UNION CITY AREA SD
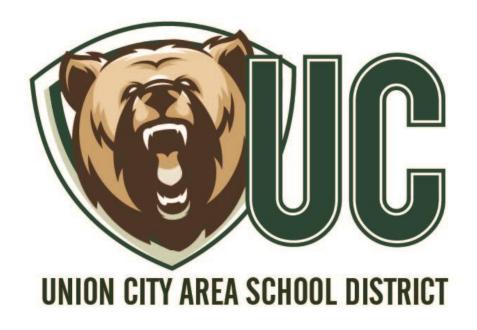
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Comprehensive Plan | 2022 – 2025

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LEA Profile

Union City Area School District is located in a rural community in beautiful Northwest Pennsylvania. Union City is a historic, small town that has a passionate community and alumni base. Once home to a number of mills and factories, Union City was known for its robust furniture manufacturing presence. While the economic landscape has changed significantly, the community still houses a number of large manufacturers, such as Parker-Hannifin and MFG. The community is supported by a volunteer fire department, a local police department, a community foundation, a senior center, a local historical society, a shelter for victims of domestic violence, the Union City Family Support Center, and a variety of other critical services that support our families need and enrich our community.

At UCASD, we have one elementary school (grades K4-5), a middle school (grades 6-8), and a high school (grades 9-12). All three are located on the same scenic campus, and our middle and high schools are located in the same building. At Union City Area School District, we enroll just over a thousand students, with nearly 72.3% of those students coming from economically-disadvantaged backgrounds. Each year, we identify an average of thirty students who are experiencing homelessness, further underscoring the impact of the generational poverty that exists in the community. In 2021-2022, 18.7% of our students received special education services for disabilities. We serve students who have specific learning disabilities, speech and language impairments, other health impairments, intellectual disabilities, emotional disturbance, and autism spectrum disorders. To meet the diverse needs of this population, we have emotional support classrooms as well as Life Skills programs at each level. We have two speech and language teachers. We contract services through our local intermediate unit, IU5, including a teacher for the deaf and hard of hearing, a hearing impaired interpreter, teachers for students with visual impairments, occupational and physical therapists, a therapeutic classroom, and an English Language instructor for ELLs. In addition to our K-12 guidance counselor who is dedicated to mental health services, we support our students with SAP services through two SAP liaisons and contracted mental health services on campus, including an outpatient counselor, a trauma-based counselor, and a community-school based behavioral health team.

We have more than eighty faculty members and more than fifty staff members and aides, four guidance counselors, three building principals, a curriculum director, a special education supervisor, and a school psychologist. Beginning in the 2021-2022 school year, we are also now home to a United Way Community School, housed at our elementary, to better support our students and families. We also have a K-12 cyber program, the Union City Cyber Academy, through our partnership with Warren County School District. Our district has an active PTO and a Community School Leadership Team. We engage parents via Open House events and orientations, Title I events, annual parent/teacher conferences, stakeholder surveys, and planned events for parents/guardians through our elementary school and the Union City Family Support Center. Our elementary has a Title I Schoolwide Program and an afterschool program called Cub Club through a 21st CCLC grant. At the secondary level, we operate a PDE-approved CTE program in General Agriculture. More than sixty of our students attend the Erie County Technical School, and we also offer personalized learning and opportunities like RCI and dual enrollment. We also serve as a site location for the Northern Pennsylvania Regional College, and in 2022-2023, our students will have the opportunity to earn dual enrollment credits with NPRC. We offer STEM programming at all levels, which is integrated through the five main career pathways. We collaborate heavily with local businesses and organizations, such as the ECCPA, Erie Together, and CareerStreet. In 2021-2022, we piloted participation in a Multi-District Industry Club so that our students can engage in campus tours, job shadowing experiences, and internships with local businesses across the county.

