

SOUTH EASTERN SD

377 Main St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

South Eastern School District . . . providing progressive education to strengthen the global community. The South Eastern School District exists to inspire and impact learning. We do this by providing a comprehensive, innovative, and personalized educational experience that removes barriers.

VISION STATEMENT

We envision a community of learners engaged in continuous improvement that will meet the challenges of the 21st century; graduates will be confident and well prepared to excel in a complex, changing world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that every child can learn when placed in a safe, secure learning environment that is student-centered, collaborative, future-focused, and resource rich. We believe in a standards based curriculum with measurable goals that is constantly evolving, and instruction designed to meet individual student learning needs that is informed by ongoing assessment. We believe in active student engagement in the learning process, activities that require problem solving and critical thinking, as well as those that foster creativity and innovation. We believe that technology integration and cultural diversity are essential to prepare students for success in the 21st century. We believe in the strength of community, in the power of school and community partnerships, the value of open communication between teachers and parents, and in helping children reach their full potential.

STAFF

We believe that every child can learn when placed in a safe, secure learning environment that is student-centered, collaborative, future-focused, and resource rich. We believe in a standards based curriculum with measurable goals that is constantly evolving, and instruction designed to meet individual student learning needs that is informed by ongoing assessment. We believe in active student engagement in the learning process, activities that require problem solving and critical thinking, as well as those that foster creativity and innovation. We believe that technology integration and cultural diversity are essential to prepare students for success in the 21st century. We believe in the strength of community, in the power of school and community partnerships, the value of open communication between teachers and parents, and in helping children reach their full potential.

ADMINISTRATION

We believe that every child can learn when placed in a safe, secure learning environment that is student-centered, collaborative, future-focused, and resource rich. We believe in a standards based curriculum with measurable goals that is constantly evolving, and instruction designed to meet individual student learning needs that is informed by ongoing assessment. We believe in active student engagement in the learning process, activities that require problem solving and critical thinking, as well as those that foster creativity and innovation. We believe

that technology integration and cultural diversity are essential to prepare students for success in the 21st century. We believe in the strength of community, in the power of school and community partnerships, the value of open communication between teachers and parents, and in helping children reach their full potential.

PARENTS

We believe that every child can learn when placed in a safe, secure learning environment that is student-centered, collaborative, future-focused, and resource rich. We believe in a standards based curriculum with measurable goals that is constantly evolving, and instruction designed to meet individual student learning needs that is informed by ongoing assessment. We believe in active student engagement in the learning process, activities that require problem solving and critical thinking, as well as those that foster creativity and innovation. We believe that technology integration and cultural diversity are essential to prepare students for success in the 21st century. We believe in the strength of community, in the power of school and community partnerships, the value of open communication between teachers and parents, and in helping children reach their full potential.

COMMUNITY

We believe that every child can learn when placed in a safe, secure learning environment that is student-centered, collaborative, future-focused, and resource rich. We believe in a standards based curriculum with measurable goals that is constantly evolving, and instruction designed to meet individual student learning needs that is informed by ongoing assessment. We believe in active student engagement in the learning process, activities that require problem solving and critical thinking, as well as those that foster creativity and innovation. We believe that technology integration and cultural diversity are essential to prepare students for success in the 21st century. We believe in the strength of community, in the power of school and community partnerships, the value of open communication between teachers and parents, and in helping children reach their full potential.

OTHER (OPTIONAL)

Profile of a Ram Dispositions: Communication Collaboration Creativity Critical Thinking Innovation Problem Solving Traits: Persistence Curiosity Empathy Integrity Tolerance Effort

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Nathan Van Deusen	Administrator	South Eastern School District
Dr. Nadine Sanders	Administrator	South Eastern School District
Dr. Sandra Ness	Administrator	South Eastern School District
Dr. Heather Venne	Administrator	Kennard-Dale High School
Dr. Chad Brindle	Administrator	Kennard-Dale High School
Mr. Todd Mulder	Administrator	Kennard-Dale High School
Mr. Doug Bryant	Administrator	South Eastern Middle School
Mr. Jon Horton	Administrator	South Eastern Intermediate School
Dr. Zane Fake	Administrator	Delta-Peach Bottom Elementary School
Ms. Barbara Lamond	Administrator	Stewartstown Elementary School
Ms. Jennifer Herman	Administrator	Fawn Area Elementary School
Mr. Thomas Wysocki	Administrator	South Eastern School District
Ms. Terri McKnight	Administrator	South Eastern School District

