Aliquippa SD
Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN	
School District		127040503	
Address 1			
800 21st Street			
Address 2			
City	**State**	**Zip Code**	
Aliquippa	PA	15001	
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Single Point of Contact Name			
Beth A. Smith			
Single Point of Contact Email			
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LEA Profile

Aliquippa School District is located in the city of Aliquippa, Beaver County, 25 miles northwest of the city of Pittsburgh. Prior to 1984, the main source of employment and family income was steel production, heavy metals manufacturing, and jobs related to these industries. The decline of these businesses resulted in plunging family incomes, escalating crime, and an exodus of residents from the community. This loss of income and a drastic reduction in tax revenue have had a major impact on the district and the community. Crime, drugs, poverty, and unstable home lives are commonplace in the community and therefore greatly affect the needs of the students served in this district.

In 1987 Aliquippa was declared a distressed community by state officials. The city has never recovered from this status. According to the 2021 census, Aliquippa's median household income was $36,451 with 26% of residents living in poverty. The Aliquippa School District is a part of the Community Eligibility Provision (CEP) program which provides free school breakfasts and lunches to all students.

Aliquippa School District is an urban K – 12 district with a total number of 974 students (489 elementary and 485 secondary). In recent years, our enrollment has significantly diminished due to an increase in students attending charter, private, and cyber schools. Our student body is comprised of 69% African American, 13% Caucasian, 13% multi-racial, and 7% Hispanic. In the 2008-2009 school year, the district underwent a renovation and was condensed from three buildings to two: A K-6 elementary school and a 7-12 junior/senior high school. We are recipients of a PreK Counts grant for the 2022-2023 school year and can renew yearly. Currently, we have twenty-five, 3 and 4-year-olds, 2 teachers, and 2 teachers' aides.

Pupil expenditures per general education student are $15,361.99. For special education students, they are $38,749.99. Considering the minimal tax base, our district relies heavily upon government funding as well as grant opportunities, to provide staff, programming, materials, and resources. Compounding this fiscal issue is the fact that much of the government's spending on education has been drastically cut.

Our district utilizes several outside agencies such as Western PA Psych., Prevention Network, Keystone Wellness, Adagio Health, the Darrelle Revis Foundation, and Aliquippa Impact to name a few. These agencies provide therapeutic services, tutoring, mentoring, and health, and nutrition education. Programs, clubs, and extra-curricular activities have been nearly eliminated due to our financial situation. Much of the staff takes advantage of The Educational Partnership for donations of basic classroom supplies.

Mission and Vision

Mission

In the Aliquippa School District, we are committed to creating a productive, respectful, and safe learning environment that promotes a responsible school community.

Vision

The Aliquippa School District will empower each student to engage in a meaningful experience in pursuit of academic and personal success. We will maintain an inclusive school district where students, staff, families, and the community work together to improve academic achievement and school climate; a highly qualified staff equipped with best practices to deliver quality instruction with equity and high expectations for all; a standards-aligned curriculum that promotes student growth through cognitively engaging work; an open approach to emerging technologies, including digital learning, as well as opportunities beyond the local school district; an environment that prepares students for college and career pathways through varied experiences and exposures; a safe school climate that encompasses security practices and procedures as well as dedicated resources to provide social and emotional support.

Educational Values

Students

The LEA believes an environment that prepares students socially, emotionally, and academically, as well as for college and career pathways through varied experiences is vital.

Staff

The LEA believes a highly qualified staff equipped with best practices to deliver quality instruction with equity and high expectations for all is vital.

Administration

The LEA believes frameworks encompassing instruction, assessment, behavior, safety, communication, and curriculum are vital.

Parents

The LEA believes a safe and caring school climate with quality instruction and open communication are vital.

Community

The LEA believes an inclusive school district where students, staff, families, and the community work together to improve academic achievement and school climate is vital.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting annual academic growth expectations (PVAAS) ELA	Met or exceeded the interim target in elementary ELA
Meeting annual academic growth expectations (PVAAS) Math	Met or exceeded the statewide goal in elementary math
Meeting annual academic growth expectations (PVAAS) ELA	Increased performance from the previous year in elementary ELA
Meeting annual academic growth expectations (PVAAS) Math	Increased performance from the previous year in elementary math
Career Standards Benchmark	Met or exceeded the statewide goal in elementary and JSHS
Career Standards Benchmark	Maintained the same performance from the previous year in elementary and JSHS

