Commodore Perry SD
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
K-12 School District		104431304
Address 1		
3002 Perry Highway		
Address 2		
City	**State**	**Zip Code**
Hadley	PA	16130
Chief School Administrator		**Chief School Administrator Email**
Kenneth Jewell		kjewell@cppanthers.org
Single Point of Contact Name		
Kenneth Jewell		
Single Point of Contact Email		
kjewell@cppanthers.org		
Single Point of Contact Phone Number		
724-253-3255		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kenneth Jewell	Administrator	Commodore Perry School District	kjewell@cppanthers.org
Stephanie Clawges	Administrator	Commodore Perry School Distric	sclawges@cppanthers.org
Michael Wright	Administrator	Commodore Perry School District	mwright@cppanthers.org
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Kayla Post	Parent	Commodore Perry School District	kapost44@yahoo.com
David Snyder	Staff Member	Commodore Perry School District	dsnyder@cppanthers.org
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Bella Snyder	Student	Commodore Perry High School	bsnyder@cppanthers.org
James DeSantis	Administrator	Commodore Perry School District	jdesantis@cppanthers.org

LEA Profile

The Commodore Perry School District is a small, rural district that serves six communities including Sheakleyville Borough, Perry Township, Otter Creek Township, Salem Township, Sandy Creek Township, and Deer Creek Township, covering more than 74 square miles. It is located in northern Mercer County, and the population is approximately 4,200 people. All students receive a free lunch under the CEP. Several large and small manufacturers are located in the district. Local resources include a Goddard State Park, multiple state game hunting areas, a winery, and two camping facilities. Organizational resources include a small but cohesive team of administrators and a dedicated staff.

The elementary and high schools are located in the same building with separate entrances and wings. The high school educates approximately 197 students, and the elementary school educates approximately 217 students. There are approximately 62 total staff members including professional and support staff. Academic programming includes a career and technical track, college prep, honors courses, and College in the High School courses through The University of Pittsburgh, Thiel College, and St. Francis University. Commodore Perry is a participating school district in the Mercer County Career Center which provides CTE programming for students selecting the CTE program pathway. Opportunities for STEM education and a variety of academic, athletic, and extra-curricular activities are offered. The building is open for walking, weight room use, and community organization use. The school is seen as the hub of the community.

The Commodore Perry School District is within 35 miles of the following institutions of higher education: Thiel College, Penn State University- Shenango Campus, Slippery Rock University, Grove City College, Westminster College, and Butler County Community College.

Of significance to safety, there are no law enforcement agencies within the district boundaries. The Pennsylvania State Police barracks is approximately 15 miles away. The CPSD maintains its own police department.

Mission and Vision

Mission

The mission of the Commodore Perry School District, a community school, is to provide an individualized education that is inspiring, engaging, and relevant to the unique needs of each student.

Vision

The vision of the Commodore Perry School District is to prepare students for success by developing the ability to think critically, act empathetically, and communicate effectively.

Educational Values

Students

Students will: Respect educators and peers while holding themselves accountable. Show kindness and cooperation that encourages an effective learning environment. Strive to develop valuable relationships among educators and students. Hold themselves and others to the highest standards to achieve academic excellence.

Staff

Staff will: Challenge themselves to achieve at their highest level possible. Model compassion and tolerance for all students and staff. Encourage and support positive relationships based on communication that respects all key stakeholders. Inspire self-respect in students by holding them accountable for their own learning. Mold students to be responsible, dependable, service-oriented individuals.

Administration

Administrators will: Support students and staff through the modeling of accountability for words and actions. Support and encourage healthy relationships based on integrity, respect, and compassion. Support the growth of students and staff through the encouragement of innovative thinking and learning. Foster constructive and effective communication.

Parents

Parents will: Enable and encourage their children and classmates to set goals, aim high, so as to make an impact in the world around them, know that they can be difference-makers in the future of their community and country, and give them praise for their success. Facilitate their child(ren)'s academic success by engaging in school functions that help build a healthy, strong network of relationships with their children, educators, and administrators. Support accountability of parents, students, staff, and community in building a respectful learning environment to achieve optimal success in producing productive citizens. Encourage healthy relationships in the school community by demonstrating respect for all teachers and students.

