

**Selinsgrove Area SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Selinsgrove Area School District		116557103
<b>Address 1</b>		
329 Seals Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Selinsgrove	PA	17870
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Frank R. Jankowski		fjankowski@seal-pa.org
<b>Single Point of Contact Name</b>		
Brian C. Parise		
<b>Single Point of Contact Email</b>		
bparise@seal-pa.org		
<b>Single Point of Contact Phone Number</b>		
5703722202		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Frank Jankowski	Superintendent	Selinsgrove Area School District	fjankowski@seal-pa.org
Mr. Brian Parise	Assistant Superintendent	Selinsgrove Area School District	bparise@seal-pa.org
Mr. John Bohle	Middle School Principal	Selinsgrove Area Middle School	jbohle@seal-pa.org
Dr. Matt Conrad	High School Principal	Selinsgrove Area High School	mconrad@seal-pa.org
Ms. Michlelle Garman	Administrator	Selinsgrove Elem/Int Schools	mgarman@seal-pa.org
Mr. Damian Gessel	Administrator	Selinsgrove Area Elementary School	dgessel@seal-pa.org
Mrs. Susan Lipsey	Director of Special Education	Selinsgrove Area School District	slipsey@seal-pa.org
Ms. Becky McCartney	Staff Member	Intermediate School/Curriculum Council Rep	rmccartnery@seal-pa.org
Mr. Colton Moyer	Staff Member	Intermediate School/Curriculum Council Rep	cmoyer@seal-pa.org
Ms. Cristi Beeler	Staff Member	High School/Curriculum Council Rep	cbeeler@seal-pa.org
Mrs. Jamie Ettinger	Staff Member	Middle School/Curriculum Council Rep	jettinger@seal-pa.org
Mrs. Amy Veach	Staff Member	HS Guidance/Curriculum Council	aveach@seal-pa.org
Ms. Brittany Bunting-Specht	Staff Member	HS World Language/Curriculum Council	bbunting@seal-pa.org
Ms. Corynn Truckenmiiller	Staff Member	HS Special Education/Curriculum council	ctruckenmiller@seal-pa.org
Ms. Darby Orris	Staff Member	IS Music/Curriculum Council	dorris@seal-pa.org
Ms. Molly McCabe	Staff Member	ES Lit Coach/Curriculum Council	mmccabe@seal-pa.org
Mr. Paul Bozella	Administrator	Intermediate School Principal	pbozella@seal-pa.org
Ms. Kara Rumberger	Staff Member	IS HPE/Curriculum Council	krumberger@seal-pa.org
Mr. Matt Metzger	Staff Member	MS Math/Curriculum Council	mmetzger@seal-pa.org
Mrs. Nicole Sassaman	Staff Member	HS Science/Curriculum Council	nsassaman@seal-pa.org
Ms. Stephanie Underhill	Staff Member	HS Math/Curriculum Council	sunderhill@seal-pa.org
Mr. William Switala	Staff Member	HS Social Studies/Curriculum Council	wswitala@seal-pa.org
Mrs. Teresa O'Brien	Staff Member	Rdg Specialist/Curriculum Council	tobrien@seal-pa.org
Mrs. Caitlyn Swank	Administrator	HS Assistant Principal	cswank@seal-pa.org
Mrs. Renee Parker	Staff Member	IS Media/Curriculum Council	rparker@seal-pa.org
Mrs. Toni Niles	Parent	Parent	
Mr. Steve Varias	Community Member	Business Owner/Community Member	
Mrs. Ericka Amato	Parent	Parent	
Susan Roup	Parent	Parent	



## LEA Profile

The Selinsgrove Area School District (SASD) is strategically positioned along Routes 11-15, midway between Harrisburg and Williamsport. Encompassing 105 square miles in Eastern Snyder County, SASD comprises the boroughs of Freeburg, Selinsgrove, and Shamokin Dam, along with the townships of Chapman, Jackson, Monroe, Penn, Union, and Washington.

Nestled in the northwestern section of the borough of Selinsgrove, adjacent to Susquehanna University, the campus accommodates approximately 2,500 students across four buildings. These facilities include Selinsgrove Area Elementary (K-2), Selinsgrove Area Intermediate (3-5), Selinsgrove Area Middle School (6-8), and Selinsgrove Area High School (9-12), with a dedicated staff of 316. The district's budget for the 2023-2024 fiscal year amounted to approximately \$48 million.

Renowned for its academic and extracurricular achievements, the district has garnered recognition from institutions such as U.S. News and World Report and Newsweek. SASD takes pride in offering a comprehensive education, encompassing core subjects, a rich array of arts programs, business and technical education, foreign language courses, agricultural studies, advanced placement and dual enrollment options, as well as an extensive range of athletic and extracurricular activities. Notably, students consistently excel in regional, state, and national competitions. Equipped with a well-rounded education, graduates are primed for success in various post-secondary pursuits, whether entering the workforce, pursuing further technical training, or advancing to higher education.



## **Mission and Vision**

### **Mission**

The Selinsgrove Area School District is committed to providing quality education for life-long learning.

### **Vision**

We envision the Selinsgrove Area School District to be a premier, exemplary student centered organization where everyone shares in the commitment to the education and development of each student. Our educational system will provide a customized, personalized learning environment that will enable each student to graduate demonstrating competency of 21st Century Skills including critical thinker, self-directed learner, effective communicator, collaborative worker, quality employee, proficient user of technology, and contributing member of a global society.

## **Educational Values**

### **Students**

Every student arrives at the Selinsgrove Area School District with distinct capabilities, requirements, and viewpoints. We are of the conviction that every student possesses the capacity to acquire knowledge when they are involved and participating in the educational journey. The District remains steadfast in its dedication to furnishing essential resources to nurture the holistic development of each student, affirming the belief in the potential of all our varied learners to excel academically. We believe all students deserve the opportunity to contribute and develop their potential in an safe nurturing environment.

### **Staff**

The Selinsgrove Area School District upholds rigorous standards for its staff members. Educators are deeply committed to assisting every student and strive to cater to their individual requirements. The District will persist in offering avenues for staff engagement in decision-making endeavors. Teachers and staff members wholeheartedly embrace their roles and responsibilities. Through collaborative efforts with the staff, the district will provide authentic and relevant learning opportunities to foster professional development.

### **Administration**

School District administration remains committed to upholding a student-centered approach in managing district operations. This objective will be achieved by garnering the support of all staff members, offering valuable avenues for professional growth, and ensuring the allocation of adequate resources to address the diverse needs of every learner.

### **Parents**

The Selinsgrove Area School District holds the belief that students' success is enhanced through a strong partnership between the school and families. The District will persist in its commitment to offering substantial opportunities for family involvement and engagement in the educational journey. Through ongoing collaboration and communication, we aim to strengthen this vital alliance, ensuring that students receive the support they need to thrive academically and personally.