Challenges

Indicator	Comments/Notable Observations
State Assessment Measure Proficient or Advanced ELA	Decreased in performance from the previous year in elementary ELA
State Assessment Measure Proficient or Advanced ELA	Did not meet statewide goal/interim target in elementary ELA
State Assessment Measure Proficient or Advanced Math	Did not meet statewide goal/interim target in elementary Math
State Assessment Measure Proficient or Advanced Science	Did not meet statewide goal/interim target in elementary Science
Meeting annual academic growth expectations (PVAAS) Science	Did not meet statewide goal/interim target in elementary Science
Regular Attendance	Decrease in performance from the previous year in elementary
Regular Attendance	Did not meet statewide goal/interim target in elementary
State Assessment Measure Proficient or Advanced ELA/Literature	Did not meet statewide goal/interim target in JSHS ELA/Literature
State Assessment Measure Proficient or Advanced Math/Algebra	Decreased in performance from the previous year in JSHS Math/Algebra
State Assessment Measure Proficient or Advanced Math/Algebra	Did not meet statewide goal/interim target in JSHS Math/Algebra
State Assessment Measure Proficient or Advanced Science/Biology	Did not meet statewide goal/interim target in JSHS Science/Biology
Meeting annual academic growth expectations (PVAAS) ELA/Literature	Did not meet statewide goal/interim target in JSHS ELA/Literature

Meeting annual academic growth expectations (PVAAS) ELA/Literature	Decreased in performance from the previous year in JSHS ELA/Literature
Meeting annual academic growth expectations (PVAAS) Math/Algebra	Did not meet statewide goal/interim target in JSHS Math/Algebra
Meeting annual academic growth expectations (PVAAS) Math/Algebra	Decreased in performance from the previous year in JSHS Math/Algebra
Meeting annual academic growth expectations (PVAAS) Science/Biology	Did not meet statewide goal/interim target in JSHS Science/Biology
Meeting annual academic growth expectations (PVAAS) Science/Biology	Decreased in performance from the previous year in JSHS Science/Biology
Regular Attendance	Decreased in performance from the previous year in JSHS
Regular Attendance	Did not meet statewide goal/interim target in JSHS
High School Graduation Rate (Four-Year Cohort)	Did not meet statewide goal/interim target in JSHS
High School Graduation Rate (Four-Year Cohort)	Decreased in performance from the previous year in JSHS

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

Strengths

Indicator Meeting Annual Academic Growth (PVAAS) ELA **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Increased performance from the previous year in elementary ELA
Indicator Meeting Annual Academic Growth (PVAAS) ELA **Grade Level(s) and/or Student Group(s)** Black and Economically Disadvantaged	**Comments/Notable Observations** Meets or exceeds interim target in elementary ELA
Indicator Meeting Annual Academic Growth (PVAAS) ELA **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Meets or exceeds statewide goal in elementary ELA
Indicator Meeting Annual Academic Growth (PVAAS) Math **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Increase in performance from the previous year in elementary Math

Black and Economically Disadvantaged	
Indicator Meeting Annual Academic Growth (PVAAS) Math **Grade Level(s) and/or Student Group(s)** Black and Economically Disadvantaged	**Comments/Notable Observations** Meets or exceeds statewide goal in elementary Math
Indicator Meeting Annual Academic Growth (PVAAS) Math **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Meets or exceeds interim target in elementary Math
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Meets or exceeds statewide goal in elementary
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Maintained the same performance from the previous year in elementary
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Black and Economically Disadvantaged	**Comments/Notable Observations** Meets or exceeds statewide goal in JSHS
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** Meets or exceeds interim target in JSHS
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Maintained the same performance from the previous year in JSHS

Challenges

Indicator State Assessment Measure Proficient or Advanced on Pennsylvania Assessments ELA **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Decrease in performance from the previous year in elementary ELA; Already not meeting the statewide goal or interim target
Indicator State Assessment Measure Proficient or Advanced on Pennsylvania Assessments Math **Grade Level(s) and/or Student Group(s)** Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Not meeting the statewide goal or interim target in elementary Math
Indicator State Assessment Measure Proficient or Advanced on Pennsylvania Assessments Science **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** Not meeting the statewide goal or interim target in elementary Science; Students with Disabilities also decreased in performance from the previous year
Indicator Regular Attendance elementary **Grade Level(s) and/or Student Group(s)** Black, Hispanic, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** All student groups decreased in performance from the previous year and are not meeting statewide goal/interim target - elementary
Indicator State Assessment Measure Proficient or Advanced on Pennsylvania Assessments JSHS ELA/Literature **Grade Level(s) and/or Student Group(s)** Black and Students with Disabilities	**Comments/Notable Observations** All student groups did not meet the interim goal or improvement target in JSHS ELA/Literature; Black and Students with Disabilities decreased in performance from the previous year
Indicator State Assessment Measure Proficient or	**Comments/Notable Observations** All student groups did not meet the interim goal or improvement target in JSHS