Community

The Community will: Build relationships by modeling service to support the Commodore Perry School District. Support the Commodore Perry School District through acts of kindness and encouragement.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
JSHS Percent Proficient/Advanced in English Language Arts/Literature improved and above the state average.	
CPES and JSHS Academic Growth Expectations in English Language Arts/Literature and mathematics/algebra were met or exceeded	Academic growth continues to meet or exceed the standard demonstrating growth.
CPES Academic Growth Expectations and proficiency in science met the 2023 Statewide Goal	
Regular attendance for both JSHS and CPES was above the state average.	

Challenges

Indicator	Comments/Notable Observations
JSHS did not meet the interim goal/improvement target in ELA and mathematics/algebra 1	JSHS did exceed the statewide average for proficient/advanced in ELA
JSHS Academic Growth Expectations in science were not met.	
All students did not meet the interim goal/improvement target in 7th and 8th grades	

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

Strengths

Indicator 2023 cohorts in grades 4, 7, 8 demonstrated improvement in their performance in ELA **Grade Level(s) and/or Student Group(s)** Grades 4, 7, 8	**Comments/Notable Observations** compared to 2022
Indicator The economically disadvantaged group showed an increase in science proficiency. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged grade 4, 8	**Comments/Notable Observations**
Indicator The All Student Group improved in proficiency in mathematics **Grade Level(s) and/or Student Group(s)** CPES all student group met or exceeded the growth standard in ELA and Math	**Comments/Notable Observations**

Challenges

Indicator	**Comments/Notable Observations**

The All Student group did not meet the standard demonstrating proficiency in ELA **Grade Level(s) and/or Student Group(s)** JSHS	
Indicator The All Student group did not meet the standard demonstrating proficiency in ELA and mathematics **Grade Level(s) and/or Student Group(s)** Grades 3-6	**Comments/Notable Observations**
Indicator All Student Group did not meet the proficiency standard in mathematics **Grade Level(s) and/or Student Group(s)** 7-11	**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.

JSHS Percent Proficient/Advanced in English Language Arts/Literature improved and above the state average.
The economically disadvantaged group showed an increase in science proficiency.
CPES and JSHS Academic Growth Expectations in English Language Arts/Literature and mathematics/algebra were met or exceeded

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.

JSHS did not meet the interim goal/improvement target in ELA and mathematics/algebra 1
CPES All Student Group did not meet the goal/improvement target in ELA and mathematics

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Measures of Academic Progress ELA Grade 1 - 177.4; Norm - 171.4 Grade2 - 191.2; Norm - 185.6 Grade 4 - 210.5; Norm - 204.8 Grade 5 - 216.2; Norm - 211	Grades 1, 2, 4, 5 scored above the national norm on ELA MAP test
2020-2021 PSSAs ELA JSHS 57.6% proficient or advanced 63.0% Elementary proficient or advanced 67.7% of 4th graders scored proficient or advanced. 63% of 8th-grade students scored proficient or advanced. Spring 2021 Literature Keystone 57.1% of students scored proficient.	Students scored above the statewide average in ELA in the JSHS and in the elementary school

English Language Arts Summary

Strengths

Students are divided into small groups to address specific needs identified through data in K-6.
A spiral review of mathematics is part of math instruction at every grade level K-6.
Tiered interventions have been implemented with supplemental instruction provided in math and ELA in grades 1-6. Flexible instructional groups are determined by formative and summative assessments.
Grades 1, 2, 4, and 5 scored above the national norm on ELA MAP test

Challenges

There is a lack of time to analyze and use the standard strand data scores for the overall grade and individual students. This prohibits teachers from tailoring instruction to meet student needs and doesn't allow teachers to analyze curriculum gaps.
Interventions recently put in place have not had time to achieve expected results
N/A
N/A

Mathematics

Data	Comments/Notable Observations
MAP test: Students in grades 4-6 demonstrated a 12% to 22% improvement in achievement between the fall and spring assessments.	While students demonstrate growth, achievement lags behind growth.
2020-2021 PSSA tests JSHS- 24.5% proficient or advanced Elementary 33.1% proficient or advanced 8th-grade PSSA scores showed only 28% were proficient or advanced Spring 2021 Algebra Keystone 35% of students scored proficient.	Students scored below the statewide average of 37.3% in the JHSH and elementary schools.
Math MAP test Grade 3 - 193.7; Norm - 201.1 Grade 6 - 215.5; Norm - 222.9	Grades 3 and 6 scored below the national norm