### **Community**

The Selinsgrove Area School District serves as a pillar within the community. We collaborate closely with numerous community partners such as the United Way, CMSU, The Central Susquehanna Intermediate Unit, and various others. Additionally, several community members, businesses, and organizations generously support students through sponsoring numerous scholarships and awards. Notably, business partnerships thrive through initiatives like the High School's Seal of Employability credential and the Adopt-a-Classroom program at our



Intermediate school. The broader community takes pride in and extends unwavering support to the District, fostering a climate of mutual growth and success.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Selinsgrove Area Elementary School - Future Ready PA Index "On-Track Measures" - Regular Attendance	The percentage of students who are not chronically absent has exceeded the state average by more than 10%.
Selinsgrove Area Intermediate School - Future Ready PA Index "On-Track Measures" - Regular Attendance	The percentage of students who are not chronically absent has exceeded the state average by nearly 20%.
Selinsgrove Area Intermediate School - Future Ready PA Index "College and Career Measures" - Career Standards Benchmark	98.9% of Intermediate School students are meeting the states Career Standards Benchmark. This is almost 20% above the statewide average.
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	86% of Intermediate School Students were proficient or advanced on the Science PSSA.
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	The Intermediate School exceeds statewide growth standard in ELA, Math and Science.
Selinsgrove Area Middle School - Future Ready PA Index "On-Track Measures" - Regular Attendance	The percentage of Middle School students who are not classified as chronically absent is nearly 10% above the state average.
Selinsgrove Area Middle School - Future Ready PA Index "College and Career Measures" - Career Standards Benchmark	100% of Middle School students met the state's Career Standards Benchmark.
Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	The percentage of students who scored proficient or advanced is above state average in ELA, Math, and Science at all three grade levels.
Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	Middle School students met or exceeded the statewide growth standard in all three tested subject (ELA, Math, and Science).
Selinsgrove Area High School - Future Ready PA Index "On-Track Measures" - Regular Attendance	Over 90% of high school students are considered not chronically absent. This is greater than 16% above the state average.
Selinsgrove Area High School - Future Ready PA Index "College	95.4% of high school students met the state's Career Standards

and Career Measures" - Career Standards Benchmark	Benchmark. This s nearly 7% greater than the state average.
Selinsgrove Area High School - Future Ready PA Index "College and Career Measures" - Five Year Cohort	The Five-Year Cohort graduation rate exceeds state average (93.3%).
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	The percentage of students who performed proficient or advanced on the Literature Keystone exam exceeded the statewide average by nearly 15%.
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	Assessed high school students met the statewide growth standard in Literature.
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	Assessed high school students exceeded the statewide growth standard in Algebra.

### Challenges

Indicator	Comments/Notable Observations
Selinsgrove Area Elementary School - Future Ready PA Index "On-Track Measures": Regular Attendance	Although above state average, the percentage students considered not habitually or chronically absent continues to trend downward. Less that five years ago, over 94% of students were classifies as "not chronically absent. This is a change of nearly 11%.
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	The Interim Goal/Improvement Target was not met at the Intermediate School for ELA. The percentage of students proficient or advanced on the ELA PSSA was under 60%.
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	Although the Interim Goal/Improvement Target was met at the Intermediate School for Math, the percentage of students proficient or advanced on the Math PSSA was under 60%.
Selinsgrove Area Middle School - Future Ready PA Index "On-Track Measures" - Regular Attendance	Although above average, the percentage of Middle School students who are NOT considered chronically absent decreased by almost 10% over the past five years.
Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" Proficient or Advanced on PA State Assessments	Although slightly above average, less than 60% of students at the Middle School performed proficient or advanced on the ELA PSSA Assessment.

Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	Although slightly above average, less than 55% of students at the Middle School performed proficient or advanced on the Math PSSA Assessment.
Selinsgrove Area High School - Future Ready PA Index "College and Career Measures" - Four-Year Cohort Graduation Rate	The 4-Year Cohort graduation rate for the High School is below the statewide average.
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	The Interim Goal/Improvement Target was not met in Biology. Only 57.1% of assessed students were proficient or advanced. This is one of, if not, the only tested subject and grade-level (3rd Grade through High School in ELA, Math and Science) in which the state-wide average was not exceeded.
Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	The state-wide growth standard was not met in the area of Biology. Selinsgrove Area High School = 50; Statewide Growth Standard = 70.

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

### Strengths

<p><b>Indicator</b> Selinsgrove Area High School - Future Ready PA Index "College and Career Measures" - Career Standards Benchmark</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> At all grade levels, a statistically significant difference does NOT exist among subgroups when compared to the "all student" group in the area of Career Standards Benchmarks.</p>
<p><b>Indicator</b> Selinsgrove Area Elementary School - Future Ready PA Index "On-Track Measures" - Regular</p>	<p><b>Comments/Notable Observations</b> The attendance performance (Percentage of students deemed NOT chronically absent) of Students with Disabilities was better than the rate of the all-student group at</p>

Attendance <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	the intermediate school. (91% = All Student Group; 93% = Students with Disabilities)
<b>Indicator</b> Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> Assessed students with disabilities at the intermediate school exceeded the statewide growth standard in both ELA and Science.
<b>Indicator</b> Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Assessed students within the economically disadvantaged subgroup at the intermediate school exceeded the statewide growth standard in math.
<b>Indicator</b> Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.
<b>Indicator</b> Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities	<b>Comments/Notable Observations</b> Middle School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.
<b>Indicator</b> Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with	<b>Comments/Notable Observations</b> High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.

Disabilities	
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**Challenges**

<p><b>Indicator</b> Selinsgrove Area Elementary School - Future Ready PA Index "On-Track Measures" - Regular Attendance</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 4% and 12% fewer economically disadvantaged students and students with disabilities (respectively) were considered "not chronically absent" when compared to their same-aged peers at Selinsgrove Elementary School.</p>
<p><b>Indicator</b> Selinsgrove Area High School - Future Ready PA Index "College and Career Measures" - Four-Year Cohort Graduation Rate</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> A significant difference does exist between the all-student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.</p>
<p><b>Indicator</b> Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (&gt;15% fewer).</p>
<p><b>Indicator</b> Selinsgrove Area High School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Data for the Economically Disadvantaged and Students with Disabilities student groups at the high school shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (Almost 20% fewer).</p>
<p><b>Indicator</b> Selinsgrove Area Intermediate School - Future</p>	<p><b>Comments/Notable Observations</b> Data for the Economically Disadvantaged and Students with Disabilities student groups at</p>

<p>Ready PA Index "State Assessment Measures"  - Proficient or Advanced on PA State Assessments  <b>Grade Level(s) and/or Student Group(s)</b>  Economically Disadvantaged Students with Disabilities</p>	<p>the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).</p>
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**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.

