

Profile and Plan Essentials

LEA Type	AUN		
School District	118401603		
Address 1			
2010 Conyngham Ave			
Address 2			
PO Box 2000			
City	State	Zip Code	
Dallas	PA	18612	
Chief School Administrator	Chief School Administrator Email		
Dr Thomas J Duffy	thomas.duffy@dshs.com		
Single Point of Contact Name			
Thomas Duffy			
Single Point of Contact Email			
thomas.duffy@dshs.com			
Single Point of Contact Phone Number			
570-674-7223			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thomas Duffy	Administrator	24-2002368	thomas.duffy@dsdhs.com
Kelley Kavanagh-Watkins	Board Member	24-2002368	kkavanaghwatkins@dsdhs.com
Kristy Taylor	Staff Member	24-2002368	ktaylor@dsdhs.com
Brian Bradshaw	Administrator	24-2002368	bbradshaw@dsdhs.com
Patrick Bradshaw	Student	24-2002368	27pbradshaw@dsdhs.com
Erin Murray	Parent	24-2002368	erin72680@yahoo.com
Amanda Johns-Thompson	Staff Member	24-2002368	ajohnsthompson@dsdhs.com
Joanna Cunningham	Community Member	24-2002368	jcunningham@beyondbehaviorpa.com
Andrea Dennis	Administrator	24-2002368	adennis@dsdhs.com
Jennifer Dixon	Parent	24-2002368	jdixon@dsdhs.com
Kathleen Staffaroni	Staff Member	24-2002368	kstaffaroni@dsdhs.com
Tania Barr	Staff Member	24-2002368	tbarr@dsdhs.com
Jacqueline Lowe-Paupst	Staff Member	24-2002368	jlowe-paupst@dsdhs.com
Nick Forrester	Community Member	24-2002368	nforrester@dsdhs.com
Dan Natitus	Administrator	24-2002368	daniel.natitus@dsdhs.com
Dan Nestorick	Administrator	24-2002368	dan.nestorick@dsdhs.com
Jeff Brown	Staff Member	24-2002368	jbrown@dsdhs.com
Grant Palfey	Administrator	24-2002368	gpalfey@dsdhs.com
Cassidy Alaimo	Student	24-2002368	26calaimo@dsdhs.com
Peyton Stauffer	Student	24-2002368	25pstaufer@dsdhs.com
Lucas Pietraccini	Student	24-2002368	28pietraccini@dsdhs.com
Kevin Chen	Student	24-2002368	26kchen@dsdhs.com
Patrick Bradshaw	Student	24-2002368	27pbradshaw@dsdhs.com
Christine Swailes	Board Member	24-2002368	cswailes@dsdhs.com
Abbie Youngblood	Parent	24-2002368	willlovestella@gmail.com
Greg Riley	Administrator	24-2002368	greg.riley@dsdhs.com
Thomas Traver	Administrator	24-2002368	ttrave@dsdhs.com

LEA Profile

The Dallas School District is a small, rural school district located in Luzerne County in Northeastern Pennsylvania. The district is composed of four schools; Wycallis Primary School, grades K-2, Dallas Intermediate School, grades 3-5, Dallas Middla Scholl, grades 6-8 and Dallas High School, grades 9-12. All schools are located within close proximity to one another. The campus is also surrounded by several athletic fields and playgrounds. The district serves students from diverse socio-economic backgrounds. Administration and staff pride themselves in actively collaborating with community members and parents to provide students in the Dallas School Distirict with a high quality education. As a result, students are encourage to participate in sports, join extra-curricular activities, and become immersed in the local community.

Mission and Vision

Mission

The DSD provides education to all students consistent with high standards, a supportive environment, a variety of opportunities, and a commitment to growth and success.

Vision

The DSD has a vision centered on student success and built on high standards, opportunities and support. We will strive to embrace hard work, kindness and responsibility. The sum of our work will result in students who are engaged, who will achieve and who will become successful and resilient members of our community.

Educational Values

Students

Students are expected to engage in academic and co curricular opportunities and to contribute to a culture of hard work, responsibility, and kindness.

Staff

Faculty and staff are expected to plan, deliver, and support academic and co curricular opportunities for students and contribute to a culture of hard work, responsibility, and kindness.