Our district equips our students with 1:1 technology and our classrooms with smartboards and projectors. Students and teachers have access to a variety of instructional tools, such as PowerSchool, Schoology, Clever, Zoom, and more. We provide hotspots to families without internet access in order to ensure consistency of educational programming during instances of remote learning.

Our district is committed to using our resources and involving our stakeholders in order to provide our students with a quality education that empowers them to be lifelong learners.

Updated by the UCASD Comprehensive Planning Steering Committee in January 2022

Mission and Vision

Mission

It is the mission of the Union City Area School District and the community to empower our students to be life-long learners by providing a safe and caring learning environment designed to meet the needs of each individual.

Vision

Welcome to the Union City Area School District, home of the Bears. The vision for the Union City Area School District is to be a highly competitive educational institution that is the heart of our community. Our students are prepared by a highly-skilled, data-driven, and caring administration and staff that delivers quality instruction to promote the success of all learners. We support students through a variety of comprehensive educational programs and services, rigorous and innovating curriculum and technology, and opportunities for post-secondary education, vocational studies, and unique career-related experiences. We prepare all students to confidently enter an ever-changing, global society. Updated by the UCASD Comprehensive Planning Steering Committee in February 2022

Educational Value Statements

Students

In order to attain our mission and vision, our students actively participate in their educational journey by consistently attending school, fully engaging in their coursework, and working with staff to plan for post-secondary opportunities.

Staff

In order to attain our mission and vision, our staff provides students with a well-rounded educational experience that prepares them for success in the world beyond UCASD. Our staff is caring and compassionate. They are dedicated to their craft and willing to grow and learn professionally over the course of their careers.

Administration

In order to attain our mission and vision, our administrators support and enrich our students, faculty, and staff and to communicate and collaborate with all stakeholders in order to constantly assess our school community's needs. They uphold policies and practices that allow for a safe, effective learning environment for all.

Parents

In order to attain our mission and vision, our parents/guardians encourage and support their students throughout the educational process. This requires engagement and involvement in the school community whenever possible. Parents/guardians cultivate an appreciation for educational values that will help their students succeed at UCASD and beyond.

Community

In order to attain our mission and vision, our community supports the needs of our students and collaborate with school leaders in order to foster a strong school community partnership that can empower our students and families for success beyond the classroom.

Other (Optional)

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Meeting Annual Academic Growth Expectations - PVAAS: English Language Arts/Literature (2020-2021): According to the Value-Added Growth report, our elementary and middle school students "met" the standard for growth across grade levels on the PSSAs in English/Language Arts in 2020-2021.	Yes
Meeting Annual Academic Growth Expectations - PVAAS: Mathematics/Algebra (2020-2021): According to the Value-Added Growth report, our elementary and middle school students "met" the standard for growth across grade levels on the PSSAs in Mathematics in 2020-2021.	Yes
High School Graduation Rate (2019-2020): Our 4-year cohort of graduates has a 93.4% graduation rate, which is 6% higher than the state average and exceeds the state growth standard. Our five-year cohort similarly exceeds the statewide average by 6.2%.	Yes
Percent Proficient or Advanced on Pennsylvania State Assessments: Science/Biology (2020-2021): Our elementary students scored 79.7% proficient or advanced, which is 16% higher than the State average in 2020-2021. Both our economically disadvantaged and students with disabilities subgroups at the elementary and middle school both scored on-par with their non-subgroup counterparts on Science assessments.	Yes
Percent Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature (2020-2021): Our economically disadvantaged subgroups at both the elementary and middle school level scored similar proficiency levels as their non-subgroup counterparts.	Yes
8th Grade CDT ELA data shows the largest increase (>50) in scores over multiple years since the last comprehensive planning cycle.	Yes
Even though overall mathematics scores have gone down in either BOY or EOY assessments year-to-year, some grade levels (Grades 6-8) do show growth from beginning-of-the-year to middle-of-the-year, suggesting that students are making growth over the course of the year even though overall average performance has gone down in many grade levels.	Yes
Students in Grade 8 in 2020 scored higher in the CDT Science assessment than their peers across the state.	Yes
Students are meeting grade-level and building-level benchmarks in Xello data in order to meet state standards in career readiness.	Yes
Economically-disadvantaged students are scoring at similar levels as their non-subgroup peers on performance data in 2020-2021 Future Ready PA Index data in most levels of mathematics and reading.	Yes
Students with disabilities score comparably to their peers in middle school science assessments based on 2020-2021 FRPAI data.	Yes
Our Special Education and Student Services plans are currently in review in order to meet the most pressing needs of our most vulnerable	No