<p>High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.</p>
<p>100% of Middle School students met the state's Career Standards Benchmark. 98.9% of Intermediate School students are meeting the states Career Standards Benchmark. This is almost 20% above the statewide average.</p>
<p>The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.</p>
<p>High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.  Middle School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.</p>

**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.

<p>The 4-Year Cohort graduation rate for the High School is below the statewide average. A significant difference does exist between the all student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.</p>
<p>Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.</p>
<p>Although above state average, the percentage students considered not habitually or chronically absent continues to trend downward. Less than five years ago, over 94% of students were classified as "not chronically absent. This is a change of nearly 11%.</p>
<p>Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).</p>
<p>Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly</p>

smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Selinsgrove Area Elementary School DIBELS Data - KDG	Kindergarten DIBELS data suggests that an average of a 10-12% increase in proficiency between the BOY and MOY assessment with little to backward growth (on average) between MOY and EOY assessments.
Selinsgrove Area Elementary School DIBELS Data - 2nd Grade	Second Grade DIBELS data shows an inverse trend (reduction in number of students assessed at the proficient level) from the BOY to the EOY assessment.
Intermediate School DIBELS Data - 3rd Grade	3rd Grade - 48% to 65% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.
Intermediate School DIBELS Data - 5th Grade	5th Grade DIBELS Data - 52% to 59% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.
Selinsgrove Area Elementary School DIBELS Data - 1st Grade	First Grade DIBELS data suggests that an average of a 10-12% increase in proficiency between the BOY and MOY assessment with little to backward growth (on average) between MOY and EOY assessments.
Middle School CDT Data - ELA - Assessment Growth Indicator	6th Grade "Well Above" 7th Grade "Well Above" 8th Grade "Above"
Intermediate School DIBELS Data - 4th Grade	4th Grade - 59% to 71% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.

### English Language Arts Summary

#### Strengths

Kindergarten DIBELS data suggests that an average of a 10-12% increase in proficiency between the BOY and MOY assessment with little to backward growth (on average) between MOY and EOY assessments.
3rd Grade DIBELS - 48% to 65% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.
Middle School CDT Data - ELA - Assessment Growth Indicator - 6th Grade "Well Above" 7th Grade "Well Above" 8th Grade "Above"
The Intermediate School exceeds statewide growth standard in ELA, Math and Science.

#### Challenges

5th Grade DIBELS Data - 52% to 59% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.
Second Grade DIBELS data shows an inverse trend (reduction in number of students assessed at the proficient level) from the BOY to the EOY assessment.
Although slightly above average, less than 60% of students at the Middle School performed proficient or advanced on the ELA PSSA

Assessment.
The Interim Goal/Improvement Target was not met at the Intermediate School for ELA. The percentage of students proficient or advanced on the ELA PSSA was under 60%.

## Mathematics

Data	Comments/Notable Observations
Elementary Math Data	We currently do not have a universal screener or benchmarking assessment for K-2 Math. STAR was acquired, but we are only getting results for
Intermediate School Assessment Data - STAR Assessment - 3rd Grade - 5th Grade	75% at or above Proficiency
Intermediate School Assessment Data - STAR Assessment - 3rd Grade - 5th Grade	75% at or above Proficiency

## Mathematics Summary

### Strengths

We currently do not have a universal screener or benchmarking assessment for K-2 Math
75% at or above Proficiency for STAR Math.
75% at or above Proficiency for STAR Math.

### Challenges

We currently do not have a universal screener or benchmarking assessment for K-2 Math. STAR was acquired, but we are only getting results for
Currently there is a discrepancy between benchmark assessments, PSSA results, and report card grades at the intermediate school level. Report card grades (average 83% or higher) do not align with State Standardized Tests
WE need to systemically assess students in math skills and fluency K-8.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Elementary School	We currently do not have formative or summative assessment data for elementary school science.
Intermediate School - Data (Summative)	We currently do not have formative or summative assessment data for intermediate school science. We do not have data to inform science instruction other than PSSA data at the 4th grade level. Current PSS data shows that 86% of students assessed were proficient or advanced. This is almost 20% above state average.
Middle School CDT -	Middle School CDT data shows that 6th, 7th and 8th grade students are performing "Well Above" the Assessment

Science	Growth Indicator.
High School CDT - Biology	CDT Assessment are given in HS biology courses. Current data mirrors Keystone performance with the exception of honors sections. Special Education students are performing significantly lower when compared to the all student group on Biology CDTs.

## Science, Technology, and Engineering Education Summary

### Strengths

We currently do not have formative or summative assessment data for intermediate school science. We do not have data to inform science instruction other than PSSA data at the 4th grade level. Current PSS data shows that 86% of students assessed were proficient or advanced. This is almost 20% above state average.

Middle School CDT data shows that 6th, 7th and 8th grade students are performing "Well Above" the Assessment Growth Indicator.

### Challenges

We currently do not have formative or summative assessment data for elementary school science.

CDT Assessment are given in HS biology courses. Current data mirrors Keystone performance with the exception of honors sections. Special Education students are performing significantly lower when compared to the all student group on Biology CDTs.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Standards	Currently we have over 98% of our students in grade 3 through 12 meeting the state's Career Standards Benchmark.
Career Readiness Standards	All buildings have a system for collecting and housing Career Benchmark Standards.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Number of Completers	We average 1-4 completers per year in our Ag Production and Ag Mechanization programs. This is an accomplishment considering the majority of students enrolled in the program who would be able to complete the programs typically attend the local CTE center during their senior year.
NOCTI - Passing Percentage	Approximately 75% of our Ag Production and Ag Mechanization students pass associated NOCTI exams.

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

## Articulation Agreements

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

### Partnering Institution

Susquehanna University

### Agreement Type

Dual Credit

### Program/Course Area

Varied (Depending upon course availability)

### Uploaded Files

SASD-Susquehanna University Articulation Agreement.pdf

### Partnering Institution

Lackawanna College

### Agreement Type

Dual Credit

### Program/Course Area

In-Person Courses: Varied (Depending upon course availability) SASD Students have full access to Lackawanna's online course offerings

### Uploaded Files

SASD-Lackawanna College Articulation Agreement.pdf

### Partnering Institution

Bloomsburg University

**Agreement Type**

Dual Credit

**Program/Course Area**

Early College Experience Program - Up to 15 Credits/Semester at 25% Tuition rate

**Uploaded Files**

SASD--Bloomsburg Articulation Agreement.pdf

**Partnering Institution**

Delaware Valley University

**Agreement Type**

Dual Credit

**Program/Course Area**

Agriculture Agreement for Various Horticulture Courses

**Uploaded Files**

SASD-DEL Valley Articulation Agreement.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.