Advanced on Pennsylvania Assessments JSHS Math/Algebra **Grade Level(s) and/or Student Group(s)** Black, White, Economically Disadvantaged, and Students with Disabilities	Math/Algebra; All subgroups with the exception of 2 or More Races decreased in performance from the previous year
Indicator State Assessment Measure Proficient or Advanced on Pennsylvania Assessments JSHS Science/Biology **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** All student groups did not meet the interim goal or improvement target in JSHS Science/Biology; Students with Disabilities decreased in performance from the previous year
Indicator Meeting Annual Academic Growth (PVAAS) JSHS ELA/Literature, Math/Algebra, Science/Biology **Grade Level(s) and/or Student Group(s)** Black, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** All student groups did not meet the interim goal or improvement target in JSHS in ELA/Literature, Math/Algebra, Science/Biology, and decreased in performance from the previous year
Indicator Regular Attendance JSHS **Grade Level(s) and/or Student Group(s)** Black, Hispanic, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities	**Comments/Notable Observations** All student groups did not meet the interim goal or improvement target in JSHS; Hispanic students maintained the same performance from the previous year
Indicator High School Graduation Rate (Four-Year Cohort) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The only group of students for which we have enough to make a subgroup are the Black Students; Of that subgroup, the overwhelming majority is Economically Disadvantaged and the graduation rate decreased

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.

Meeting annual academic growth expectations (PVAAS) ELA; Met or exceeded the interim target in elementary ELA
Meeting annual academic growth expectations (PVAAS) Math; Met or exceeded the statewide goal in elementary math
Meeting annual academic growth expectations (PVAAS) ELA; Increased performance from the previous year in elementary ELA
Meeting annual academic growth expectations (PVAAS) Math; Increased performance from the previous year in elementary math

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.

Regular Attendance; Decreased in performance from the previous year and did not meet statewide goal/interim target in both the Elementary and JSHS
State Assessment Measure Proficient or Advanced ELA/Literature; both the Elementary and JSHS did not meet statewide goal/interim target in ELA/Literature
State Assessment Measure Proficient or Advanced Math/Algebra; both the Elementary and JSHS did not meet statewide goal/interim target in Math/Algebra
State Assessment Measure Proficient or Advanced Science/Biology; both the Elementary and JSHS did not meet statewide goal/interim target in Science/Biology
Meeting annual academic growth expectations (PVAAS) ELA/Literature, Math/Algebra, and Science/Biology; Decreased in performance from the previous year and did not meet statewide goal/interim target in the JSHS

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS School Value Added - Elementary	In 2022, grades 4-6 each met the growth standard.
Benchmark - On Hands Core Assessment - Elementary	In 2022, the lowest performing category in grades 4-6 is evidence based text analysis.
PVAAS School Value Added - Junior/Senior High	From 2019-2022, grade 7 has consistently shown growth.
PSSA Group Summary Scale Scores and Performance Levels	From 2019-2022, grade 7 ELA shows an increase in proficiency in each of the 3 tested years
Beginning of the Year DIBELS	On a typical MTSS pyramid Tier 3 should be 1-5% of students. However, our BOY indicates 50-67% of our K-3 students fall in that category.
PSSA Group Summary Scale Scores and Performance Levels	From 2021-2022, from grade 7 to grade 8, the number of students increased in proficiency
Beginning of the Year DIBELS	In 2022, the greatest number of students at or above grade level was in grade 1

English Language Arts Summary

Strengths

Implementation of the Heggerty program in grades K-2
Implementation of Language (Live) program in grade 7
Text Dependent Analysis is emphasized in grade 7
Enrichment/Intervention programs held after school and during summer for grades K-8

Challenges

All district faculty does not have access to a co-teacher in order to implement differentiated small groups in ELA instruction.
On a typical MTSS pyramid Tier 3 should be 1-5% of students. However, our BOY indicates 50-67% of our K-3 students fall in that category.
Students in grades 4 and above continue to lack foundational skills making it difficult to catch them up within the limited time in the daily schedule.
The district is lacking a comprehensive K-12 curriculum map in ELA.