Administration

Administration are expected to facilitate professional development, provide resources, and support academic and co curricular opportunities for students and contribute to a culture of hard work, responsibility, and kindness.

Parents

Parents and families are expected to engage in communication, participate regularly, advocate for students and support academic and co curricular opportunities for students and contribute to a culture of hard work, responsibility, and kindness.

Community

The community is expected to engage in communication, participate regularly, advocate for students and support academic and co curricular opportunities for students and contribute to a culture of hard work, responsibility, and kindness.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
DIS met all statewide goals in Math, ELA and Science.	DIS exceeded performance and growth in Science.
DIS was above the state average in number of students scoring Advanced in Math, ELA, and Science.	DIS met all 2033 School Goals in Science.
DHS met statewide goals in Math and ELA.	DHS met statewide growth goals in Math and Science.
DHS outperformed all county school districts as measured by Math and Science performance.	DHS was performed second in the county in ELA.

Challenges

Indicator	Comments/Notable Observations
DHS did not meet the goal for Science.	DHS did outperform the state average in Science.
DMS did not meet the statewide goal for performance in ELA.	DMS did perform at a rate higher than the state average in ELA.
DMS did not meet the statewide goal for performance in Math.	DMS performed lower than the state average in Math.
DMS did not meet the growth standard for Math, ELA, and Science.	DMS growth rate was significantly below the state average in Math, ELA, and Science.

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

Strengths

Indicator DIS students with disabilities showed growth in Math. Grade Level(s) and/or Student Group(s) 3-5/Students with Disabilities.	Comments/Notable Observations Recent enhancements include increasing professional development regarding Essential Elements.
Indicator DHS Economically Disadvantaged Students meet growth targets in Math. Grade Level(s) and/or Student Group(s) 9-12/Economically Disadvantaged.	Comments/Notable Observations The Districts demographic is such that our ED numbers have increased moderately over time.

Challenges

Indicator DMS Students with Disabilities performed significantly lower than non disabled peers in meeting the Math, ELA and Science goals. Grade Level(s) and/or Student Group(s) 6-8/Students with Disabilities	Comments/Notable Observations Students with Disabilities are often supported by programming that is not aligned to grade level standards to meet students' needs.
---	---

<p>Indicator DMS students with Disabilities performed significantly lower than non disabled peers in the meeting the Math, ELA, and Science growth goals. Grade Level(s) and/or Student Group(s) 6-8/Students with Disabilities</p>	<p>Comments/Notable Observations Students with Disabilities often show growth related to the specific programming being delivered to them via progress monitoring.</p>
---	---

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.

DIS met all statewide goals in Math, ELA and Science.
DIS was above the state average in number of students scoring Advanced in Math, ELA, and Science.
DHS met statewide goals in Math and ELA.
DHS outperformed all county school districts as measured by Math and Science performance.

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.

DMS did not meet the statewide goal for performance in ELA.
DMS did not meet the statewide goal for performance in Math.
DMS Students with Disabilities performed significantly lower than non disabled peers in meeting the Math, ELA and Science goals.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	K-5 - data is utilized for targeted interventions.
Curriculum Based Assessments	Emphasis is on common assessments that are aligned to standards.
Benchmark Assessments	Administered in grades 3-11, result in significant standards aligned student performance data.

English Language Arts Summary

Strengths

DIBELS - Results in an emphasis on early literacy.
Curriculum Based Assessments - results in assessment driven instruction.
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.

Challenges

DIBELS - There are times when students may have reached their best performance below the criteria but are still able to apply higher order literacy skills.
Curriculum Based Assessments - There are circumstances where departments or grade levels are not utilizing common assessments.
Benchmark Assessments - While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.

Mathematics

Data	Comments/Notable Observations
Curriculum Based Assessments	Emphasis is on common assessments that are aligned to standards.
Benchmark Assessments	Administered in grades 3-11, result in significant standards aligned student performance data.

Mathematics Summary

Strengths

Updated k-5 curriculum/program
Curriculum Based Assessments - results in assessment driven instruction.
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.

Challenges

MS math alignment and updating of curriculum is needed.
Additional refinement of data review and aligned interventions are needed.
Professional development is needed.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Curriculum Based Assessments	Emphasis is on common assessments that are aligned to standards.
Benchmark Assessments	Administered in grades 3-11, result in significant standards aligned student performance data.