We continue to offer PDE-Approved certification programs in our high school.
We currently have over 98% of our students on track to complete the required Career Education and Work standards.
The Selinsgrove Area High School offers dual enrollment or dual credit courses through four different articulation agreements (Bloomsburg, Susquehanna, Lackawanna, and Delaware Valley).

## 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.

The Selinsgrove Area School would like to see an increase in the number of completers within the state approved CTE programs.
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The Selinsgrove Area School District would like to continue creating more job-relevant experiences for students.
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## 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
Selinsgrove Area High School - Future Ready PA Index "College and Career Measures" - Four-Year Cohort Graduation Rate	A significant difference does exist between the all-student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).
Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).
Selinsgrove Area Intermediate School - Future Ready PA Index "State Assessment Measures" - Meeting Annual Academic Growth Expectations	Assessed students with disabilities at the intermediate school exceeded the statewide growth standard in both ELA and Science.
Selinsgrove Area Middle School - Future Ready PA Index "State Assessment Measures" - Proficient or Advanced on PA State Assessments	The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.



## Students Considered Economically Disadvantaged

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

## 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.

High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.
The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.
Assessed students with disabilities at the intermediate school exceeded the statewide growth standard in both ELA and Science.

### 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.

A significant difference does exist between the all-student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).
Data for the Economically Disadvantaged and Students with Disabilities student groups at the high school shows that a significantly smaller

number of students were proficient or advanced on the Literature and Math assessments. (Almost 20% fewer).

Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).

## Designated Schools

### Selinsgrove Area HS

Priority Challenge	Comments and Notable Observations
Graduation rate, especially among identified subgroups (IEP) is below the state average..	The 4-Year Cohort graduation rate for the High School is below the statewide average.
Keystone Algebra performance is below projected outcomes for our district. Subgroup performance (IEP students perform significantly lower than the All-Group performance)	Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.
Keystone Biology performance is below state average.	The Interim Goal/Improvement Target was not met in Biology. Only 57.1% of assessed students were proficient or advanced. This is one of, if not, the only tested subject and grade-level (3rd Grade through High School in ELA, Math and Science) in which the state-wide average was not exceeded.

### Systemic LEA Challenges

The 4-Year Cohort graduation rate for the High School is below the statewide average.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The special education plan is focused on the academic achievement and graduation rate among students with disabilities. This needs to be an integral part of our comprehensive plan as it related to instructional practices and assessment practices.
Title 1 Program	Our Title I program continues to support at-risk students in grades K-3, and will expanded to support students in grades K-5. There is a direct connection to the comprehensive plan as it related to intervention planning and delivery, as well as identifying at-risk students involved on our MTSS.
Student Services	SEL and Trauma Informed Practices have been determined as an area of need in the district, as we being to lay the foundation for a stronger approach to SEL, our student services team will paly a vital role in implementation.
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A
High School ATSI Plan	4-Year Graduation Cohort continues to be a major concern especially among the economically disadvantaged and students with disabilities subgroups.

### Strengths

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

### 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.

As noted, special education students are underperforming relative to state averages.
Our graduation rate is lower with a recent sharp increase in the number of dropouts, specifically among identified learners.



## 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	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

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

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

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

### Implement Data-Driven Human Capital Strategies

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

### Organize and Allocate Resources and Services Strategically and Equitably

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

## Summary

### Strengths

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

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Ensure effective, standards-aligned curriculum and assessment
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

**Challenges**

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

## 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
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	True
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	False
Kindergarten DIBELS data suggests that an average of a 10-12% increase in proficiency between the BOY and MOY assessment with little to backward growth (on average) between MOY and EOY assessments.	True
3rd Grade DIBELS - 48% to 65% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.	True
100% of Middle School students met the state's Career Standards Benchmark. 98.9% of Intermediate School students are meeting the states Career Standards Benchmark. This is almost 20% above the statewide average.	True
100% of Middle School students met the state's Career Standards Benchmark. 98.9% of Intermediate School students are meeting the states Career Standards Benchmark. This is almost 20% above the statewide average.	False
Middle School CDT Data - ELA - Assessment Growth Indicator - 6th Grade "Well Above" 7th Grade "Well Above" 8th Grade "Above"	True
We currently do not have formative or summative assessment data for intermediate school science. We do not have data to inform science instruction other than PSSA data at the 4th grade level. Current PSS data shows that 86% of students assessed were proficient or advanced. This is almost 20% above state average.	False
Middle School CDT data shows that 6th, 7th and 8th grade students are performing "Well Above" the Assessment Growth Indicator.	False
We continue to offer PDE-Approved certification programs in our high school.	False
The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.	False
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math. Middle School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	False
The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA	False



improved by nearly 20% when compared to previous years.	
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math. Middle School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	False
We currently do not have a universal screener or benchmarking assessment for K-2 Math	False
75% at or above Proficiency for STAR Math.	False
75% at or above Proficiency for STAR Math.	False
We currently have over 98% of our students on track to complete the required Career Education and Work standards.	True
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	False
The percentage of middle school students with disabilities scoring proficient or advanced on the Science PSSA improved by nearly 20% when compared to previous years.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Ensure effective, standards-aligned curriculum and assessment	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
The Intermediate School exceeds statewide growth standard in ELA, Math and Science.	False
The Selinsgrove Area High School offers dual enrollment or dual credit courses through four different articulation agreements (Bloomsburg, Susquehanna, Lackawanna, and Delaware Valley).	False
Assessed students with disabilities at the intermediate school exceeded the statewide growth standard in both ELA and Science.	False
The Intermediate School exceeds statewide growth standard in ELA, Math and Science.	False
The Selinsgrove Area High School offers dual enrollment or dual credit courses through four different articulation agreements (Bloomsburg, Susquehanna, Lackawanna, and Delaware Valley).	False
Assessed students with disabilities at the intermediate school exceeded the statewide growth standard in both ELA and Science.	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
The 4-Year Cohort graduation rate for the High School is below the statewide average. A significant difference	True

does exist between the all student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.	
The 4-Year Cohort graduation rate for the High School is below the statewide average. A significant difference does exist between the all student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.	False
Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.	True
Although above state average, the percentage students considered not habitually or chronically absent continues to trend downward. Less than five years ago, over 94% of students were classified as "not chronically absent. This is a change of nearly 11%.	False
Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.	False
Although above state average, the percentage students considered not habitually or chronically absent continues to trend downward. Less than five years ago, over 94% of students were classified as "not chronically absent. This is a change of nearly 11%.	False
5th Grade DIBELS Data - 52% to 59% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.	True
Currently there is a discrepancy between benchmark assessments, PSSA results, and report card grades at the intermediate school level. Report card grades (average 83% or higher) do not align with State Standardized Tests	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).	True
We currently do not have a universal screener or benchmarking assessment for K-2 Math. STAR was acquired, but we are only getting results for	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).	True
Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).	True
We currently do not have a universal screener or benchmarking assessment for K-2 Math. STAR was acquired,	False