Name	Position	Building/Group
Ms. Jennifer Alt	Staff Member	South Eastern School District
Ms. Amanda Dubbs	Parent	Stewartstown Elementary School
Ms. Jennifer Economas	Parent	South Eastern Middle School
Ms. Brittany Farrell	Staff Member	Kennard-Dale High School
Ms. Tracy Flinchbaugh	Staff Member	Fawn Area Elementary School
Ms. Hannah Harris	Staff Member	Kennard-Dale High School
Ms. Bethany Knepper	Staff Member	South Eastern Middle School
Dr. Laura McCusker	Other	Lincoln Intermediate Unit #12
Ms. Joanna Kapinos	Staff Member	South Eastern Middle School
Ms. Dyan Hulslander	Staff Member	Kennard-Dale High School
Ms. Sara Metallo	Staff Member	South Eastern Middle School
Ms. Hope Messinger	Staff Member	South Eastern Middle School
Ms. Susan Miller	Community Member	Miller & Sons Septic Services
Ms. Cindy Seibel	Community Member	Delta Star
Mr. Barron Shaw	Community Member	Shaw Orchards

Name	Position	Building/Group
Ms. Kim Smith	Staff Member	Delta-Peach Bottom Elementary School
Ms. Rebecca Swanson	Staff Member	Stewartstown Elementary School
Ms. Carrie Traeger	Board Member	South Eastern School District
Mr. Jeb Schreiber	Other	JCI
Natalie Manfredi	Student	Kennard-Dale High School
Aiden Mattlin	Student	Kennard-Dale High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our MTSS Implementation Rubric indicates we have not fully/consistently implemented the following areas and have room for growth: standards-aligned (tier 1 core instruction), shared responsibility, universal screening, data-based decision making, multi-tiered interventions, parent/family engagement, central office support, and professional development.	Essential Practices 3: Provide Student-Centered Support Systems
Utilize the Local Advisory Council (LAC) and Occupational Advisory Council (OAC) to partner with local businesses, community organizations and other agencies to prepare our students for post secondary transition to school, military or work.	Post-secondary transition to school, military, or work
To ensure fidelity of implementation of curriculum, instruction and assessment K-12, the curriculum design cycle, the district will analyze assessments, walkthrough, and observation data.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Achievement Measure	By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Fully Implement Enhanced Core Reading Instruction K-2	2022-07-01 - 2025-06-30	Dr. Nadine E. Sanders, Assistant Superintendent	Budget for the purchase of Enhanced Core Reading Instruction aligned to the core English Language Arts Program. Lincoln Intermediate 12 Training and Consultation Support
Language Essential for Teachers of Reading and Spelling (LETRS) training for reading specialists, literacy coach and learning support teachers.	2022-07-01 - 2023-06-30	Dr. Nadine E. Sanders, Assistant Superintendent	Lincoln Intermediate Unit 12 Training and Consultation Support Budget for training materials
Implement Core English Language Arts Program K-6	2022-07-01 - 2025-06-30	Dr. Nadine E. Sanders, Assistant Superintendent	Budget to purchase English Language Arts core program materials.
Universal Design for Learning Training for Grades 7-12	2022-07-01 - 2023-06-30	Dr. Nadine E. Sanders, Assistant	Lincoln Intermediate Unit 12 Training and Consultation Support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Superintendent	
Continue Virtual Teacher Community of Practice	2022-07-01 - 2025-06-30	Dr. Nadine E. Sanders, Assistant Superintendent	Lincoln Intermediate Unit 12 Consultant Services
Fully Implement Core Math Program K-6.	2022-07-01 - 2025-06-30	Dr. Nadine E. Sanders, Assistant Superintendent	Budget for continued professional development Utilize math interventionists to support teachers Budget for continued professional development