Science, Technology, and Engineering Education Summary

Strengths

Curriculum Based Assessments	- results in assessment driven instruction.
Benchmark Assessments	- result in significant review of student performance data and related curriculum evaluation and revisions.

Challenges

Curriculum Based Assessments	- There are circumstances where departments or grade levels are not utilizing common assessments.
Benchmark Assessments	- While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Portfolios	Digital portfolios aligned to state standards.
Curriculum Based Assessments	As needed, curriculum based Assessments are employed.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Performance Tasks/ Rubrics	Our culture fosters the arts.
Curriculum Based Assessments	As needed.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Curriculum Based Assessments	Departmentally designed and analyzed.
Benchmark Assessments	Students performance data is reviewed.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Performance Tasks/Rubrics	FCS courses are valued.
Curriculum Based Assessments	As needed.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Curriculum Based Assessments	Wellness courses have similar structure and assessments as compared to traditional academic courses at the secondary level.
Performance Tasks/Rubrics	Wellness remains an area of focus.

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

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

Data	Comments/Notable Observations
Curriculum Based Assessments	Common assessments to assist with alignment.

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

King's College

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Kings College .pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment PNG

Uploaded Files

Lackawanna College PNG.pdf

Partnering Institution

University of Scranton

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Scranton University.pdf

Partnering Institution

Luzerne County Community College

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Luzerne County Community College.pdf

Partnering Institution

Misericordia University

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Misericordia University.pdf

Partnering Institution

Penn State

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Pennsylvania State University.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.

Curriculum based Assessments exist for related academic areas.
--

Portfolio and performance tasks exist for many related academic areas.
--

Student performance data is reviewed for related academic areas.
--

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.

Benchmark Assessments are not as complete for the related academic areas.

Student performance data review is emphasized for the state assessed areas rather than the related academics.

Professional development / in services time is limited and at times the state assessed areas are focused on rather than the related academics.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Curriculum Based Assessments	Delivered in all content areas.
Benchmark Assessments	Student data is reviewed, interventions are delivered.
WIDA - EL specific assessment	Students who meet targets are exited from ESL services.

Students with Disabilities

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

Data	Comments/Notable Observations
Curriculum Based Assessments	Students receive accommodations and adaptations.
Benchmark Assessments	Students with disabilities perform lower than other students. This may be in part to the programming students are delivered is aligned with specific student needs as compared to state standards.
Progress Monitoring - specific programmatic assessments	Progress monitoring may be a more accurate measure of student progress as compared to benchmark or standardized assessments.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Curriculum Based Assessments	A significant number of students who are identified as economically disadvantaged are also identified as students with disabilities.
Benchmark Assessments	Students who do not perform well in benchmark assessments are offered interventions.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Our student population is changing, however, largely homogeneous and therefore significant data regarding this student group is not available.

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.

EL students appear to make similar progress to their peers.
Progress monitoring data indicates students with special needs are making progress related to their specific programming.

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.

Students with disabilities performance data indicates lower performance in relation to benchmark and state assessments.
Students with disabilities programming is emphasizing developmentally appropriate needs rather than grade level standards.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan will be used to support discussions and goal development related to students with special needs and academic placements and performance.
Title 1 Program	This plan will be used to support discussions and goal development related to organizational programming and application of financial resources.
Student Services	This plan will be used to support discussions and goal development related to support of students.
K-12 Guidance Plan (339 Plan)	This plan will be used to support discussions and goal development related to career education and role of the school counselor.
Technology Plan	This plan will be used to support discussions and goal development related to organizational systems, safety, productivity and the support of teaching and learning.
English Language Development Programs	This plan will be used to support discussions and goal development related to the changing demographic of the district.

Strengths

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

All supplemental LEA plans will help to support discussions and assist in goal 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.

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	Exemplary
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	Exemplary

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	Exemplary

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	Exemplary
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.

Capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Ensure effective, standards-aligned curriculum and assessment
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Coordinate and monitor supports aligned with students' and families' needs

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.