group of students.	
Approximately 75-80% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Empower Leadership for District Continuous Improvement" domain (7 questions).	Yes
Approximately 70-75% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Focus on Continuous Improvement of Instruction" domain (10 questions).	Yes
Approximately 65-70% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Provide Student-Centered Supports to Ensure All Students are Ready to Learn" domain (4 questions).	Yes
Nearly 90% of faculty and staff "Strongly Agreed" or "Agreed" that "school-based staff can easily access appropriate central office staff/administration/supervisors with questions or concerns."	Yes
83% of faculty and staff "Strongly Agreed" or "Agreed" that the district "provid.ed an equiptable, high-quality education for all students, including specific student groups."	Yes

Challenges

Challenge	Consideration In Plan
Meeting Annual Academic Growth Expectations - PVAAS: Science/Biology (2020-2021): According to our district's PVAAS Value-Added Growth report, our Keystone Biology students in 2020-2021 were "Well Below" the standard for growth.	Yes
Meeting Annual Academic Growth Expectations - PVAAS: English Language Arts/Literature (2020-2021): According to our district's PVAAS Value-Added Growth report, our Keystone Literature students in 2020-2021 were "Well Below" the standard for growth.	Yes
Percent Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature (2020-2021): In 2020-2021, 50.2% of our elementary students scored proficient and advanced on the PSSAs in ELA, which is 4.8% lower than the state average. In 2020-2021, 52.6% of our middle school students scored proficient or advanced on the PSSAs in ELA, which is 24% lower than the state average. Only 20.7% of our students with disabilities in Grades 3-5 earned profiency on the 2020-2021 PSSAs in ELA. Only 22.0% of our students with disabilities in Grades 6-8 earned profiency on the 2020-2021 PSSAs in ELA.	Yes
Percent Proficient or Advanced on Pennsylvania State Assessments: Mathematics/Algebra (2020-2021): Only 40.1% of our elementary students were proficient or advanced on the PSSAs in Mathematics in 2020-2021. Note: This was 2.8% higher than the state average. Our middle school students were 13.6% below the state average in proficiency on the PSSAs in Mathematics in 2020-2021, scoring 23.7%	Yes

