days
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 3d: Using Assessment in Instruction • 4e: Growing and Developing Professionally • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered Systems of Support	Utilize the MTSS system framework to determine needs.

Stakeholder Newsletter

Action Step
• Utilize the MTSS system framework to determine needs.

Audience
Stakeholders

Topics to be Included
The committee has asked for better communication surrounding our goals and assessment tools to measure our goals. • How we are supporting all students? • Ensure curriculum has authentic learning tasks. How do we know students are experiencing authentic learning tasks? • Explain what the Youth Truth Survey is, why we give it, and how we use the results. Record a video explaining the Youth Truth Survey • Communicate/share results with families including posting on the website. Blackboard calls to alert families when an important email was sent. • Use the Back-to-School Portal to get consent for surveys for the year.

Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Newsletter	Bi-Weekly Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date