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

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
DIS met all statewide goals in Math, ELA and Science.	True
DIS was above the state average in number of students scoring Advanced in Math, ELA, and Science.	False
DHS met statewide goals in Math and ELA.	False
DHS outperformed all county school districts as measured by Math and Science performance.	False
DIBELS - Results in an emphasis on early literacy.	False
Curriculum Based Assessments - results in assessment driven instruction.	False
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.	True
Updated k-5 curriculum/program	False
Curriculum Based Assessments - results in assessment driven instruction.	False
Curriculum Based Assessments - results in assessment driven instruction.	False
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.	False
Curriculum based Assessments exist for related academic areas.	False
Portfolio and performance tasks exist for many related academic areas.	False
Student performance data is reviewed for related academic areas.	False
Capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Ensure effective, standards-aligned curriculum and assessment	False
All supplemental LEA plans will help to support discussions and assist in goal development.	False
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Coordinate and monitor supports aligned with students' and families' needs	False
EL students appear to make similar progress to their peers.	False
Progress monitoring data indicates students with special needs are making progress related to their specific programming.	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
DMS did not meet the statewide goal for performance in ELA.	True
DMS did not meet the statewide goal for performance in Math.	True
DMS Students with Disabilities performed significantly lower than non disabled peers in meeting the Math, ELA and Science goals.	True
DIBELS - There are times when students may have reached their best performance below the criteria but are still able to apply higher order literacy skills.	False
Curriculum Based Assessments - There are circumstances where departments or grade levels are not utilizing common assessments.	True
Benchmark Assessments - While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.	True
Professional development is needed.	False
MS math alignment and updating of curriculum is needed.	True
Additional refinement of data review and aligned interventions are needed.	True
Curriculum Based Assessments - There are circumstances where departments or grade levels are not utilizing common assessments.	True
Benchmark Assessments - While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.	True
Benchmark Assessments are not as complete for the related academic areas.	False
Student performance data review is emphasized for the state assessed areas rather than the related academics.	False
Professional development / in services time is limited and at times the state assessed areas are focused on rather than the related academics.	False
Students with disabilities performance data indicates lower performance in relation to benchmark and state assessments.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Students with disabilities programming is emphasizing developmentally appropriate needs rather than grade level standards.	True

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.

Special education is an area of focus. Curriculum and assessment are a strength, however, there are a few departments and grade levels that need revisions. Professional development / in service programming is effective, however, with increased state mandated training needs to be reviewed. There are several organizational systems that need to be reviewed and improved

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
DMS did not meet the statewide goal for performance in ELA.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	True
DMS did not meet the statewide goal for performance in Math.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	False
DMS Students with Disabilities performed significantly lower than non disabled peers in meeting the Math, ELA and Science goals.	Review continuum of services available Review instructional time /model Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	True
Curriculum Based Assessments - There are circumstances where departments or grade levels are not utilizing common assessments.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	True
Benchmark Assessments - While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	False
MS math alignment and updating of curriculum is needed.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	False
Additional refinement of data review and aligned interventions are needed.	Communicate with stakeholders as part of the data review Design increased grade level experiences	False
Curriculum Based Assessments - There are circumstances where departments or grade levels are not utilizing common assessments.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	False
Benchmark Assessments - While there are numerous options for intervention for students based on assessments, our neediest students with disabilities are receiving instruction aligned with their needs rather than academic standards in several cases.	Curriculum alignment Delivering benchmark assessments regularly/data review and response Common assessments - review/update	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Job description/staffing analysis Review of audit data and available resources.	False
Allocate resources, including money, staff, professional learning, materials,	Job description/staffing analysis Review of audit data and available	True

and support to schools based on the analysis of a variety of data	resources.	
Students with disabilities performance data indicates lower performance in relation to benchmark and state assessments.	Communicate with stakeholders as part of the data review Design increased grade level experiences Curriculum alignment	False
Students with disabilities programming is emphasizing developmentally appropriate needs rather than grade level standards.	Communicate with stakeholders as part of the data review Design increased grade level experiences Curriculum alignment	False

Analyzing Strengths

Analyzing Strengths	Discussion Points	
DIS met all statewide goals in Math, ELA and Science.	Our students are leaving intermediate school with a strong performance related to PSSA Curriculum alignment appears to be the number one factor in grade 6 Math results.	
Benchmark Assessments - result in significant review of student performance data and related curriculum evaluation and revisions.	There is a system for administration of assessments. Data analysis and response to student data is an area of focus.	
Capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Our administration and faculty are instructional leaders and have the capabilities to continue to strive to increase student performance.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements	
	Align curriculum and emphasize the utilization of student performance data from benchmark assessments to support changes.	
	Research models of delivery that allow for programming aligned to students needs but also stress state standards.	
	Research models of delivery that allow for programming aligned to students needs but also stress state standards.	
	Analyze systems related to resource allocation.	