proficient or advanced. Only 17.0% of our students with disabilities in Grades 3-5 earned profiency on the 2020-2021 PSSAs in Mathematics. Only 16.3% of our students with disabilities in Grades 6-8 earned profiency on the 2020-2021 PSSAs in Mathematics.	
According to the FRPAI, our high school regular attendance rate was 12.3% lower than the state average for attendance during the 2019-2020 school year.	Yes
Four out of six elementary grade levels saw decreases in average end-of-year reading composite scores since 2018-2019, with the most notable grade levels showing year-to-year decreases at the primary grade levels (K, 1, 2).	Yes
Available Algebra I historical CDT data shows an overall year-to-year decrease from 1,072 to 836 in average scale scores over the last comprehensive planning cycle.	Yes
All elementary grade levels have seen decreases in beginning-of-the-year mathematics scores over available BOY Acadience data in 2019, 2020, and 2021, with the most significant being in Grades K, 2, and 4.	Yes
Grades 6-8 each saw decreases in beginning-of-the-year assessment data in CDT Math scores between 2018 and 2020.	Yes
Biology scores in end-of-year assessments decreased from 1,056 in 2018 to 943 in Spring of 2021.	Yes
Students are qualifying as completors of require coursework at decreased levels in order to qualify to take the NOCTI upon completion of approved CTE programming.	Yes
Students with disabilities are scoring significantly lower than their non-subgroup counterparts on performance data in mathematics and reading according to 2020-2021 FRPAI data.	Yes
Our guidance (339) plan needs to be revised and updated in order to meet the pressing needs of career and college preparedness.	No
Approximately 40-45% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Implement Data-Driven Human Capital Strategies" domain, but approximately 50% of respondents did not feel they had enough information to respond to the question, therefore selecting "Neither Agree -nor- Disagree." (8 questions).	Yes
Approximately 35-40% of faculty and staff agreed with or strongly agreed with all statements pertaining to "Organize and Allocate Resources and Services Strategically and Equitably," but at least 50% of respondents did not feel they had enough information to respond to the question, therefore selecting "Neither Agree -nor- Disagree." (4 questions).	Yes
Approximately 20% of faculty and staff "Somewhat Disagree" or "Strongly Disagree" that the district "intentionally seek[s] diverse staff."	Yes
Approximately 20% of faculty and staff "Somewhat Disagree" or "Strongly Disagree" that the district "work[s] collaboratively to retain talented staff."	Yes
Between 33-50% of all respondents in Grades 6, 8, 10, and 12 cited having depression in the past year on the 2021 PAYS Survey, and 33% of	Yes

8th graders "Seriously considered suicide in the past year" on the 2021 PAYS Survey.	
More than 50% of households identified the need to provide social-emotional learning and mental health services as the highest priority in the ARP ESSER Use of Funds survey in October of 2021.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength
Meeting Annual Academic Growth Expectations - PVAAS: English Language Arts/Literature (2020-2021): According to the Value-Added Growth report, our elementary and middle school students "met" the standard for growth across grade levels on the PSSAs in English/Language Arts in 2020-2021.
Meeting Annual Academic Growth Expectations - PVAAS: Mathematics/Algebra (2020-2021): According to the Value-Added Growth report, our elementary and middle school students "met" the standard for growth across grade levels on the PSSAs in Mathematics in 2020-2021.
High School Graduation Rate (2019-2020): Our 4-year cohort of graduates has a 93.4% graduation rate, which is 6% higher than the state average and exceeds the state growth standard. Our five-year cohort similarly exceeds the statewide average by 6.2%.
Percent Proficient or Advanced on Pennsylvania State Assessments: Science/Biology (2020-2021): Our elementary students scored 79.7% proficient or advanced, which is 16% higher than the State average in 2020-2021. Both our economically disadvantaged and students with disabilities subgroups at the elementary and middle school both scored on-par with their non-subgroup counterparts on Science assessments.
Percent Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature (2020-2021): Our economically disadvantaged subgroups at both the elementary and middle school level scored similar proficiency levels as their non-subgroup counterparts.
8th Grade CDT ELA data shows the largest increase (>50) in scores over multiple years since the last comprehensive planning cycle.
Even though overall mathematics scores have gone down in either BOY or EOY assessments year-to-year, some grade levels (Grades 6-8) do show growth from beginning-of-the-year to middle-of-the-year, suggesting that students are making growth over the course of the year even though overall average performance has gone down in many grade levels.
Students in Grade 8 in 2020 scored higher in the CDT Science assessment than their peers across the state.
Students are meeting grade-level and building-level benchmarks in Xello data in order to meet state standards in career readiness.
Economically-disadvantaged students are scoring at similar levels as their non-subgroup peers on performance data in 2020-2021 Future Ready PA Index data in most levels of mathematics and reading.
Students with disabilities score comparably to their peers in middle school science assessments based on 2020-2021 FRPAI data.
Approximately 75-80% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Empower Leadership for District Continuous Improvement" domain (7 questions).
Approximately 70-75% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Focus on Continuous Improvement of

Instruction" domain (10 questions).
Approximately 65-70% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Provide Student-Centered Supports to Ensure All Students are Ready to Learn" domain (4 questions).
Nearly 90% of faculty and staff "Strongly Agreed" or "Agreed" that "school-based staff can easily access appropriate central office staff/administration/supervisors with questions or concerns."
83% of faculty and staff "Strongly Agreed" or "Agreed" that the district "provideds an equiptable, high-quality education for all students, including specific student groups."