Mathematics

Data	Comments/Notable Observations

PSSA Group Summary Scale Scores and Performance Levels	The discrepancy between the At and Above proficiency levels in grade 3 is more significant than any grade other level when comparing pre-Covid to post-Covid.
PSSA Group Summary Scale Scores and Performance Levels	When comparing data from the current Comprehensive Plan to the 2022 assessment results, scores have remained stagnant.
PVAAS School Value Added - Junior/Senior High	There is significant evidence that the students in Algebra I are performing well-below the growth standard.

Mathematics Summary

Strengths

Enrichment/Intervention programs held after school and during summer for grades K-8
All students K-8 have access during and after school to the IXL learning program for additional practice.

Challenges

The district is lacking a comprehensive K-12 curriculum map in mathematics.
Students continue to lack foundational skills making it difficult to catch them up within the limited time in the daily schedule.
Students lack reading skills and problem solving skills needed to accurately complete both word and multi-step problems.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Group Summary Scale Scores and Performance Levels	Pre-Covid grade 4 had a 57% proficiency rate. They suffered a significant drop in 2021 that could be a result of Covid shutdown. However, a significant rebound was shown in 2022.
PSSA Group Summary Scale Scores and Performance Levels	Jr/Sr High Science and Biology scores are consistently well-below the statewide average/goal.

Science, Technology, and Engineering Education Summary

Strengths

K-6 has a dedicated science program now.
Hands-on materials have been purchased for K-6 and Biology.
The schedule for Biology was adapted to include a lab period.

Challenges

K-12 lacked access to a science scope and sequence and resources until the 2021-2022 school year.
K-3 students do not have both science and social studies classes every day.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures Program	With the transition of elementary counselors as well as administration, the program implementation needs revisited.
Smart Futures Program	Students at the JSHS are participating in the program while in their 7th grade seminar and 9th grade seminar classes.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Community College of Beaver County

Agreement Type

Program/Course Area

Aviation, Construction, Criminal Justice, Education, Health, and STEM

Uploaded Files

Aliquippa HS-DE Agreement APPROVED.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 have had a partnership with CCBC for several years and high school students have an opportunity to attend any of their 6 academies in order to earn college credits.

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 number of students attending CCBC has decreased over the years, and we have been consistent with only 3 or so involved in the programs.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Most recent Future Ready PA Index (FRPAI)	In the elementary school, this student group increased performance, and/or met or exceeded the interim target in ELA (PVAAS).
Most recent Future Ready PA Index (FRPAI)	In the elementary school, this student group increased performance, and/or met or exceeded the interim target in mathematics (PVAAS).
Most recent Future Ready PA Index (FRPAI)	In the elementary school and JSHS, this student group exceeded the performance for Career Standards Benchmark.
Most recent Future Ready PA Index (FRPAI)	In the elementary school and JSHS, this student group did not meet the interim goal or improvement target in math/Algebra and science/Biology (PSSA/Keystone).
Most recent Future Ready PA Index (FRPAI)	In the elementary school, this student group decreased in performance from the previous year and did not meet the statewide assessment goals/interim target on the PSSA in ELA.
Most recent Future Ready PA Index (FRPAI)	In the elementary school and JSHS, this student group decreased in performance and did not meet the statewide goal or interim target for science/Biology (PSSA/Keystone).

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	In the elementary school, this student group increased performance, and/or met or exceeded the interim target in ELA (PVAAS).
Black	In the elementary school, this student group increased performance, and/or met or exceeded the interim target in mathematics (PVAAS).
Black	In the elementary school and JSH, this student group exceeded the performance for Career Standards Benchmark.
Black	In the elementary school, this student group decreased in performance from the previous year and did not meet the statewide assessment goals/interim target on the PSSA in ELA.
Black	In the elementary school and JSHS, this student group did not meet the interim goal or improvement target in math/Algebra and science/Biology (PSSA/Keystone).
Black	In the JSHS, this student group did not meet the interim goal or improvement target on ELA/Literature (PSSA/Keystone).

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.

In the elementary school, the economically disadvantaged and Black student group increased performance, and/or met or exceeded the interim target in ELA (PVAAS).
In the elementary school, the economically disadvantaged and Black student group increased performance, and/or met or exceeded the interim target in mathematics (PVAAS).
In the elementary school and JSH, this student group exceeded the performance for Career Standards Benchmark.

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.

In the elementary school, this student group decreased in performance from the previous year and did not meet the statewide assessment goals/interim target on the PSSA in ELA.
In the JSHS, this student group did not meet the interim goal or improvement target on ELA/Literature (PSSA/Keystone).
In the elementary school and JSHS, this student group did not meet the interim goal or improvement target in math/Algebra and science/Biology (PSSA/Keystone).