Goal Setting

Priority: Align curriculum and emphasize the utilization of student performance data from benchmark assessments to support changes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Enhance a systematic approach toward review, analysis, and application of K-12 student achievement and growth data in the context of academic standards and aligned assessments resulting in maintenance and revision of district curriculum templates, standard tier one resources, and specific tiered interventions to support students.		
Measurable Goal Nickname (35 Character Max)		
Student Achievement/Growth - Curriculum		
Target Year 1	Target Year 2	Target Year 3
Review and revise curriculum templates.	Update and affirm core programs,	Enhance a systematic approach toward review, analysis, and application of K-12 student achievement and growth data in the context of academic standards and aligned assessments resulting in maintenance and revision of district curriculum templates, standard tier one resources, and specific tiered interventions to support students.

Priority: Research models of delivery that allow for programming aligned to students needs but also stress state standards.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.		
Measurable Goal Nickname (35 Character Max)		
Student Growth/Special Education		
Target Year 1	Target Year 2	Target Year 3
Assess needs of cohorts of students.	Increase support to target grade level standards.	Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.

Priority: Research models of delivery that allow for programming aligned to students needs but also stress state standards.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		

Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.		
Measurable Goal Nickname (35 Character Max)		
Student Growth/Special Education		
Target Year 1	Target Year 2	Target Year 3
Emphasize intervention, collect and review data related to Tier II and Tier III Interventions.	Create placements and supports that increase the extent to which student placement is in the least restrictive environment.	Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
Enhance and expand programs, curriculum, restorative practices and partnerships to support all stakeholders' wellness including physical, emotional, social health and to provide interventions and resources to support behavioral health needs, organizational health, and enhance school culture.		
Measurable Goal Nickname (35 Character Max)		
Stakeholders' Wellness		
Target Year 1	Target Year 2	Target Year 3
Update and memorialize wellness curriculum.	Increase support for stakeholders' wellness including proactive programming, interventions, and practices impacting school culture.	Enhance and expand programs, curriculum, restorative practices and partnerships to support all stakeholders' wellness including physical, emotional, social health and to provide interventions and resources to support behavioral health needs, organizational health, and enhance school culture.

Priority: Analyze systems related to resource allocation.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
Develop and implement a systematic approach, including short, moderate, and long term planning embracing technology advancements in support of safety, curriculum, instruction and assessment, organizational productivity and communication within and beyond the district.		
Measurable Goal Nickname (35 Character Max)		
Technology/Safety/C&I/Organizational Health		
Target Year 1	Target Year 2	Target Year 3
Conduct needs assessment with users of technology.	Create efficiencies and update technology applications.	Develop and implement a systematic approach, including short, moderate, and long term planning embracing technology advancements in support of safety, curriculum, instruction and assessment, organizational productivity and communication within and beyond the district.

Action Plan

Measurable Goals

Student Achievement/Growth - Curriculum	Student Growth/Special Education
Student Growth/Special Education	Stakeholders' Wellness
Technology/Safety/C&I/Organizational Health	

Action Plan For: PDE SAS

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Enhance a systematic approach toward review, analysis, and application of K-12 student achievement and growth data in the context of academic standards and aligned assessments resulting in maintenance and revision of district curriculum templates, standard tier one resources, and specific tiered interventions to support students.

Action Step	Anticipated Start/Completion Date
Review and revise curriculum templates to align with standards in a manner that is responsive to student performance and updated programming.	2025-07-01
Lead Person/Position	PD Step?
Thomas Duffy/Superintendent	Yes
Material/Resources/Supports Needed	Com Step?
Online resources, student performance data, faculty,	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated, aligned curriculum templates.	Department chairs, principals / Each October and April / Google Form for input

Action Plan For: Backward Design

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Enhance a systematic approach toward review, analysis, and application of K-12 student achievement and growth data in the context of academic standards and aligned assessments resulting in maintenance and revision of district curriculum templates, standard tier one resources, and specific tiered interventions to support students.