Mathematics Summary

Strengths

There is a common math program used for grades K-8 that provides consistency in focus.
The use of online software programs allows teachers to both identify and target specific standards that surface as gaps in student learning.
Teachers have been able to flexibly group students according to need by using both online and in-person assessments.
N/A

Challenges

Struggling readers find it difficult to complete math word problems.
Implementation of a traditional Algebra 1, Geometry, Algebra 2 progression is currently underway to replace an integrated approach. The results of the new approach are not known at this time.
Numbers and operations is a continued weakness for students in all grades .
Grades 3 and 6 scored below the national norm on the Math MAP test

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
On 2020/21 PSSA tests CPES scored 91.7% proficient or advanced JSHS scored 57.1% proficient or advanced	Student groups in CPES scored above the state average in science. Student groups in JSHS scored 1% below the state average in science.

Science, Technology, and Engineering Education Summary

Strengths

The elementary school students scored 91.7% proficient or advanced in science.
Using standards and anchors in curriculum development was valuable for focusing instruction.
Using hands-on laboratory activities has increased learning through real-life examples.
N/A

Challenges

The JSHS students scored 57.1% proficient or advanced in science which is below the state average of 58.9%
There is a need for time and professional development to develop the curriculum and resources for the STEELS standards
The Keystones and PSSA test general Science and Biology and not specific Environmental/Ecology topics making it difficult to zero in on weaknesses in that subject.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index 2022-2023 JSHS 100% of students met benchmark CPES 100% of students met the benchmark	Career Standards Benchmark All Student Group Meets Performance Standard in the elementary school.
Chapter 339 plan portfolios grades K-12	Portfolios include evidence of meeting standards benchmarks.
All Student Groups exceeded the statewide average and performance standard in career readiness.	100% of students demonstrated meaningful engagement in career exploration Statewide average - 89.6% Statewide performance standard - 98%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

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

True 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.

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 new resources being used in the music and language classrooms have been very beneficial. Student engagement and participation have increased.
Having students rate their own work and view the teacher ratings helps to hold them accountable for the criteria that they were supposed to try and achieve vs the teacher ratings.
Allowing students to learn new techniques from other students by looking at their work during regularly scheduled class critiques, drives them to try harder for the next critique. Critiques also give students the opportunity to use vocabulary and talk about processes and design concepts that were taught.
Tiered interventions in mathematics and ELA at the elementary level have assisted students in meeting the learning objectives.

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.

Continued revisions of curriculum will require additional time and resources.
We must continue to maintain 100% engagement to meet and/or exceed the statewide performance standard.
Determining the most effective resources to improve student achievement continues to be a challenge.

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
On the math 2022-2023 PSSA CPES 23.5% of Students with Disabilities scored proficient or advanced.	Performance of this group appears to be less than in the previous year because there were less students in the subgroup.
On the ELA 2022-2023 PSSA CPES 35.3% of Students with Disabilities scored proficient or advanced.	The decrease in proficiency compared to the previous year is statistically insignificant due to the small number of students in the subgroup.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
On the 2022-2023 PSSA ELA CPES 53.5% of students considered economically disadvantaged scored proficient or advanced. On the 2022-2023 PSSA ELA JSHS 50% of students considered economically disadvantaged scored proficient or advanced.	Percentage of students proficient/advanced improved from prior year
On the 2022-2023 PSSA math CPES economically disadvantaged group exceeded the growth standard.	Performance is an improvement from 2021-2022
On the 2022-2023 assessments the JSHS students considered economically disadvantaged met the growth target in ELA	Growth continues to improve.
On the 2022-2023 PSSA/Keystone math JSHS 9.3% of students considered economically disadvantaged scored proficient or advanced.	Student group meet the growth expectation.

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.

Economically Disadvantaged Student group met the growth expectation in ELA
Economically Disadvantaged Student group met the growth expectation in 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.