Designated Schools

Aliquippa JSHS

Priority Challenge	Comments and Notable Observations
The all student group is underperforming in ELA.	AJSH is 29% below the state average.
The all student group is underperforming in Algebra.	AJSH is 33% below the state average.
The all student group is underperforming in Biology.	AJSH is 41% below the state average.
Keystone/PSSA proficiency rates do not meet state expectations.	Additional intervention in Algebra and reading in grades 7-9 will continue for the 2023-2024 school year. Intensive work with Biology teacher through the Intermediate Unit to increase scores.

Systemic LEA Challenges
Implementation of an evidence-based system of schoolwide positive behavior interventions and supports.
Keystone/PSSA proficiency rates do not meet state expectations.
Curriculum is still under review/revision.
Finding resources, including both programs and staff to help improve math scores.
Implement evidence-based strategies to engage families to support learning.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	There has been a significant increase in the number of identified students from 2019-2020 to the time the plan was written in May 2022 (+50). There are also 2 more emotional support rooms; 1 in each building. The district is providing additional mental health supports to students whose family may have issues with insurance, as well as those with intense emotional support needs.
Title 1 Program	Funds are spent to retain or hire staff in order to provide small group instruction.
Student Services	We are compliant in all categories in Chapter 12-Student Services Assurance. We took steps to address areas that may have not been in compliance in previous years or items that may have been outdated.
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

Title I funding has allowed us to have staff to maintain small group instruction and manageable class sizes.
We have 2 guidance counselors (total of 4) in each building to support our students' social and emotional needs.
The elementary school has implemented a school-wide PBIS program.

Challenges

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

The special education plan for inclusive practices needs restructured in order to accommodate more students.
There are grade spans in the JSHS that are not benefitting from small group instruction.
The SAP process in both buildings needs restructured in order to properly implement the program and support students and families.
Even though we provide at least 3 per building per year of parent involvement activities, our attendance is minimal at each event.

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	Emerging
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	Emerging

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

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

Implement Data-Driven Human Capital Strategies

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

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	Exemplary

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.

Proper allocation of funds has provided staff with the necessary resources to engage students in meaningful learning experiences.
Our distribution of funds has provided students with after-school and summer learning opportunities.
The staff to student ratio is optimal for small group instruction and Tier II programs.
We have multiple district-wide community partnerships that are a strong support system to students and their families.

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.

Although we have updated resources and materials, we are still working on writing K-12 curriculum in all content areas.
Professional development is not always aligned to the comprehensive plan goals.
Data is collected but is not always disaggregated and analyzed to identify priorities and strategies for continuous improvement.
Special education resources and supports need to be improved and reallocated to ensure accessibility to quality academic and social/emotional strategies.

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
Meeting annual academic growth expectations (PVAAS) ELA; Met or exceeded the interim target in elementary ELA	True
Meeting annual academic growth expectations (PVAAS) Math; Met or exceeded the statewide goal in elementary math	True
Meeting annual academic growth expectations (PVAAS) ELA; Increased performance from the previous year in elementary ELA	True
Meeting annual academic growth expectations (PVAAS) Math; Increased performance from the previous year in elementary math	True
Implementation of the Heggerty program in grades K-2	False
Implementation of Language (Live) program in grade 7	False
Text Dependent Analysis is emphasized in grade 7	False
We have had a partnership with CCBC for several years and high school students have an opportunity to attend any of their 6 academies in order to earn college credits.	False
Enrichment/Intervention programs held after school and during summer for grades K-8	False
Enrichment/Intervention programs held after school and during summer for grades K-8	False
All students K-8 have access during and after school to the IXL learning program for additional practice.	False
K-6 has a dedicated science program now.	False
Hands-on materials have been purchased for K-6 and Biology.	False
The schedule for Biology was adapted to include a lab period.	False
In the elementary school, the economically disadvantaged and Black student group increased performance, and/or met or exceeded the interim target in ELA (PVAAS).	False
In the elementary school, the economically disadvantaged and Black student group increased performance, and/or met or exceeded the interim target in mathematics (PVAAS).	False
In the elementary school and JSH, this student group exceeded the performance for Career Standards Benchmark.	False
Title I funding has allowed us to have staff to maintain small group instruction and manageable class sizes.	False