Action Step	Anticipated Start/Completion Date
Use student performance data and standards to support curriculum evaluation and revisions process.	2025-07-01
	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Thomas Duffy/Superintendent	Online resources, student performance data management tool, faculty	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated, revised curriculum	Department chairs, principals / Each October and April / Google Form for input

Action Plan For: Least Restrictive Environment

Measurable Goals:
<ul style="list-style-type: none"> Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.

Action Step	Anticipated Start/Completion Date
Analyze current placement options for students and explore additional options that are in the LRE.	2025-07-01 0028-06-30
Lead Person/Position	PD Step?
Andrea Dennis/Director of Special Education	Yes
Material/Resources/Supports Needed	Com Step?
online resources, faculty	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased number of placements of students in the LRE.	Superintendent/principals/Quarterly reporting

Action Plan For: PDE SAS / PASA Standards

Measurable Goals:
<ul style="list-style-type: none"> Establish and enhance a system of programming for all students in the least restrictive environment, aligned with academic standards, social and emotional growth, including appropriate supports, specially designed instruction, progress monitoring and an emphasis on developmentally appropriate opportunities.

Action Step	Anticipated Start/Completion Date
Review and revise curriculum and instruction for students with special needs.	2025-07-01 2028-06-30
Lead Person/Position	PD Step?
Andrea Dennis/Director of Special Education	Yes
Material/Resources/Supports Needed	Com Step?
Online resources, curriculum templates, faculty	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement demonstrated on benchmark and state assessments for students with special needs.	Superintendent, principals/Quarterly reporting

Action Plan For: Holistic Wellness

Measurable Goals:
<ul style="list-style-type: none"> Enhance and expand programs, curriculum, restorative practices and partnerships to support all stakeholders' wellness including physical, emotional, social health and to provide interventions and resources to support behavioral health needs, organizational health, and enhance school culture.

Action Step	Anticipated Start/Completion Date
To increase programming related to overall wellness.	0025-07-30 2028-06-30
Lead Person/Position	PD Step?
Thomas Duffy/Superintendent	Yes
	Com Step?
	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased in stakeholders' wellness as reported in school climate surveys.	Director of Operations/Quarterly reporting

Action Plan For: Restorative Practices

Measurable Goals:
<ul style="list-style-type: none"> Enhance and expand programs, curriculum, restorative practices and partnerships to support all stakeholders' wellness including physical, emotional, social health and to provide interventions and resources to support behavioral health needs, organizational health, and enhance school culture.

Action Step	Anticipated Start/Completion Date
Increase stakeholder's capacity related to restorative practices and apply those practices.	2025-07-01 2028-06-30
Lead Person/Position	PD Step?
Jacob Sholtis/Director of Operations	Yes
	Com Step?
	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Increased implementation of restorative practices and overall improvement in school culture as reported in school climate surveys.	Method) Director of Operations/Quarterly reporting
--	--

Action Plan For: Organizational Health - Efficiency/Systems/Technology

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Develop and implement a systematic approach, including short, moderate, and long term planning embracing technology advancements in support of safety, curriculum, instruction and assessment, organizational productivity and communication within and beyond the district.
--

Action Step	Anticipated Start/Completion Date	
Evaluate current applications of technology and implement updates to organization systems related to safety, curriculum and instruction, and human capital resources.	2025-07-01	2028-06-30
Lead Person/Position Thomas Duffy/Superintendent	Material/Resources/Supports Needed online resources, faculty and staff	
	PD Step? Yes	Com Step? Yes

Anticipated Output Updated and improved applications and systems.	Monitoring/Evaluation (People, Frequency, and Method) Superintendent, staff / Quarterly reporting
---	---

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PDE SAS	Review and revise curriculum templates to align with standards in a manner that is responsive to student performance and updated programming.
Backward Design	Use student performance data and standards to support curriculum evaluation and revisions process.
Least Restrictive Environment	Analyze current placement options for students and explore additional options that are in the LRE.
PDE SAS / PASA Standards	Review and revise curriculum and instruction for students with special needs.
Holistic Wellness	To increase programming related to overall wellness.
Restorative Practices	Increase stakeholder's capacity related to restorative practices and apply those practices.
Organizational Health - Efficiency/Systems/Technology	Evaluate current applications of technology and implement updates to organization systems related to safety, curriculum and instruction, and human capital resources.