Math proficiency is an issue at all levels for all groups in both the elementary and JSHS levels.
ELA proficiency is an issue at all levels for all groups in both the elementary and JSHS levels.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district continues to focus on the proficiency and academic growth of special education students.
Title 1 Program	Continuing to use Title I funding is important to support students' needs in the elementary school for both ELA and math.
Student Services	Developing resources to meet the social-emotional needs of the students is a challenge both from a personnel and funding standpoint.
K-12 Guidance Plan (339 Plan)	The CP guidance plan has been updated and is helpful in meeting the career standards benchmarks.
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

The CP guidance plan has been updated and is helpful in meeting the career standards benchmarks.
Continuing to use Title I funding is important to support students' needs in the elementary school for both ELA 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.

Developing resources to meet the social-emotional needs of the students is a challenge both from a personnel and funding standpoint.
Continued tiered interventions are a staffing and resources challenge.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	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	Operational

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.

The alignment of financial resources from local, state, and federal programs, including grant opportunities with District vision and goals has been critical to its success in accomplishing them.

The District uses staff and community partners to coordinate and monitor supports aligned with students' and families' needs.
There is and has been a strong focus on meeting individual student needs.
Family engagement has been a focus of the district.
There is a focus on the empowering of teachers and staff to create and provide avenues to best meet the needs of students.

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.

Developing additional avenues of communication between stakeholders on a consistent basis is important to accomplish the vision and goals of the District.
There is a need for continued work in the area of positive school culture/environment.
There is a need for continued work in the area of rigorous expectations for students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
JSHS Percent Proficient/Advanced in English Language Arts/Literature improved and above the state average.	True
The economically disadvantaged group showed an increase in science proficiency.	False
CPES and JSHS Academic Growth Expectations in English Language Arts/Literature and mathematics/algebra were met or exceeded	False
Students are divided into small groups to address specific needs identified through data in K-6.	False
A spiral review of mathematics is part of math instruction at every grade level K-6.	True
Tiered interventions have been implemented with supplemental instruction provided in math and ELA in grades 1-6. Flexible instructional groups are determined by formative and summative assessments.	True
Grades 1, 2, 4, and 5 scored above the national norm on ELA MAP test	True
The elementary school students scored 91.7% proficient or advanced in science.	False
Using standards and anchors in curriculum development was valuable for focusing instruction.	False
Using hands-on laboratory activities has increased learning through real-life examples.	True
There is a common math program used for grades K-8 that provides consistency in focus.	True
N/A	False
N/A	False
The CP guidance plan has been updated and is helpful in meeting the career standards benchmarks.	False
The use of online software programs allows teachers to both identify and target specific standards that surface as gaps in student learning.	True
Teachers have been able to flexibly group students according to need by using both online and in-person assessments.	True
The new resources being used in the music and language classrooms have been very beneficial. Student engagement and participation have increased.	False
Having students rate their own work and view the teacher ratings helps to hold them accountable for the criteria that they were supposed to try and achieve vs the teacher ratings.	False
The alignment of financial resources from local, state, and federal programs, including grant opportunities with District vision and goals has been critical to its success in accomplishing them.	True
The District uses staff and community partners to coordinate and monitor supports aligned with students' and families' needs.	True
Economically Disadvantaged Student group met the growth expectation in ELA	False
There is and has been a strong focus on meeting individual student needs.	True
Family engagement has been a focus of the district.	False

Tiered interventions in mathematics and ELA at the elementary level have assisted students in meeting the learning objectives.	True
Economically Disadvantaged Student group met the growth expectation in math.	False
There is a focus on the empowering of teachers and staff to create and provide avenues to best meet the needs of students.	False
Continuing to use Title I funding is important to support students' needs in the elementary school for both ELA and math.	False
Allowing students to learn new techniques from other students by looking at their work during regularly scheduled class critiques, drives them to try harder for the next critique. Critiques also give students the opportunity to use vocabulary and talk about processes and design concepts that were taught.	False