Anticipated Outcome

1. Following grade-level scope and sequence 2. Eighty percent or more of our students are at benchmark

Monitoring/Evaluation

District Assessment Data Walkthrough and Observation Data

Evidence-based Strategy

Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Multi-Tiered System of Supports (MTSS)	By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide training on using PVAAS and CDT data to support the MTSS framework.	2022-07-01 - 2025-06-30	Mr. Thomas Wysocki, Director of Special Education	Lincoln Intermediate Unit 12 Consulting
Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.	2022-07-01 - 2025-06-30	Mr. Thomas Wysocki, Director of Special Education	MTSS Implementation Rubric Lincoln Intermediate Unit 12 Training and Consultation Support (TaC) Budget for research based interventions

Anticipated Outcome

1. Students will be matched to the appropriate interventions/supports based upon data using the MTSS framework. 2. All staff will be able to explain our MTSS process and supports provided to our students and families.

Monitoring/Evaluation

District Benchmark Assessment Data and yearly self-assessment using MTSS Implementation Rubric

Evidence-based Strategy

Post Secondary Transition to School, Military, or Work

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
College and Career Measures: Graduation Rate and Post Secondary Transition to School, Military, or Work.	By June 30, 2025, our data will indicate we have met or exceeded the statewide high school graduation rate target (89.4%) and we will see an increase in the percentage of graduates reporting transition to school, military, or work.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide multiple opportunities to learn about career paths and assist with preparing students for graduation and post secondary planning.	2022-07-01 - 2025-06-30	Dr. Sandra Ness	Local Advisory Committee K-12 Counseling Department K-12 Administration

Anticipated Outcome

Students graduating on time. Student having a post secondary plan.

Monitoring/Evaluation

College and Career Measures - Future Ready PA Index

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Implement Core English Language Arts Program K-6	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Fully Implement Core Math Program K-6.	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology (76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Language Essential for Teachers of Reading and Spelling (LETRS) training for reading specialists, literacy coach and learning support teachers.</p>	<p>07/01/2022 - 06/30/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Fully Implement Enhanced Core Reading Instruction K-2	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Universal Design for Learning Training for Grades 7-12	07/01/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Continue Virtual Teacher Community of Practice	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tiered System of Supports (MTSS))</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>	<p>Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Tiered
Interventions,
Parent/Family
Engagement,
Central
Administration
Support, and
Professional
Development.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tired System of Supports (MTSS))</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>	<p>Provide training on using PVAAS and CDT data to support the MTSS framework.</p>	<p>07/01/2022 - 06/30/2025</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Implement Core English Language Arts Program K-6	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Fully Implement Core Math Program K-6.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tiered System of Supports (MTSS))</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>	<p>Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-</p>	<p>07/01/2022 - 06/30/2025</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Tiered
Interventions,
Parent/Family
Engagement,
Central
Administration
Support, and
Professional
Development.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide high school graduation rate target (89.4%) and we will see an increase in the percentage of graduates reporting transition to school, military, or work. (College and Career Measures: Graduation Rate and Post Secondary Transition to School, Military, or Work.)	Post Secondary Transition to School, Military, or Work	Provide multiple opportunities to learn about career paths and assist with preparing students for graduation and post secondary planning.	07/01/2022 - 06/30/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

2022-07-21

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Nathan P. Van Deusen

2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Science/Biology Met Interim Goal/Improvement Target or Met 2030 Statewide Goal (State Assessment Measures)

Math/Algebra Met or Exceeded the Standard Demonstrating Growth (Meeting Annual Academic Growth Expectations - PVAAS)

Regular Attendance Met or Exceeded Statewide Goal (On-Track Measure)

High School Graduation Rate Met 2030 Statewide Goal (College and Career Measures)

Empower Leadership for District Continuous Improvement - Foster a vision and culture of high expectations for success for all students, educators, and families

Focus on Continuous Improvement - Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Provide Student-Centered Supports to Ensure That All Students are Ready to Learn - Coordinate and monitor supports aligned with students' and families' needs

Challenges

English Language Arts/Literature K-6 - Meet or exceed statewide goal/interim targets in all buildings. (State Assessment Measures)

Mathematics/Algebra K-6 - Meet statewide goals/interim target in all buildings and maintain or increase performance from the previous year. (State Assessment Measures)

English Language Arts/Literature K-6 - Meet standard demonstrating growth in all buildings and maintain or increase performance from previous year.