Challenges

Challenge	Priority For Planning	Priority Statement
Meeting Annual Academic Growth Expectations - PVAAS: Science/Biology (2020-2021): According to our district's PVAAS Value-Added Growth report, our Keystone Biology students in 2020-2021 were "Well Below" the standard for growth.	No	
Meeting Annual Academic Growth Expectations - PVAAS: English Language Arts/Literature (2020-2021): According to our district's PVAAS Value-Added Growth report, our Keystone Literature students in 2020-2021 were "Well Below" the standard for growth.	No	
Percent Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature (2020-2021): In 2020-2021, 50.2% of our elementary students scored proficient and advanced on the PSSAs in ELA, which is 4.8% lower than the state average. In 2020-2021, 52.6% of our middle school students scored proficient or advanced on the PSSAs in ELA, which is 24% lower than the state average. Only 20.7% of our students with disabilities in Grades 3-5 earned profiency on the 2020-2021 PSSAs in ELA. Only 22.0% of our students with disabilities in Grades 6-8 earned profiency on the 2020-2021 PSSAs in ELA.	No	

Percent Proficient or Advanced on Pennsylvania State Assessments: Mathematics/Algebra (2020-2021): Only 40.1% of our elementary students were proficient or advanced on the PSSAs in Mathematics in 2020-2021. Note: This was 2.8% higher than the state average. Our middle school students were 13.6% below the state average in proficiency on the PSSAs in Mathematics in 2020-2021, scoring 23.7% proficient or advanced. Only 17.0% of our students with disabilities in Grades 3-5 earned profiency on the 2020-2021 PSSAs in Mathematics. Only 16.3% of our students with disabilities in Grades 6-8 earned profiency on the 2020-2021 PSSAs in Mathematics.	Yes	Mathematics scores at all levels have decreased in state and local benchmarking assessments, with specific deficiencies in available local assessment data at the elementary (Acadience), middle (CDTs), and high school (CDTs) levels in addition to state assessment performances between 2018-2019 and 2020-2021. We see a continued need for academic interventions and improved instructional practices and resources at all levels of mathematics instruction.
According to the FRPAI, our high school regular attendance rate was 12.3% lower than the state average for attendance during the 2019-2020 school year.	Yes	Attendance and truancy rates for our students have been an ongoing challenge prior to and throughout the pandemic. We believe this is a critical priority in our comprehensive plan because it relates directly to student engagement, academic performance, and overall success.
Four out of six elementary grade levels saw decreases in average end-of-year reading composite scores since 2018-2019, with the most notable grade levels showing year-to-year decreases at the primary grade levels (K, 1, 2).	Yes	Systemically, we are seeing decreases in reading competency and literacy at the elementary level, which correlates with student scores at all levels, extending all the way up to 2021 Keystone Literature growth ("Well Below" PVAAS growth standard). The practices and system for delivering quality ELA programming and intervention at all levels needs to be addressed, beginning with the elementary ELA curriculum.
Available Algebra I historical CDT data shows an overall year-to-year decrease from 1,072 to 836 in average scale scores over the last comprehensive planning cycle.	No	
All elementary grade levels have seen decreases in beginning-of-the-year mathematics scores over available BOY Acadience data in 2019, 2020, and 2021, with the most significant being in Grades K, 2, and 4.	No	
Grades 6-8 each saw decreases in beginning-of-the-year assessment data in CDT Math scores between 2018 and 2020.	No	
Biology scores in end-of-year assessments decreased from 1,056 in 2018 to 943 in Spring of 2021.	No	
Students are qualifying as completors of require coursework at decreased	No	