but we are only getting results for	
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).	False
Second Grade DIBELS data shows an inverse trend (reduction in number of students assessed at the proficient level) from the BOY to the EOY assessment.	True
Although slightly above average, less than 60% of students at the Middle School performed proficient or advanced on the ELA PSSA Assessment.	False
We currently do not have formative or summative assessment data for elementary school science.	False
CDT Assessment are given in HS biology courses. Current data mirrors Keystone performance with the exception of honors sections. Special Education students are performing significantly lower when compared to the all student group on Biology CDTs.	False
The Selinsgrove Area School would like to see an increase in the number of completers within the state approved CTE programs.	False
A significant difference does exist between the all-student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.	True
As noted, special education students are underperforming relative to state averages.	True
Our graduation rate is lower with a recent sharp increase in the number of dropouts, specifically among identified learners.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
WE need to systemically assess students in math skills and fluency K-8.	False
The Interim Goal/Improvement Target was not met at the Intermediate School for ELA. The percentage of students proficient or advanced on the ELA PSSA was under 60%.	True
The Selinsgrove Area School District would like to continue creating more job-relevant experiences for students.	True
WE need to systemically assess students in math skills and fluency K-8.	False
The Interim Goal/Improvement Target was not met at the Intermediate School for ELA. The percentage of students proficient or advanced on the ELA PSSA was under 60%.	False
The Selinsgrove Area School District would like to continue creating more job-relevant experiences for students.	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).	True
Data for the Economically Disadvantaged and Students with Disabilities student groups at the high school	False

shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (Almost 20% fewer).	
Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the high school shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (Almost 20% fewer).	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	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.

The team has gleaned an number of notable observations during an number of discussions during which data was analyzed: \* The team believes that the recent graduation rate, especially the graduation rate of the Students with Disabilities student group needs to improve drastically and immediately. \* The team also feels that the overall academic performance of the district (across all grade levels and subjects areas) is in need of improving. There is a feeling that (given the human and curricular resouces along with the support of the community), that this district is underperforming.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
As noted, special education students are underperforming relative to state averages.	There is a need for improved instructional strategies so that the needs of students with special needs can be met more effectively. Professional development needs to be provided for teachers to better support students with disabilities.	False
The 4-Year Cohort graduation rate for the High School is below the statewide average. A significant difference does exist between the all student group and the economically disadvantaged and students with disabilities subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.	The Selinsgrove Area School District needs to provide more opportunities for students to be engaged and identify students who are at risk of dropping out earlier. More supports are needed to ensure students with disabilities are successful for years of high school.	True
Only 38.3% of assessed high school students performed at the proficient or advanced level on the Algebra Keystone Exam. This is only .5% above the state-wide average.	Selinsgrove Area School District needs to examine math curriculum and instructional practices in grades K through 12 so that students are better prepared for the algebra Keystone assessment.	False
The Selinsgrove Area School District would like to continue creating more job-relevant experiences for students.	The Selinsgrove Area School District should continue to expand, enhance opportunities for job shadows, internships, externships, etc. to better prepare students for a post secondary transitions.	False
5th Grade DIBELS Data - 52% to 59% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.	Fifth grade teachers specialists and administrators must revise fifth grade ELA curriculum so that assessment, anchors and skills are the focus.	False
Second Grade DIBELS data shows an inverse trend (reduction in number of students assessed at the proficient level) from the BOY to the EOY assessment.	Second grade, teachers need to continue to be supported through their transition to a more structured approach to teaching foundational skills in literacy.	False
A significant difference does exist between the all-student group and the economically disadvantaged and students with disabilities	Student support personnel, teachers and administrators must work together to ensure that students with special	False

subgroups in the area of Percent Graduation 4-Year Cohort. 83.9% = All Student Group; 71.9% = Economically Disadvantaged Subgroup; 54.5% = Students with Disabilities Subgroup.	needs have supports in place to ensure successful completion of graduation requirements.	
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).	Performance of our students who are economically disadvantaged and students with disabilities needs to improve. Relevant and job embed, professional development needs to be provided to teachers along with time to align and rewrite curriculum.	True
Data for the Economically Disadvantaged and Students with Disabilities student groups at the Intermediate School shows that a significantly smaller number of students were proficient or advanced on the Literature and Math assessments. (At least 20% fewer).	Performance of our students who are economically disadvantaged and students with disabilities needs to improve. Relevant and job embed, professional development needs to be provided to teachers along with time to align and rewrite curriculum.	False
Data for the Economically Disadvantaged and Students with Disabilities student groups at the middle school shows that a significantly smaller number of students were proficient or advanced on the ELA and Math assessments. (>15% fewer).	Performance of our students who are economically disadvantaged and students with disabilities needs to improve. Relevant and job embed, professional development needs to be provided to teachers along with time to align and rewrite curriculum.	False
The Interim Goal/Improvement Target was not met at the Intermediate School for ELA. The percentage of students proficient or advanced on the ELA PSSA was under 60%.	Performance of our students who are economically disadvantaged and students with disabilities needs to improve. Relevant and job embed, professional development needs to be provided to teachers along with time to align and rewrite curriculum.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	The Selinsgrove Area School District will strive to provide more opportunities for families to learn more about the school district, its curriculum, and its processes. The district will also strive to create ways for parents to provide meaningful constructive feedback.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten DIBELS data suggests that an average of a 10-12% increase in proficiency between the BOY and MOY assessment with little to backward growth (on average) between MOY and EOY assessments.	LETRS training and a transition to CKLA has led to an increase in focus on foundational skills and student achievement.

3rd Grade DIBELS - 48% to 65% increase in number of students are "Core Support" (Proficient) from the BOY to EOY assessment.	The team believes that success in third grade DIBELS is a direct result of focusing on foundations skills and infusing a more skills-based approach in addition to the current reading series.
Middle School CDT Data - ELA - Assessment Growth Indicator - 6th Grade "Well Above" 7th Grade "Well Above" 8th Grade "Above"	A data-driven culture and a focus on assessment anchors is helping students achieve on ELA CDTs.
High School students with disabilities and economically disadvantaged students far exceeded the statewide growth standard in math.	Although not meeting proficiency standards on Keystone assessments, many students are demonstrating more than one year's growth in one year's time.
100% of Middle School students met the state's Career Standards Benchmark. 98.9% of Intermediate School students are meeting the state's Career Standards Benchmark. This is almost 20% above the statewide average.	Guidance counselors have focused on making sure that all students complete career lessons in Smartfutures and complete artifacts connected to our highly successful job fair.
We currently have over 98% of our students on track to complete the required Career Education and Work standards.	The high school's career prep course along with a focus on career education and work standards at the K-8 level has led to success in meeting the state's Career Benchmarks Standards.