Meet career standards benchmark 7-12, Industry-Based Learning 9-12, and Rigorous Courses of Study state average and performance standard.

Empower Leadership for District Continuous Improvement - Establish and maintain a focused system for continuous improvement and ensure organizational coherence and engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Focus on Continuous Improvement of Instruction - Ensure effective, standards-aligned curriculum and assessment and build the capacity of central office and school administrators as

Strengths

Implement Data-Driven Human Capital Strategies - Recruit and retain fully credentialed, experienced and high-quality leaders and teachers and support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Organize and Allocate Resources and Services Strategically and Equitably - Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

The addition of a district instructional advisor.

The addition of a Title I Literacy Coach.

The addition of a social services coordinator

Ensuring students with disabilities are not pulled out of core instruction.

Providing interventions for Students Considered Economically Disadvantaged and Students with Disabilities.

DIBELS universal screening data is being used in grades K-8. The Lincoln Intermediate Unit is meeting with grade-level and district teams after each benchmark for at least one year to model how to

Challenges

instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Provide Student-Centered Supports to Ensure That All Students are Ready to Learn - Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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

The continued fidelity of implementation of our Multi-Tiered System of Support Framework (MTSS) and instructional practices.

Providing adequate time for collaborative planning and professional development.

The more we increase the capacity to meet the needs of our students, we have increased pressure on our department systems.

Continue to analyze and develop actions plans for students who are not meeting or making progress toward benchmark for Students Considered Economically Disadvantaged and Students with Disabilities.

Strengths

analyze the data and create an action plan using the IDEAL (Identify the target area(s) for analysis and planning; Describe current practices; Explore options; Act on the plan, and Look at the Results (K-6) and TIPS (Team-Initiated Problem Solving) 7-8 plans.

Ready Math, a research based core program, was selected to support our curriculum K-6.

Aligned curriculum, instruction and assessment to the Pennsylvania Academic Standards, Next Generation Science Standards, and Computer Science Standards.

Ensured K-8 had a designated time for science and computer science.

Designated a teacher for computer science in grades K-4.

Our Local Advisory Committee meets two times a year and is focused on the following goals: Provide insight and recommendations for curriculum and professional development enhancements in order to better prepare our students; Match the needs of the employer with the needs of the students; We must better prepare our students for the jobs in this area; Open up shadowing opportunities so that our students can visit businesses; Identify local and global workforce; and Identify best practices in other districts.

Challenges

Utilize the Universal Design for Learning (UDL) Framework and High Impact Strategies to improve teaching and learning for all students.

Align curriculum, instruction and assessments K-8.

Select a core program to support our curriculum K-6.

Implement Ready Math with fidelity.

Fidelity of implementation of curriculum, instruction and assessment K-12.

We need to continue to focus on the following goals: Provide insight and recommendations for curriculum and professional development enhancements in order to better prepare our students; Match the needs of the employer with the needs of the students; We must better prepare our students for the jobs in this area; Open up shadowing opportunities so that our students can visit businesses; Identify local and global workforce; and Identify best practices in other districts.

We need to continue to focus on recruitment, retention, and expanding our agriculture program

Strengths

Our Occupational Advisory Committee meets two time a year and is focused on recruitment, retention, and expanding the program.

Most Notable Observations/Patterns

Our team celebrated we have secured time for computer science to be taught in grades K-8. We also have designated teachers who teach computer science K-8. This demonstrates how we have been using data to make improvements in our system to support our students.

Challenges

Discussion Point

Priority for Planning

Fidelity of implementation of curriculum, instruction and assessment K-12.

Our MTSS Implementation Rubric indicates we have not fully/consistently implemented the following areas and have room for growth: standards-aligned (tier 1 core instruction), shared responsibility, universal screening, data-based decision making, multi-tiered interventions, parent/family engagement, central office support, and professional development.