levels in order to qualify to take the NOCTI upon completion of approved CTE programming.		
Students with disabilities are scoring significantly lower than their non-subgroup counterparts on performance data in mathematics and reading according to 2020-2021 FRPAI data.	No	
Approximately 40-45% of faculty and staff agreed with or strongly agreed with all statements pertaining to the "Implement Data-Driven Human Capital Strategies" domain, but approximately 50% of respondents did not feel they had enough information to respond to the question, therefore selecting "Neither Agree -nor- Disagree." (8 questions).	No	
Approximately 35-40% of faculty and staff agreed with or strongly agreed with all statements pertaining to "Organize and Allocate Resources and Services Strategically and Equitably," but at least 50% of respondents did not feel they had enough information to respond to the question, therefore selecting "Neither Agree -nor- Disagree." (4 questions).	No	
Approximately 20% of faculty and staff "Somewhat Disagree" or "Strongly Disagree" that the district "intentionally seek[s] diverse staff."	No	
Approximately 20% of faculty and staff "Somewhat Disagree" or "Strongly Disagree" that the district "work[s] collaboratively to retain talented staff."	No	
Between 33-50% of all respondents in Grades 6, 8, 10, and 12 cited having depression in the past year on the 2021 PAYS Survey, and 33% of 8th graders "Seriously considered suicide in the past year" on the 2021 PAYS Survey.	Yes	Especially in light of the pandemic, we have seen a need to enhance our structures and systems for providing students with mental health services, for embedding social-emotional learning into our current curriculum and instructional practices, and for ensuring proper interventions are in place to support students, educators, and families.
More than 50% of households identified the need to provide social-emotional learning and mental health services as the highest priority in the ARP ESSER Use of Funds survey in October of 2021.	No	

Goal Setting

Priority: Mathematics scores at all levels have decreased in state and local benchmarking assessments, with specific deficiencies in available local assessment data at the elementary (Acadience), middle (CDTs), and high school (CDTs) levels in addition to state assessment performances between 2018-2019 and 2020-2021. We see a continued need for academic interventions and improved instructional practices and resources at all levels of mathematics instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	All three buildings/grade level spans (3-5, 6-8, 9-12) will match or exceed the statewide average proficiency level in mathematics on the Future Ready PA Index.	Mathematics: Performance on State Assessments	At least one building-level/grade-level span will match or exceed the statewide average proficiency level in mathematics on the Future Ready PA Index.	Two of the buildings/grade level spans will match or exceed the statewide average proficiency level in mathematics on the Future Ready PA Index.	All three buildings/grade level spans (3-5, 6-8, 9-12) will match or exceed the statewide average proficiency level in mathematics on the Future Ready PA Index.
Mathematics	In order to ensure our district is moving toward a stronger growth index, 70% of assessed students in Grades K-12 will demonstrate growth on their mathematics benchmark assessments (ie: Acadience Math Composite Scores, IXL, and/or CDTs) from the beginning-of-the-year to end-of-year assessments.	Mathematics: Growth on Local Assessments	50% of assessed students in Grades K-12 will demonstrate growth on their mathematics benchmark assessments from beginning to end of the year.	60% of assessed students in Grades K-12 will demonstrate growth on their mathematics benchmark assessments from beginning to end of the year.	In order to ensure our district is moving toward a stronger growth index, 70% of assessed students in Grades K-12 will demonstrate growth on their mathematics benchmark assessments (ie: Acadience Math Composite Scores, IXL, and/or CDTs) from the beginning-of-the-year to end-of-year assessments.