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	The Selinsgrove Area School District will continue to be committed to enhancing the quality of instruction by prioritizing effective professional development and improving curricular alignment. We recognize that investing in our educators through meaningful professional development opportunities not only enriches their instructional practices but also creates a culture of continuous learning and growth. By aligning our curriculum with state standards and best practices, we will ensure that every student receives a well-rounded education that prepares them for success.
	The Selinsgrove Area School District will focus on supporting the whole student by improving our comprehensive student supports that appropriately incorporate social-emotional learning (SEL) and Multi-tiered Systems of Supports (MTSS). We recognize that each student comes with unique needs and challenges, and it is our responsibility to provide a supportive environment that fosters their academic, social, and emotional growth. Our goal is to equip all students with the necessary skills, resources, and support systems to thrive academically and personally, enabling them to graduate and contribute to society.
	The Selinsgrove Area School District is committed to growing strong partnerships with parents and families by prioritizing increased engagement opportunities and enhancing avenues for meaningful feedback from our community. We understand that parents and families play a crucial role in the education of our students, and their involvement is integral to our collective success. Through proactive outreach and collaborative initiatives, we aim to create a

	welcoming environment where parents and families feel valued, respected, and empowered to actively participate in their child's education.
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## Goal Setting

**Priority: The Selinsgrove Area School District will continue to be committed to enhancing the quality of instruction by prioritizing effective professional development and improving curricular alignment. We recognize that investing in our educators through meaningful professional development opportunities not only enriches their instructional practices but also creates a culture of continuous learning and growth. By aligning our curriculum with state standards and best practices, we will ensure that every student receives a well-rounded education that prepares them for success.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Selinsgrove Area School District aims to increase student proficiency rates in core subject areas by 15%, as measured by state standardized assessments (PSSA and Keystone Exams) and by district-endorsed benchmark assessments (DIBLES and STAR Assessments), through the implementation of evidence-based instructional strategies and ongoing professional development for educators. This improvement will be evident across all grade levels and demographic groups, ensuring equitable access to high-quality instruction and fostering academic growth for every student."		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Improvement of Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Selinsgrove Area School District aims to increase student proficiency rates in core subject areas by at least 5%, as measured by state standardized assessments (PSSA and Keystone Exams) and by district-endorsed benchmark assessments (DIBLES and STAR Assessments), through the implementation of evidence-based instructional strategies and ongoing professional development for educators. This improvement will be evident across all grade levels and demographic groups, ensuring equitable access to high-quality instruction and fostering academic growth for every student."	Selinsgrove Area School District aims to increase student proficiency rates in core subject areas by at least 10%, as measured by state standardized assessments (PSSA and Keystone Exams) and by district-endorsed benchmark assessments (DIBLES and STAR Assessments), through the implementation of evidence-based instructional strategies and ongoing professional development for educators. This improvement will be evident across all grade levels and demographic groups, ensuring equitable access to high-quality instruction and fostering academic growth for every student."	Selinsgrove Area School District aims to increase student proficiency rates in core subject areas by 15%, as measured by state standardized assessments (PSSA and Keystone Exams) and by district-endorsed benchmark assessments (DIBLES and STAR Assessments), through the implementation of evidence-based instructional strategies and ongoing professional development for educators. This improvement will be evident across all grade levels and demographic groups, ensuring equitable access to high-quality instruction and fostering academic growth for every student."

<b>Outcome Category</b>		
Rigorous Courses of Study Section		
<b>Measurable Goal Statement (Smart Goal)</b>		
The Selinsgrove Area School District will revise and align curricular documents for all (100%) grade level content areas and courses.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Curricular Alignment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The Selinsgrove Area School District will revise and align curricular documents for all (35%) grade level content areas and courses.	The Selinsgrove Area School District will revise and align curricular documents for all (70%) grade level content areas and courses.	The Selinsgrove Area School District will revise and align curricular documents for all (100%) grade level content areas and courses.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
The Selinsgrove Area School District will provide 100% of all teaching and non-teaching professional staff with ongoing professional development related to improved practices.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Professional Development		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The Selinsgrove Area School District will provide 50% of all teaching and non-teaching professional staff with ongoing professional development related to improved practices.	The Selinsgrove Area School District will provide 75% of all teaching and non-teaching professional staff with ongoing professional development related to improved practices.	The Selinsgrove Area School District will provide 100% of all teaching and non-teaching professional staff with ongoing professional development related to improved practices.

**Priority: The Selinsgrove Area School District will focus on supporting the whole student by improving our comprehensive student supports that appropriately incorporate social-emotional learning (SEL) and Multi-tiered Systems of Supports (MTSS). We recognize that each student comes with unique needs and challenges, and it is our responsibility to provide a supportive environment that fosters their academic, social, and emotional growth. Our goal is to equip all students with the necessary skills, resources, and support systems to thrive academically and personally, enabling them to graduate and contribute to society.**

<b>Outcome Category</b>		
Graduation rate		
<b>Measurable Goal Statement (Smart Goal)</b>		
The Selinsgrove Area School District aims to increase the high school graduation rate all all student groups to a minimum of 97% by providing additional supports and career-relevant experiences to students.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Graduation Rate		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The Selinsgrove Area School District aims to increase the high school graduation rate all all student groups to a minimum of 90% by providing additional supports and career-relevant experiences to students.	The Selinsgrove Area School District aims to increase the high school graduation rate all all student groups to a minimum of 93% by providing additional supports and career-relevant experiences to students.	The Selinsgrove Area School District aims to increase the high school graduation rate all all student groups to a minimum of 97% by providing additional supports and career-relevant experiences to students.