Challenges

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

Strength	Check for Consideration in Plan
JSHS did not meet the interim goal/improvement target in ELA and mathematics/algebra 1	True
CPES All Student Group did not meet the goal/improvement target in ELA and mathematics	True
There is a lack of time to analyze and use the standard strand data scores for the overall grade and individual students. This prohibits teachers from tailoring instruction to meet student needs and doesn't allow teachers to analyze curriculum gaps.	False
Interventions recently put in place have not had time to achieve expected results	True
N/A	False
N/A	False
Continued revisions of curriculum will require additional time and resources.	False
Struggling readers find it difficult to complete math word problems.	False
Implementation of a traditional Algebra 1, Geometry, Algebra 2 progression is currently underway to replace an integrated approach. The results of the new approach are not known at this time.	True
Numbers and operations is a continued weakness for students in all grades .	True
Grades 3 and 6 scored below the national norm on the Math MAP test	True
Continued tiered interventions are a staffing and resources challenge.	False
The JSHS students scored 57.1% proficient or advanced in science which is below the state average of 58.9%	True
Developing additional avenues of communication between stakeholders on a consistent basis is important to accomplish the vision and goals of the District.	False
There is a need for time and professional development to develop the curriculum and resources for the STEELS standards	True
The Keystones and PSSA test general Science and Biology and not specific Environmental/Ecology topics making it difficult to zero in on weaknesses in that subject.	False
Determining the most effective resources to improve student achievement continues to be a challenge.	False
Math proficiency is an issue at all levels for all groups in both the elementary and JSHS levels.	True
There is a need for continued work in the area of positive school culture/environment.	True

There is a need for continued work in the area of rigorous expectations for students.	False
We must continue to maintain 100% engagement to meet and/or exceed the statewide performance standard.	False
ELA proficiency is an issue at all levels for all groups in both the elementary and JSHS levels.	False
Developing resources to meet the social-emotional needs of the students is a challenge both from a personnel and funding standpoint.	False

Most Notable Observations/Patterns

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

COVID 19 has had an impact on students and staff and it is imperative that we work to overcome and fill any gaps created by the disruption to learning.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
JSHS did not meet the interim goal/improvement target in ELA and mathematics/algebra 1		False
CPES All Student Group did not meet the goal/improvement target in ELA and mathematics		False
Implementation of a traditional Algebra 1, Geometry, Algebra 2 progression is currently underway to replace an integrated approach. The results of the new approach are not known at this time.	Implementation of the program is ongoing with Algebra 1 and Geometry in place in SY 2023-2024.	True
Numbers and operations is a continued weakness for students in all grades.		False
Grades 3 and 6 scored below the national norm on the Math MAP test		False
There is a need for continued work in the area of positive school culture/environment.		False
Interventions recently put in place have not had time to achieve expected results	Focused academic interventions with flexible grouping are being implemented effectively.	True
Math proficiency is an issue at all levels for all groups in both the elementary and JSHS levels.	A new math series is being investigated and will be purchased.	True
The JSHS students scored 57.1% proficient or advanced in science which is below the state average of 58.9%	There is a need to develop the curriculum and resources for the STEELS standards	False
There is a need for time and professional development to develop the curriculum and resources for the STEELS standards	There is a need to develop the curriculum and resources for the STEELS standards	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
A spiral review of mathematics is part of math instruction at every grade level K-6.	Using online resources will assist in identifying gaps in students' learning in ELA, math, and science.
Tiered interventions have been implemented with supplemental instruction provided in math and ELA in grades 1-6. Flexible instructional groups are determined by formative and summative assessments.	Once gaps in ELA learning are identified, the use of interventions will assist in targeting the skills needed to improve reading proficiency.
The alignment of financial resources from local, state, and federal programs, including grant opportunities with District vision and goals has been critical to its success in accomplishing them.	Using grants and other funding by adding/maintaining personnel, purchasing online and classroom resources, new learning spaces, etc. will assist in providing for student needs in closing gaps in their learning.
The District uses staff and community partners to coordinate and monitor supports aligned with students' and families' needs.	The District has worked with community organizations, i.e. churches and the food pantry in addition to a very supportive staff to provide families with resources for specific needs.
Grades 1, 2, 4, and 5 scored above the national norm on ELA MAP test	Continuing to use MAP data to focus on students' strengths and weaknesses will provide the information necessary to target instruction and keep ELA