Empower Leadership for District Continuous Improvement - Establish and maintain a focused system for continuous improvement and ensure

Our MTSS Implementation Rubric indicates we have not fully/consistently implemented the following areas and have room for growth: standards-aligned (tier 1 core instruction),

Challenges**Discussion Point****Priority for Planning**

organizational coherence and engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

shared responsibility, universal screening, data-based decision making, multi-tiered interventions, parent/family engagement, central office support, and professional development.

Provide Student-Centered Supports to Ensure That All Students are Ready to Learn - Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Our Future Ready PA Index data indicates an area of growth is to focus our efforts on preparing students for post secondary transition to school, military, or work. We also need to ensure we have multiple pathway options for students to graduate.

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

Continue to analyze and develop actions plans for students who are not meeting or making progress toward benchmark for Students Considered Economically Disadvantaged and Students with Disabilities.

Our MTSS Implementation Rubric indicates we have not fully/consistently implemented the following areas and have room for growth: standards-aligned (Tier 1 core instruction), shared responsibility, universal screening, data-based decision making, multi-tiered interventions, parent/family engagement, central office support, and professional development.

ADDENDUM B: ACTION PLAN

Action Plan: Essential Practices 1: Focus on Continuous Improvement of Instruction

Action Steps	Anticipated Start/Completion Date	
Fully Implement Enhanced Core Reading Instruction K-2	07/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
District Assessment Data Walkthrough and Observation Data	1. Following grade-level scope and sequence 2. Eighty percent or more of our students are at benchmark	
Material/Resources/Supports Needed	PD Step	Comm Step
Budget for the purchase of Enhanced Core Reading Instruction aligned to the core English Language Arts Program. Lincoln Intermediate 12 Training and Consultation Support	yes	no

Action Steps**Anticipated Start/Completion Date**

Language Essential for Teachers of Reading and Spelling (LETRS) training for reading specialists, literacy coach and learning support teachers.

07/01/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

District Assessment Data Walkthrough and Observation Data

1. Following grade-level scope and sequence 2. Eighty percent or more of our students are at benchmark

Material/Resources/Supports Needed**PD Step****Comm Step**

Lincoln Intermediate Unit 12 Training and Consulation Support Budget for training materials

yes

no



Action Steps**Anticipated Start/Completion Date**

Implement Core English Language Arts Program K-6

07/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**District Assessment Data Walkthrough and
Observation Data1. Following grade-level scope and sequence 2. Eighty percent or more of our
students are at benchmark**Material/Resources/Supports Needed****PD Step****Comm Step**

Budget to purchase English Language Arts core program materials.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Universal Design for Learning Training for Grades 7-12

07/01/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**District Assessment Data Walkthrough and
Observation Data1. Following grade-level scope and sequence 2. Eighty percent or more of our
students are at benchmark**Material/Resources/Supports Needed****PD Step****Comm Step**

Lincoln Intermediate Unit 12 Training and Consultation Support

yes

no



Action Steps**Anticipated Start/Completion Date**

Continue Virtual Teacher Community of Practice

07/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**District Assessment Data Walkthrough and
Observation Data1. Following grade-level scope and sequence 2. Eighty percent or more of our
students are at benchmark**Material/Resources/Supports Needed****PD Step****Comm Step**

Lincoln Intermediate Unit 12 Consultant Services

yes

no



Action Steps	Anticipated Start/Completion Date
Fully Implement Core Math Program K-6.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
District Assessment Data Walkthrough and Observation Data	1. Following grade-level scope and sequence 2. Eighty percent or more of our students are at benchmark

Material/Resources/Supports Needed	PD Step	Comm Step
Budget for continued professional development Utilize math interventionists to support teachers Budget for continued professional development	yes	yes

Action Plan: Essential Practices 3: Provide Student-Centered Support Systems

Action Steps**Anticipated Start/Completion Date**

Provide training on using PVAAS and CDT data to support the MTSS framework.