<b>Outcome Category</b>		
Social emotional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
The Selinsgrove Area School District will provide 100% of all staff professional development in the areas of: Trauma-Informed Practices, De-Escalation Techniques, and appropriate Social Emotion Learning Activities.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
SEL		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The Selinsgrove Area School District will provide 35% of all staff professional development in the areas of: Trauma-Informed Practices, De-Escalation Techniques, and appropriate Social Emotion	The Selinsgrove Area School District will provide 75% of all staff professional development in the areas of: Trauma-Informed Practices, De-Escalation Techniques, and appropriate Social Emotion	The Selinsgrove Area School District will provide 100% of all staff professional development in the areas of: Trauma-Informed Practices, De-Escalation Techniques, and appropriate Social Emotion

Learning Activities.	Learning Activities.	Learning Activities.
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<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Selinsgrove Area School District aims to fully implement Multi-tiered Systems of Support (MTSS) from grades K-12 with the objective of improving student achievement and addressing academic and behavioral needs.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
MTSS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Selinsgrove Area School District aims to fully implement Multi-tiered Systems of Support (MTSS) from grades K-5 with the objective of improving student achievement and addressing academic and behavioral needs.	Selinsgrove Area School District aims to fully implement Multi-tiered Systems of Support (MTSS) from grades K-8 with the objective of improving student achievement and addressing academic and behavioral needs.	Selinsgrove Area School District aims to fully implement Multi-tiered Systems of Support (MTSS) from grades K-12 with the objective of improving student achievement and addressing academic and behavioral needs.

**Priority: The Selinsgrove Area School District is committed to growing strong partnerships with parents and families by prioritizing increased engagement opportunities and enhancing avenues for meaningful feedback from our community. We understand that parents and families play a crucial role in the education of our students, and their involvement is integral to our collective success. Through proactive outreach and collaborative initiatives, we aim to create a welcoming environment where parents and families feel valued, respected, and empowered to actively participate in their child's education.**

<b>Outcome Category</b>		
Parent and family engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
Selinsgrove Area School District aims to increase parent engagement activities at all grade levels (no less than five formal opportunities per building) as measured by participation rates in school events, workshops, and volunteer opportunities.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Parent Engagement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Selinsgrove Area School District aims to increase parent engagement activities at all grade levels (no less than 3 formal	Selinsgrove Area School District aims to increase parent engagement activities at all grade levels (no less than five formal	Selinsgrove Area School District aims to increase parent engagement activities at all grade levels (no less than five formal

opportunities per building) as measured by participation rates in school events, workshops, and volunteer opportunities.	opportunities per building) as measured by participation rates in school events, workshops, and volunteer opportunities.	opportunities per building) as measured by participation rates in school events, workshops, and volunteer opportunities.
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<b>Outcome Category</b>		
Parent and family engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
Selinsgrove Area School District will establish and maintain an appropriate and thorough feedback system with parents and community members, resulting in a measurable increase of 25% in the quantity and quality of feedback received compared to the previous year. Progress towards this goal will be assessed through the implementation of feedback activities such as surveys, focus groups, suggestion boxes, and community forums, with data collected and analyzed regularly to inform decision-making processes.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Community Feedback		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Selinsgrove Area School District will establish and maintain an appropriate and thorough feedback system with parents and community members, resulting in a measurable increase of 10% in the quantity and quality of feedback received compared to the previous year. Progress towards this goal will be assessed through the implementation of feedback activities such as surveys, focus groups, suggestion boxes, and community forums, with data collected and analyzed regularly to inform decision-making processes.	Selinsgrove Area School District will establish and maintain an appropriate and thorough feedback system with parents and community members, resulting in a measurable increase of 25% in the quantity and quality of feedback received compared to the previous year. Progress towards this goal will be assessed through the implementation of feedback activities such as surveys, focus groups, suggestion boxes, and community forums, with data collected and analyzed regularly to inform decision-making processes.	Selinsgrove Area School District will establish and maintain an appropriate and thorough feedback system with parents and community members, resulting in a measurable increase of 25% in the quantity and quality of feedback received compared to the previous year. Progress towards this goal will be assessed through the implementation of feedback activities such as surveys, focus groups, suggestion boxes, and community forums, with data collected and analyzed regularly to inform decision-making processes.



## Action Plan

### Measurable Goals

Improvement of Instruction	Curricular Alignment
Professional Development	Graduation Rate
SEL	MTSS
Parent Engagement	Community Feedback

### Action Plan For: Effective Professional Development

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>Selinsgrove Area School District aims to increase student proficiency rates in core subject areas by 15%, as measured by state standardized assessments (PSSA and Keystone Exams) and by district-endorsed benchmark assessments (DIBLES and STAR Assessments), through the implementation of evidence-based instructional strategies and ongoing professional development for educators. This improvement will be evident across all grade levels and demographic groups, ensuring equitable access to high-quality instruction and fostering academic growth for every student."</li> <li>The Selinsgrove Area School District will revise and align curricular documents for all (100%) grade level content areas and courses.</li> <li>The Selinsgrove Area School District will provide 100% of all teaching and non-teaching professional staff with ongoing professional development related to improved practices.</li> <li>The Selinsgrove Area School District will provide 100% of all staff professional development in the areas of: Trauma-Informed Practices, De-Escalation Techniques, and appropriate Social Emotion Learning Activities.</li> <li>Selinsgrove Area School District aims to fully implement Multi-tiered Systems of Support (MTSS) from grades K-12 with the objective of improving student achievement and addressing academic and behavioral needs.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Teachers will participate in professional development that enhances their instructional practices.		2024-06-03	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brian Parise, Assistant Superintendent	Online vendors, Outside PD providers	Yes	No
Action Step		Anticipated Start/Completion Date	
Teachers will participate in professional development that enhances their instructional practices.		2024-06-03	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brian Parise, Assistant Superintendent	Online vendors, Outside PD providers	Yes	No
Action Step		Anticipated Start/Completion Date	
Teachers will participate in professional development that enhances their instructional practices.		2024-06-03	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brian Parise, Assistant Superintendent	Online vendors, Outside PD providers	Yes	No
Action Step		Anticipated Start/Completion Date	
Teachers will participate in professional development that enhances their instructional practices.		2024-06-03	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brian Parise, Assistant Superintendent	Online vendors, Outside PD providers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Revised curricular documents Improved instructional practices	Curricular reviews, administrative walkthroughs and lesson plan reviews. Building principals will periodically evaluate.

### Action Plan For: Parent Engagement Activities

Measurable Goals:
<ul style="list-style-type: none"> <li>Selinsgrove Area School District aims to increase parent engagement activities at all grade levels (no less than five formal opportunities per building) as measured by participation rates in school events, workshops, and volunteer opportunities.</li> <li>Selinsgrove Area School District will establish and maintain an appropriate and thorough feedback system with parents and community members, resulting in a measurable increase of 25% in the quantity and quality of feedback received compared to the previous year. Progress towards this goal will be assessed through the implementation of feedback activities such as surveys, focus groups, suggestion boxes, and community forums, with data collected and analyzed regularly to inform decision-making processes.</li> </ul>

Action Step	Anticipated Start/Completion Date		
Create a parent steering committee at each building in order to assist in the planning of parent engagement activities and create ways for community members to provide feedback appropriately.	2024-06-03	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals: Damian Gessel, Elementary; Paul Bozella, Intermediate, John Bohle, Middle, and Matt Conrad High School	Meeting space, documents, samples	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increase in number of parent engagement activities K-12	Survey, sign-in sheets, agenda, meeting minutes.
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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Professional Development	Administration and Staff will participate in MTSS/SEL Professional Development
Effective Professional Development	Curriculum Writing - Departments, Grade Levels and teams will spend time reviewing, revising, and rewriting the current written curriculum with an emphasis on alignment with state standards (in particular STEELS) along with assessment writing
Effective Professional Development	Teachers will participate in professional development that enhances their instructional practices.
Effective Professional Development	Teachers will participate in professional development that enhances their instructional practices. Curriculum Writing
Parent Engagement Activities	Create a parent steering committee at each building in order to assist in the planning of parent engagement activities and create ways for community members to provide feedback appropriately.