	scores high.
There is and has been a strong focus on meeting individual student needs.	ELA and math teachers have been focusing on addressing the needs of individual students by using data available through MAP assessments, online assessments, and/or teacher-made assessments.
Using hands-on laboratory activities has increased learning through real-life examples.	Connecting real-world examples with activities that expand learning is critical to increase understanding.
JSHS Percent Proficient/Advanced in English Language Arts/Literature improved and above the state average.	Ensuring the curriculum is aligned in ELA K-12 will continue the foundation that is being built in the primary grade.
There is a common math program used for grades K-8 that provides consistency in focus.	Aligning the math curriculum with the common math program will assist in providing consistent instruction.
The use of online software programs allows teachers to both identify and target specific standards that surface as gaps in student learning.	Using online resources will assist in identifying gaps in students' learning in ELA, math, and science.
Teachers have been able to flexibly group students according to need by using both online and in-person assessments.	When teachers use online programs that adapt to the needs of individual students in addition to other purchased or teacher-made resources students' will see growth.
Tiered interventions in mathematics and ELA at the elementary level have assisted students in meeting the learning objectives.	Continued monitoring of the effectiveness of interventions is needed.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Completion of the implementation of the math sequence at the high school is imperative.
	The effectiveness of the intervention program must be assessed on a continual basis utilizing formative and summative assessments.
	Instructional strategies, curriculum and assessments will be aligned vertically and horizontally aligned to PA Core Standards in Math K-12.
	Implementation of the STEELS standards is in process and will be completed.

Goal Setting

Priority: The effectiveness of the intervention program must be assessed on a continual basis utilizing formative and summative assessments.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 70% of students will be proficient or advanced in the ELA PSSA in grades 3-6.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal 2024-2027 ES		
Target Year 1	**Target Year 2**	**Target Year 3**
63%	67%	By the end of SY2026-2027, at least 70% of students will be proficient or advanced in the ELA PSSA in grades 3-6.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 65% of students in grades 3-6 will be proficient or advanced on the PSSA assessments.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Goal 2024-2027 ES		
Target Year 1	**Target Year 2**	**Target Year 3**
55%	60%	By the end of SY2026-2027, at least 65% of students in grades 3-6 will be proficient or advanced on the PSSA assessments.

Priority: Instructional strategies, curriculum and assessments will be aligned vertically and horizontally aligned to PA Core Standards in Math K-12.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 50% of students will be proficient or advanced in the mathematics PSSA in grades 7-8		
Measurable Goal Nickname (35 Character Max)		
Math Goal 2024-2027		
Target Year 1	**Target Year 2**	**Target Year 3**
30%	40%	By the end of SY2026-2027, at least 50% of students will be proficient or advanced in the mathematics PSSA in grades 7-8

Priority: Completion of the implementation of the math sequence at the high school is imperative.

Outcome Category

Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 50% of students will be proficient or advanced on the Algebra 1 Keystone Exam.		
Measurable Goal Nickname (35 Character Max)		
Algebra 1 Goal 2024-2027		
Target Year 1	**Target Year 2**	**Target Year 3**
35%	43%	By the end of SY2026-2027, at least 50% of students will be proficient or advanced on the Algebra 1 Keystone Exam.

Priority: Implementation of the STEELS standards is in process and will be completed.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the Biology Keystone		
Measurable Goal Nickname (35 Character Max)		
Biology Keystone Goal 2024-2027		
Target Year 1	**Target Year 2**	**Target Year 3**
45%	54%	By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the Biology Keystone

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the science PSSA aligned to the new STEELS standards		
Measurable Goal Nickname (35 Character Max)		
Science PSSA goal		
Target Year 1	**Target Year 2**	**Target Year 3**
50%	55%	By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the science PSSA aligned to the new STEELS standards

Action Plan

Measurable Goals

ELA Goal 2024-2027 ES	Mathematics Goal 2024-2027 ES
Math Goal 2024-2027	Algebra 1 Goal 2024-2027
Biology Keystone Goal 2024-2027	Science PSSA goal

Action Plan For: Conduct a vertical and horizontal ELA curriculum alignment

Measurable Goals:
• By the end of SY2026-2027, at least 70% of students will be proficient or advanced in the ELA PSSA in grades 3-6.