07/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

District Benchmark Assessment Data and yearly self-assessment using MTSS Implementation Rubric

1. Students will be matched to the appropriate interventions/supports based upon data using the MTSS framework. 2. All staff will be able to explain our MTSS process and supports provided to our students and families.

Material/Resources/Supports Needed**PD Step****Comm Step**

Lincoln Intermediate Unit 12 Consulting

yes

no



Action Steps**Anticipated Start/Completion Date**

Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.

07/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

District Benchmark Assessment Data and yearly self-assessment using MTSS Implementation Rubric

1. Students will be matched to the appropriate interventions/supports based upon data using the MTSS framework. 2. All staff will be able to explain our MTSS process and supports provided to our students and families.

Material/Resources/Supports Needed

PD Step **Comm Step**

MTSS Implementation Rubric Lincoln Intermediate Unit 12 Training and Consultation Support (TaC) Budget for research based interventions

yes yes



Action Plan: Post Secondary Transition to School, Military, or Work

Action Steps	Anticipated Start/Completion Date
Provide multiple opportunities to learn about career paths and assist with preparing students for graduation and post secondary planning.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
College and Career Measures - Future Ready PA Index	Students graduating on time. Student having a post secondary plan.

Material/Resources/Supports Needed	PD Step	Comm Step
Local Advisory Committee K-12 Counseling Department K-12 Administration	no	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Implement Core English Language Arts Program K-6</p>	<p>07/01/2022 - 06/30/2025</p>
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Fully Implement Core Math Program K-6.</p>	<p>07/01/2022 - 06/30/2025</p>
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Language Essential for Teachers of Reading and Spelling (LETRS) training for reading specialists,</p>	<p>07/01/2022 - 06/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	literacy coach and learning support teachers. Fully Implement Enhanced Core Reading Instruction K-2	07/01/2022 - 06/30/2025
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Universal Design for Learning Training for Grades 7-12	07/01/2022 - 06/30/2023
By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)	Essential Practices 1: Focus on Continuous Improvement of Instruction	Continue Virtual Teacher Community of Practice	07/01/2022 - 06/30/2025
By June 30, 2025, our our MTSS Implementation Rubric will indicate we have	Essential	Conduct a self-	07/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tiered System of Supports (MTSS))	Practices 3: Provide Student-Centered Support Systems	assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central	- 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Administration Support, and Professional Development.	
By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tiered System of Supports (MTSS))	Essential Practices 3: Provide Student-Centered Support Systems	Provide training on using PVAAS and CDT data to support the MTSS framework.	07/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
English Language Arts Core Program Implementation	K-6 Teachers and Administrators	Language and Literacy Acquisition for All Students (ACT 48)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
DIBELS Universal Screening Tool CDTs for Grades 3-6 Curriculum Based Measures PD Survey Feedback	07/01/2022 - 06/30/2025	Company of Core Program

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Fully Implement Math Core Program K-6	K-6 Teachers and Administrators	Effective Instructional Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark Assessment Data Curriculum Based Measures PD Survey Feedback	07/01/2022 - 06/30/2025	Company of Core Program Math Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Language Essential for Teachers of Reading and Spelling (LETRS) training for reading specialists, literacy coach and learning support teachers.	Reading Specialists, Literacy Coach and Learning Support Teachers	Language Essentials for Teachers of Reading and Spelling

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark Assessments Feedback Survey	07/01/2022 - 06/30/2025	Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Fully Implement Enhanced Core Reading Instruction K-2	K-2 Teachers, Reading Specialists, Administrators, and Literacy Coach	Enhanced Core Reading Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark Assessment Data	07/01/2022 - 06/30/2025	Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Universal Design for Learning Training for Grades 7-12

Grades 7-12 Teachers and Administrators

Universal Design for Learning

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Benchmark Assessments PD Survey Feedback

07/01/2022 - 06/30/2025

Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Continue Virtual Teacher Community of Practice

K-12 Virtual Teachers and Administrators

Danielson Framework for Remote Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Performance Measures PD Survey Feedback	07/01/2022 - 06/30/2023	Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.	Building MTSS Teams	Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MTSS Implementation Rubric movement toward fully/consistently implementing	07/01/2022 - 06/30/2025	Mr. Thomas Wysocki, Director of Special Education and Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

Professional Development Step	Audience	Topics of Prof. Dev
Provide training on using PVAAS and CDT data to support the MTSS framework.	Grades 3-8 Teachers and Administrators	PVAAS and CDT Data Analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of data to inform instruction	07/01/2022 - 06/30/2023	Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Provide training on using PVAAS and CDT data to support the MTSS framework.