Curriculum/PDE SAS/Ubd

Action Step	<ul style="list-style-type: none"> Review and revise curriculum templates to align with standards in a manner that is responsive to student performance and updated programming. 				
Audience	Faculty				
Topics to be Included	Assessment data, PDE SAS, Backward Design, content/program specific information				
Evidence of Learning	Checks for understanding, exit slip, application to practice, completed revised templates.				
Lead Person/Position	<table border="1"> <thead> <tr> <th>Anticipated Start</th> <th>Anticipated Completion</th> </tr> </thead> <tbody> <tr> <td>2025-07-01</td> <td>2028-06-30</td> </tr> </tbody> </table>	Anticipated Start	Anticipated Completion	2025-07-01	2028-06-30
Anticipated Start	Anticipated Completion				
2025-07-01	2028-06-30				
Thomas Duffy/Superintendent					

Learning Format

Type of Activities	Frequency
Inservice day	Monthly as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

LRE/Inclusive Practices/Student Achievement

Action Step

- Analyze current placement options for students and explore additional options that are in the LRE.

Audience

Faculty

Topics to be Included

LRE, specially designed instruction, student performance data

Evidence of Learning

Checks for understanding, exit slip, application, increased number of students in LRE, student performance data

Lead Person/Position

Andrea Dennis, Director of Special Education

Anticipated Start

2025-07-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Inservice day

Frequency

Monthly, as needed

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Common Ground: Culturally Relevant Sustaining Education

Wellness/Restorative Practices

Action Step

- To increase programming related to overall wellness.

Audience

Faculty and staff

Topics to be Included

Wellness, strategies, restorative practices, well-being

Evidence of Learning

Checks for understanding, exit slip, application, increased emphasis on stakeholder's wellness and the use of restorative practices.

Lead Person/Position

Thomas Duffy, Superintendent

Anticipated Start

2025-07-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Inservice day

Frequency

Monthly, as needed

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

Technology/Organizational Health

Action Step	
<ul style="list-style-type: none"> Evaluate current applications of technology and implement updates to organization systems related to safety, curriculum and instruction, and human capital resources. 	
Audience	
Administration, faculty, staff	
Topics to be Included	
Safety related technology, curriculum and instruction related technology, organizational systems - over a series of sessions.	
Evidence of Learning	
Improved indexes of technology applications and updated and improved systems.	
Lead Person/Position	Anticipated Start
Orell Gaynor, Director of Technology	2025-07-01
	Anticipated Completion
	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Monthly, as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications Activities

Curriculum/PDE SAS/UbD

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Review and revise curriculum templates to align with standards in a manner that is responsive to student performance and updated programming. 	All district stakeholders	Progress toward goal.	Thomas Duffy, Superintendent	07/01/2025	06/30/2028
Communications					
Type of Communication					
Email	Frequency Quarterly, as needed				
Posting on district website	Quarterly, as needed				
Presentation	Twice yearly, as needed				

LRE/Inclusive Practices/Student Achievement						
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
<ul style="list-style-type: none"> Analyze current placement options for students and explore additional options that are in the LRE. 	All district stakeholders	Progress toward goal.	Thomas Duffy, Superintendent	07/01/2025	06/30/2028	
Communications						
Type of Communication						
Email			Quarterly, as needed			
Posting on district website			Quarterly, as needed			
Presentation			Quarterly, as needed			

Wellness/Restorative Practices

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> To increase programming related to overall wellness. 	All district stakeholders	Capacity building, programming, progress on action steps related to goals.	Jacob Sholtis, Director Operations	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Email	Quarterly, as needed
Posting on district website	Quarterly, as needed
Presentation	Quarterly, as needed

Technology/Organizational Health

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Evaluate current applications of technology and implement updates to organization systems related to safety, curriculum and instruction, and human capital resources. 	All district stakeholders	Progress toward goals.	Thomas Duffy, Superintendent	07/01/2025	06/30/2028
Communications					
Type of Communication					
Email	Frequency				
Posting on district website	Quarterly, as needed				
Presentation	Quarterly, as needed				

Approvals & Signatures

Uploaded Files

Chief School Administrator

Date