We have 2 guidance counselors (total of 4) in each building to support our students' social and emotional needs.	False
The elementary school has implemented a school-wide PBIS program.	False
Proper allocation of funds has provided staff with the necessary resources to engage students in meaningful learning experiences.	False
Our distribution of funds has provided students with after-school and summer learning opportunities.	False
The staff to student ratio is optimal for small group instruction and Tier II programs.	False
We have multiple district-wide community partnerships that are a strong support system to students and their families.	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
Regular Attendance; Decreased in performance from the previous year and did not meet statewide goal/interim target in both the Elementary and JSHS	True
State Assessment Measure Proficient or Advanced ELA/Literature; both the Elementary and JSHS did not meet statewide goal/interim target in ELA/Literature	True
State Assessment Measure Proficient or Advanced Math/Algebra; both the Elementary and JSHS did not meet statewide goal/interim target in Math/Algebra	True
State Assessment Measure Proficient or Advanced Science/Biology; both the Elementary and JSHS did not meet statewide goal/interim target in Science/Biology	True
All district faculty does not have access to a co-teacher in order to implement differentiated small groups in ELA instruction.	False
On a typical MTSS pyramid Tier 3 should be 1-5% of students. However, our BOY indicates 50-67% of our K-3 students fall in that category.	False
Students in grades 4 and above continue to lack foundational skills making it difficult to catch them up within the limited time in the daily schedule.	False
The district is lacking a comprehensive K-12 curriculum map in ELA.	False
The district is lacking a comprehensive K-12 curriculum map in mathematics.	False
Students continue to lack foundational skills making it difficult to catch them up within the limited time in the daily schedule.	False

Students lack reading skills and problem solving skills needed to accurately complete both word and multi-step problems.	False
Meeting annual academic growth expectations (PVAAS) ELA/Literature, Math/Algebra, and Science/Biology; Decreased in performance from the previous year and did not meet statewide goal/interim target in the JSHS	True
K-12 lacked access to a science scope and sequence and resources until the 2021-2022 school year.	False
K-3 students do not have both science and social studies classes every day.	False
The number of students attending CCBC has decreased over the years, and we have been consistent with only 3 or so involved in the programs.	False
In the elementary school, this student group decreased in performance from the previous year and did not meet the statewide assessment goals/interim target on the PSSA in ELA.	False
In the JSHS, this student group did not meet the interim goal or improvement target on ELA/Literature (PSSA/Keystone).	False
In the elementary school and JSHS, this student group did not meet the interim goal or improvement target in math/Algebra and science/Biology (PSSA/Keystone).	False
The special education plan for inclusive practices needs restructured in order to accommodate more students.	False
There are grade spans in the JSHS that are not benefitting from small group instruction.	False
The SAP process in both buildings needs restructured in order to properly implement the program and support students and families.	False
Even though we provide at least 3 per building per year of parent involvement activities, our attendance is minimal at each event.	False
Although we have updated resources and materials, we are still working on writing K-12 curriculum in all content areas.	False
Professional development is not always aligned to the comprehensive plan goals.	False
Data is collected but is not always disaggregated and analyzed to identify priorities and strategies for continuous improvement.	False
Special education resources and supports need to be improved and reallocated to ensure accessibility to quality academic and social/emotional strategies.	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.

Our team observed the greatest challenges are that we are not meeting the targets, and a bigger concern is the decrease in performance in most tested areas in both the Elementary and JSHS buildings.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance; Decreased in performance from the previous year and did not meet statewide goal/interim target in both the Elementary and JSHS		False
State Assessment Measure Proficient or Advanced ELA/Literature; both the Elementary and JSHS did not meet statewide goal/interim target in ELA/Literature	lack of cohesive K-12 curriculum; inconsistent implementation of best practices; students are increasingly apathetic towards standardized testing; Grades 4-6 lack a true intervention program	True
State Assessment Measure Proficient or Advanced Math/Algebra; both the Elementary and JSHS did not meet statewide goal/interim target in Math/Algebra	lack of cohesive K-12 curriculum; inconsistent implementation of best practices; students are increasingly apathetic towards standardized testing; K-8 math does not have an intervention program	True
State Assessment Measure Proficient or Advanced Science/Biology; both the Elementary and JSHS did not meet statewide goal/interim target in Science/Biology	lack of cohesive K-12 curriculum; inconsistent implementation of best practices; students are increasingly apathetic towards standardized testing; inconsistency in science instruction in the primary grades	True
Meeting annual academic growth expectations (PVAAS) ELA/Literature, Math/Algebra, and Science/Biology; Decreased in performance from the previous year and did not meet statewide goal/interim target in the JSHS		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Meeting annual academic growth expectations (PVAAS) ELA; Met or exceeded the interim target in elementary ELA	Teachers used data to guide instruction.
Meeting annual academic growth expectations (PVAAS) Math; Met or exceeded the statewide goal in elementary math	Teachers used data to guide instruction.
Meeting annual academic growth expectations (PVAAS) ELA; Increased performance from the previous year in elementary ELA	Teachers used data to guide instruction.

| Meeting annual academic growth expectations (PVAAS) Math; Increased performance from the previous year in elementary math | Teachers used data to guide instruction. |

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.
	If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.
	If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.