Grades 3-8 Teachers and Administrators

PVAAS and CDT Data Analysis

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Use of data to inform instruction

07/01/2022 - 06/30/2023

Lincoln Intermediate Unit 12

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Implement Core English Language Arts Program K-6</p>	<p>2022-07-01 - 2025-06-30</p>
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide targets for all students for Academic Achievement Percent Proficient and Advanced on English Language Arts/Literature (73.6%), Mathematics/Algebra (60.8%), Science/Biology 76%). (Student Achievement Measure)</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Fully Implement Core Math Program K-6.</p>	<p>2022-07-01 - 2025-06-30</p>
<p>By June 30, 2025, our our MTSS Implementation Rubric will indicate we have fully/consistently implemented the following areas: Standards-Aligned System (Tier 1 Core instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development. (Multi-Tiered System of Supports (MTSS))</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p>	<p>Conduct a self-assessment using the MTSS Implementation Rubric to determine the level of training needed to move</p>	<p>2022-07-01 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>all buildings to fully/consistently implementing in the following areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.</p>	
<p>By June 30, 2025, our data will indicate we have met or exceeded the statewide high school graduation rate target (89.4%) and we will see an increase in the percentage of</p>	<p>Post Secondary</p>	<p>Provide multiple opportunities to</p>	<p>2022-07-01 - 2025-06-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
graduates reporting transition to school, military, or work. (College and Career Measures: Graduation Rate and Post Secondary Transition to School, Military, or Work.)	Transition to School, Military, or Work	learn about career paths and assist with preparing students for graduation and post secondary planning.	30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Achievement	K-6 Families	Supporting Students and Families with Core ELA Program
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Parent Night - 1 time a year	Presentation
Lead Person/Position		
ELA Curriculum Leaders Building Administrators		

Communication Step	Audience	Topics/Message of Communication
Fully Implement Core Math Program K-6	K-6 Families	Supporting Student and Families with Core Math Program
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Parent Night - 1 time a year	Presentation
Lead Person/Position		
Math Curriculum Leaders Building Administrators		

Communication Step	Audience	Topics/Message of Communication
Essential Practices 3: Provide Student-Centered Support Systems	K-12 Teachers and Comprehensive Planning Committee	MTSS Implementation Rubric areas: Standards-Aligned System (Tier I Core Instruction), Shared Responsibility, Universal Screening, Data-Based Decision Making, Multi-Tiered Interventions, Parent/Family Engagement, Central Administration Support, and Professional Development.

Anticipated Timeframe

07/01/2022 - 06/30/2025

Frequency

At least 2 times a year

Delivery Method

Presentation

Lead Person/Position

Mr. Thomas Wysock, Director of Special Education

Communication Step

Post Secondary Transition to School, Military, or Work

Audience

K-12 Families

Topics/Message of Communication

Post Secondary Transition to School, Military, or Work

Anticipated Timeframe

07/01/2022 - 06/30/2025

Frequency

At least 2 times a year

Delivery Method

Presentation

Lead Person/Position

Dr. Sandra Ness, Director of Pupil Services

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Progress Updates	The comprehensive plan steering committee will meet three times a year to discuss progress toward meeting the priority goals established.	In-person and virtual meetings	Steering Committee	September 26, 2022 January 27, 2023 June 5, 2023
28-Day Public Review and Comment	The comprehensive plan and required reports were shared.	District website, FaceBook, Twitter, and School Messenger were used to send the comprehensive plan and feedback survey.	SESD Employees, Parents, Students and Community Members	June 3, 2022 - July 1, 2022
Comprehensive Plan Presentation	The comprehensive plan priorities and goals were shared.	Presentation at Public Board Meeting	Board of Directors and Community Members	June 2, 2022