### Improved Instructional Practices

Action Step		
<ul style="list-style-type: none"> <li>Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
Audience		
Classroom teachers and specialists		
Topics to be Included		
Current best practices, use of technology, data-driven decision making, MTSS (Tier 1 and 2 interventions in the classroom)		
Evidence of Learning		
Classroom walkthroughs and observations, student achievement data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brian Parise, Assistant Superintendent	2024-06-04	2027-06-30

### Learning Format

Type of Activities	Frequency
Workshop(s)	Scheduled PD Exchange time/Schedule PD Days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>	

- 3a: Communicating with Students

**This Step Meets the Requirements of State Required Trainings**

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### MTSS Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Administration and Staff will participate in MTSS/SEL Professional Development</li> </ul>		
<b>Audience</b>		
Classroom teachers, administration, specialists		
<b>Topics to be Included</b>		
Tiered Interventions, Data		
<b>Evidence of Learning</b>		
Classroom walkthroughs and observations, student achievement data, participation in MTSS Meetings		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise, Assistant Superintendent Damian Gessel, ES Principal Paul Bozella, IS Principal John Bohle, MS Principal Matt Conrad, HS Principal	2024-07-17	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Scheduled PD Exchange time/Scheduled PD Days
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### Co-Teaching

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
<b>Audience</b>		
Secondary Teachers Year 1 Elementary Teachers Year 2 and 3		
<b>Topics to be Included</b>		
Co-Teaching Instructional Strategies Working with Paraprofessionals		
<b>Evidence of Learning</b>		
Teacher Surveys PLC Discussions Classroom Observations and Walk-Throughs		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise, Asst. Superintendent Susan Lipsey, Director of Special Education	2024-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Two-Day Sessions/Once Per Year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>3c: Engaging Students in Learning</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Curriculum Writing

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Teachers will participate in professional development that enhances their instructional practices. Curriculum Writing</li> </ul>
<b>Audience</b>
All Departments
<b>Topics to be Included</b>

Review and Revision of District Curricular Maps		
<b>Evidence of Learning</b>		
Complete Maps		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise, Asst Superintendent	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Quarterly with multiple sessions in the summer
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

**Language and Literacy Acquisition for All Learners**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
<b>Audience</b>		
All professional staff		
<b>Topics to be Included</b>		
Language Acquisition ELs and Appropriate Instructional Strategies		
<b>Evidence of Learning</b>		
Lesson Plans Walk-Throughs Observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Susan Lipsey	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Seminar(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	

- 3c: Engaging Students in Learning

**This Step Meets the Requirements of State Required Trainings**

Language and Literacy Acquisition for All Students

**Structured Literacy**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
<b>Audience</b>		
All staff with appropriate required certifications (Elementary, RDG Specialists, ELA teachers, Special Educators)		
<b>Topics to be Included</b>		
Science of Reading Structured Literacy		
<b>Evidence of Learning</b>		
Teacher surveys, Discussions, Lesson plans (where appropriate)		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise/Assistant Superintendent	2024-07-01	2024-04-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Seminar(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

**Trauma Informed Care (1hr Minimum/Year)**

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Administration and Staff will participate in MTSS/SEL Professional Development</li> </ul>
<b>Audience</b>
All professional Staff
<b>Topics to be Included</b>
Trauma Informed Practices Trauma Informed Care
<b>Evidence of Learning</b>
Teacher participation, sign-in sheets Indirectly - Observations

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

### Learning Format

Type of Activities	Frequency
Seminar(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

### Professional Ethics Program Framework Guidelines

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
<b>Audience</b>		
All professional staff		
<b>Topics to be Included</b>		
a. Responsibility to the Profession b. Responsibility for Professional Competence c. Responsibility to Students d. Responsibility to the school Community e. Responsibility and Ethical Use of Technology		
<b>Evidence of Learning</b>		
Teacher participation, sign-in sheets, PLC discussions Indirectly: Observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise/Assistant Superintendent	2024-07-01	2027-06-30

### Learning Format

Type of Activities	Frequency
Seminar(s)	Annually and During Teacher Induction Activities
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>4c: Communicating with Families</li> <li>4e: Growing and Developing Professionally</li> <li>4f: Showing Professionalism</li> <li>4a: Reflecting on Teaching</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Professional Ethics

### Culturally Relevant and Sustaining Education Program Framework Guidelines

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will participate in professional development that enhances their instructional practices.</li> </ul>		
<b>Audience</b>		
Professional Staff		
<b>Topics to be Included</b>		
<p>a. Competency 1: Reflect on One’s Cultural Lens b. Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System c. Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real-World Experiences into Educational Spaces d. Competency 4: Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed e. Competency 5: Promote Asset-based Perspectives about Differences f. Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices g. Competency 7: Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families h. Competency 8: Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success i. Competency 9: Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use</p>		
<b>Evidence of Learning</b>		
Teacher participation, sign-in sheets, PLC discussions Indirectly: Observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brian Parise/Assistant Superintendent	2024-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Seminar(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	





## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Effective Professional Development	Administration and Staff will participate in MTSS/SEL Professional Development
Effective Professional Development	Curriculum Writing - Departments, Grade Levels and teams will spend time reviewing, revising, and rewriting the current written curriculum with an emphasis on alignment with state standards (in particular STEELS) along with assessment writing
Effective Professional Development	Teachers will participate in professional development that enhances their instructional practices. Curriculum Writing
Parent Engagement Activities	Create a parent steering committee at each building in order to assist in the planning of parent engagement activities and create ways for community members to provide feedback appropriately.

### Parent and Community Engagement

Action Step		
<ul style="list-style-type: none"> <li>Create a parent steering committee at each building in order to assist in the planning of parent engagement activities and create ways for community members to provide feedback appropriately.</li> </ul>		
Audience		
Community		
Topics to be Included		
Positive public relations, parent engagement activities, providing appropriate feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brian Parise, Assistant Superintendent	2024-07-01	2027-06-30

### Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