Goal Setting

Priority: If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.		
Measurable Goal Nickname (35 Character Max)		
ELA Progress		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2023-2024 school year, students in the All Student Group will make a 5% gain in the Proficient/Advanced category of the ELA state assessments.	By the end of the 2024-2025 school year, students in the All Student Group will make an 8% gain in the Proficient/Advanced category of the ELA state assessments.	By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Priority: If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Mathematics state assessments.		
Measurable Goal Nickname (35 Character Max)		
Math Progress		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2023-2024 school year, students in the All Student Group will make a 4% gain in the Proficient/Advanced category of the Mathematics state assessments.	By the end of the 2024-2025 school year, students in the All Student Group will make a 8% gain in the Proficient/Advanced category of the Mathematics state assessments.	By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Mathematics state assessments.

Priority: If we develop a cohesive K-12 curriculum, then we can align our professional learning time to include best practice strategies, and students will be better prepared to achieve proficiency.

Outcome Category
Other

Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Science state assessments.

Measurable Goal Nickname (35 Character Max)
Science Progress

Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-2024 school year, students in the All Student Group will make a 4% gain in the Proficient/Advanced category of the Science state assessments.	By the end of the 2023-2024 school year, students in the All Student Group will make an 8% gain in the Proficient/Advanced category of the Science state assessments.	By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Science state assessments.

Action Plan

Measurable Goals

ELA Progress	Math Progress
Science Progress	

Action Plan For: IXL Language Arts

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Action Step		Anticipated Start/Completion Date	
Increase usage of IXL in grades K-8 for ELA		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
K-8 teachers	IXL Subscription	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase classroom usage from voluntary to a minimum of 3 times per week or until the students reach 80% proficiency on the targeted skill(s).	Classroom teachers and building administration

Action Plan For: Heggerty (PreK-2)

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Action Step		Anticipated Start/Completion Date	
Implement the program with fidelity		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

classroom teachers	continue purchase of online subscription/print materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers model program elements	building administration

Action Plan For: LanguageLive! (Grades 7-9)

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Action Step	Anticipated Start/Completion Date	
Amend staff schedules to afford students who meet the requirements the opportunity to attend for three consecutive years as needed.	2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building administration	continuation of subscription and consumables	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Those students who qualify for the program will have access to it in order to improve their reading level.	Classroom teachers and building administration

Action Plan For: Voyager Passport Intervention Program (K-3)

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Action Step		Anticipated Start/Completion Date	
Create data teams to meet regularly with the purpose of identifying students for movement within the program as well as opportunities in the daily schedule for reinforcement lessons.		2023-09-26	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Coordinator	continuation of subscription and consumables; PLC	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students' literacy growth is accelerated with more students meeting grade level expectations by the end of the year.	teachers, building administration, curriculum coordinator

Action Plan For: IXL Math

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Mathematics state assessments.

Action Step		Anticipated Start/Completion Date	
Increase usage of IXL in grades K-8 for Math		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
K-8 teachers	IXL Subscription	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase classroom usage from voluntary to a minimum of 3 times per week or until the students reach 80% proficiency on the targeted skill(s).	Classroom teachers and building administration

Action Plan For: Interactive Math Notebooks

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Mathematics state assessments.

Action Step		Anticipated Start/Completion Date	
K-12 teachers will incorporate the use of interactive math notebooks.		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
math teachers	notebooks and interactive notebook templates	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate gains in mathematical and word problem solving skills.	Principals and department heads/math team

Action Plan For: Math Spiral Review

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Mathematics state assessments.

Action Step		Anticipated Start/Completion Date	
Focus more core instruction time on spiral review section of current math program.		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
math teachers	spiral review problems in current math program	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate gains in mathematical and word problem solving skills.	Principals and department heads/math team

Action Plan For: ELA Spiral Review

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 15% gain in the Proficient/Advanced category of the ELA state assessments.

Action Step		Anticipated Start/Completion Date	
Focus more core instruction time on spiral review.		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELA teachers	daily skill practice materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate gains in grammar, vocabulary, and writing.	Principals and department heads/ELA team

Action Plan For: Train the Trainer

Measurable Goals:
• By the end of the 2025-2026 school year, students in the All Student Group will make a 12% gain in the Proficient/Advanced category of the Science state assessments.