Action Step		**Anticipated Start/Completion Date**	
Conduct a curriculum review for alignment with standards in ELA		2024-06-01	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent, Principals, and/or IU Staff	Digital copies of the standards, copies of resource documents	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Review of data tools and their uses		2024-06-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent, principals, and/or MIU support staff	Copies of data and access to MAP, PVAAS, eMetric, and other data sources	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Updated curriculum documents aligned with standards that demonstrate alignment with standards by grade level. Increased evidence of mastery of standards.	Superintendent, Principals 3 times per year Meetings with departments

Action Plan For: Conduct a review of math currciulum and assessment data

Measurable Goals:
• By the end of SY2026-2027, at least 65% of students in grades 3-6 will be proficient or advanced on the PSSA assessments. • By the end of SY2026-2027, at least 50% of students will be proficient or advanced on the Algebra 1 Keystone Exam. • By the end of SY2026-2027, at least 50% of students will be proficient or advanced in the mathematics PSSA in grades 7-8

Action Step		Anticipated Start/Completion Date	
Review math curriculum for alignment to standards		2024-06-01	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent, principals, and/or MIU support staff	Digital copies of curriculum maps and instructional resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A document that provides evidence that all standards have been addressed, mastery of standards have been linked to a grade level and analyzed reports of data with identified strengths and weaknesses.	Teachers will keep digital copies of standards documents with annotated notes as evidence of learning Administrators will review digital copies. Beginning of the year analyzed data reports will be reviewed for growth/improvement.

Action Plan For: Review and revise curriculum for alignment with STEELS standards

Measurable Goals:
• By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the Biology Keystone • By the end of SY2026-2027, at least 60% of students will be proficient or advanced on the science PSSA aligned to the new STEELS standards

Action Step		Anticipated Start/Completion Date	
Utilize STEELS standards to revise science curriculum in K-12		2024-06-01	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	STEELS standards, resources to support the implementation of the STEELS standards	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum documents aligned with the STEELS standards	Documents will be available for administrative review. Review of assessment data will inform monitoring of curriculum alignment on an annual basis.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Conduct a vertical and horizontal ELA curriculum alignment	Conduct a curriculum review for alignment with standards in ELA
Conduct a vertical and horizontal ELA curriculum alignment	Review of data tools and their uses
Conduct a review of math curriculum and assessment data	Review math curriculum for alignment to standards
Review and revise curriculum for alignment with STEELS standards	Utilize STEELS standards to revise science curriculum in K-12

Curriculum mapping

Action Step		
• Utilize STEELS standards to revise science curriculum in K-12 • Conduct a curriculum review for alignment with standards in ELA • Review math curriculum for alignment to standards • Review of data tools and their uses		
Audience		
Teachers K-12		
Topics to be Included		
Review of PA standards Review of existing curriculum maps Revision and alignment of maps to standards at each grade level		
Evidence of Learning		
Updated Curriculum maps		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Superintendent, Principals	2024-08-01	2026-08-01

Learning Format

Type of Activities	Frequency
Inservice day	3 days per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Conduct a vertical and horizontal ELA curriculum alignment	Conduct a curriculum review for alignment with standards in ELA
Conduct a vertical and horizontal ELA curriculum alignment	Review of data tools and their uses
Conduct a review of math curriculum and assessment data	Review math curriculum for alignment to standards
Review and revise curriculum for alignment with STEELS standards	Utilize STEELS standards to revise science curriculum in K-12

Curriculum review and mapping

Action Step		
• Conduct a curriculum review for alignment with standards in ELA • Review math curriculum for alignment to standards • Utilize STEELS standards to revise science curriculum in K-12 • Review of data tools and their uses • Review math curriculum for alignment to standards • Conduct a curriculum review for alignment with standards in ELA • Utilize STEELS standards to revise science curriculum in K-12 • Review of data tools and their uses		
Audience		
Teachers K-12		
Topics to be Included		
Review and analysis of academic standards Review of curriculum horizontally and vertically for alignment with standards		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Superintendent, Principals	2024-08-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	1

Communication

Type of Communication	Frequency
Presentation	1

Curriculum review and mapping

Action Step
• Conduct a curriculum review for alignment with standards in ELA

• Review math curriculum for alignment to standards • Utilize STEELS standards to revise science curriculum in K-12 • Review of data tools and their uses • Review math curriculum for alignment to standards • Conduct a curriculum review for alignment with standards in ELA • Utilize STEELS standards to revise science curriculum in K-12 • Review of data tools and their uses
Audience
Teachers K-12
Topics to be Included
Review and analysis of academic standards Review of curriculum horizontally and vertically for alignment with standards

Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent, Principals	2024-08-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	1

Communication

Type of Communication	Frequency
Presentation	1

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date