Action Step		Anticipated Start/Completion Date	
Teacher representatives will attend STEELS and ACES trainings on the new science standards and then present to remaining science teachers.		2023-08-24	2024-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Coordinator and STEAM grant representatives	STEELS and ACES trainings	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People,

	Frequency, and Method)
Obtain professional development on best practices and standards based strategies derived from our science curriculum. Use this information to train other teachers.	Curriculum Coordinator, principals

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Heggerty (PreK-2)	Implement the program with fidelity
LanguageLive! (Grades 7-9)	Amend staff schedules to afford students who meet the requirements the opportunity to attend for three consecutive years as needed.
Interactive Math Notebooks	K-12 teachers will incorporate the use of interactive math notebooks.
Math Spiral Review	Focus more core instruction time on spiral review section of current math program.
Train the Trainer	Teacher representatives will attend STEELS and ACES trainings on the new science standards and then present to remaining science teachers.

PreK-2 Heggerty Training

Action Step		
• Implement the program with fidelity		
Audience		
PreK-2 teachers		
Topics to be Included		
Phonemic and phonological awareness, alphabet knowledge, language awareness, adding/deleting initial/medial sounds, blending and segmenting phonemes, decoding, encoding		
Evidence of Learning		
student improvement on benchmark tests		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
IU TAC staff	2023-08-21	2023-08-23

Learning Format

Type of Activities	Frequency
Workshop(s)	Once at the beginning of the year with subsequent quarterly review
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes	
• 3d: Using Assessment in Instruction	
• 1a: Demonstrating Knowledge of Content and Pedagogy	

• 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Structured Literacy

LanguageLive (Grades 7-9)

Action Step
• Amend staff schedules to afford students who meet the requirements the opportunity to attend for three consecutive years as needed.
Audience
Grades 7-9 ELA teachers
Topics to be Included
In a peer-to-peer model, the group will go through each component to learn how to effectively implement the LanguageLive program with fidelity.
Evidence of Learning
Students' scores will show growth.

Lead Person/Position	Anticipated Start	Anticipated Completion
Lead ELA teacher	2023-08-21	2023-08-23

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once at the beginning of the year with subsequent quarterly review
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Interactive Math Notebooks

Action Step
• K-12 teachers will incorporate the use of interactive math notebooks.
Audience
K-12 math teachers

Topics to be Included
Best practices for using interactive math notebooks
Evidence of Learning
Regular use of interactive math notebooks; Student growth in diagnostic, benchmark, and state assessments

Lead Person/Position	Anticipated Start	Anticipated Completion
grade level and/or department heads	2023-08-21	2023-09-08

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once at the beginning of the year with subsequent review
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Spiral Review

Action Step
• K-12 teachers will incorporate the use of interactive math notebooks.
Audience
K-12 math teachers
Topics to be Included
Grade/content specific PA mathematics standards
Evidence of Learning
Daily spiral review of previously taught math concepts; Student growth in diagnostic, benchmark, and state assessments

Lead Person/Position	Anticipated Start	Anticipated Completion
K-12 math teachers	2023-08-21	2023-09-08

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once at the beginning of the year with subsequent review

Observation and Practice Framework Met in this Plan
• 3d: Using Assessment in Instruction
• 3e: Demonstrating Flexibility and Responsiveness
• 3c: Engaging Students in Learning
• 1f: Designing Student Assessments
• 1c: Setting Instructional Outcomes
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Train the Trainer

Action Step		
• Teacher representatives will attend STEELS and ACES trainings on the new science standards and then present to remaining science teachers.		
Audience		
K-12 Science Teachers		
Topics to be Included		
New PA Science/STEELS Standards		
Evidence of Learning		
Observation of implementation of new standards as well as teaching strategies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Coordinator and Lead Science Teacher	2023-08-21	2023-08-23

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once at the beginning of the year with subsequent review
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
• 3b: Using Questioning and Discussion Techniques	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Voyager Passport Intervention Program (K-3)					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Create data teams to meet regularly with the purpose of identifying students for movement within the program as well as opportunities in the daily schedule for reinforcement lessons.	K-3 teachers and families	DIBELS scores, Checkpoint results	Curriculum Coordinator, principals	10/09/2023	02/09/2024
Communications					

Type of Communication	**Frequency**
Other	After each DIBELS administration and after each Adventure

Approvals & Signatures

Uploaded Files
• Quip SD Scan_20230921_131417.pdf

Chief School Administrator	Date
Phillip Woods	2024-08-30