Priority: Attendance and truancy rates for our students have been an ongoing challenge prior to and throughout the pandemic. We believe this is a critical priority in our comprehensive plan because it relates directly to student engagement, academic performance, and overall success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Regular attendance rates at all three buildings will meet or exceed the state average and/or performance standard on the Future Ready PA Index.	Improved, Regular Attendance	The target attendance area of concern, our high school, will increase its average attendance rate by 1-6% on the Future Ready PA Index.	The target attendance area of concern, our high school, will increase its average attendance rate by 6-12% on the Future Ready PA Index.	Regular attendance rates at all three buildings will meet or exceed the state average and/or performance standard on the Future Ready PA Index.
Parent and family engagement	All three buildings will organize and provide meaningful, parental engagement activities each quarter -or- semester that are focused on improving school-to-home relationships, supporting students and families with core literacy at home and in the classroom, and increasing parent and student engagement on-campus.	Parent & Family Engagement Events	The elementary will implement and/or resume quarterly or semester-based activities to engage parents in the school community and to support learning at-home.	The elementary and middle school will implement quarterly or semester-based activities to engage parents in the school community and to support learning at-home.	All three buildings will organize and provide meaningful, parental engagement activities each quarter -or- semester that are focused on improving school-to-home relationships, supporting students and families with core literacy at home and in the classroom, and increasing parent and student engagement on-campus.

Priority: Systemically, we are seeing decreases in reading competency and literacy at the elementary level, which correlates with student scores at all levels, extending all the way up to 2021 Keystone Literature growth ("Well Below" PVAAS growth standard). The practices and system for delivering quality ELA programming and intervention at all levels needs to be addressed, beginning with the elementary ELA curriculum.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	All three buildings/grade level spans (3-5, 6-8, 9-12) will match or exceed the statewide average proficiency level in English Language Arts on the Future Ready PA Index.	English/Language Arts: Performance on State Assessments	At least one building-level/grade-level span will match or exceed the statewide average proficiency level in English Language Arts on the Future Ready PA Index.	Two of the buildings/grade level spans will match or exceed the statewide average proficiency level in English Language Arts on the Future Ready PA Index.	All three buildings/grade level spans (3-5, 6-8, 9-12) will match or exceed the statewide average proficiency level in English Language Arts on the Future Ready PA Index.
Early Literacy	For primary grades (K-2), 70% of students in Grades K-2 will meet or exceed the established, grade-level benchmark for Acadience Reading Composite scores in their End-of-Year assessments.	Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2)	For primary grades (K-2), 50% of students in Grades K-2 will meet or exceed the established, grade-level benchmark for Acadience Reading Composite scores in their End-of-Year assessments.	For primary grades (K-2), 60% of students in Grades K-2 will meet or exceed the established, grade-level benchmark for Acadience Reading Composite scores in their End-of-Year assessments.	For primary grades (K-2), 70% of students in Grades K-2 will meet or exceed the established, grade-level benchmark for Acadience Reading Composite scores in their End-of-Year assessments.

Priority: Especially in light of the pandemic, we have seen a need to enhance our structures and systems for providing students with mental health services, for embedding social-emotional learning into our current curriculum and instructional practices, and for ensuring proper interventions are in place to support students, educators, and families.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	Student responses on the PAYS survey (Grades 6, 8, 10, 12) regarding suicidal ideation and depression will decrease by 50% by the target year.	Responses on Pennsylvania Youth Survey: Suicide and Depression	Student responses on the PAYS survey regarding suicidal ideation and depression will decrease by 10%.	Student responses on the PAYS survey regarding suicidal ideation and depression will decrease by 25%.	Student responses on the PAYS survey (Grades 6, 8, 10, 12) regarding suicidal ideation and depression will decrease by 50% by the target year.

Action Plan

Action Plan for: Track & Monitor Student Success, Interventions, and Early Warning Indicators						

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• Mathematics: Performance on State Assessments • English/Language Arts: Performance on State Assessments • Responses on Pennsylvania Youth Survey: Suicide and Depression • Improved, Regular Attendance • Mathematics: Growth on Local Assessments • Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2)			Student needs will be more easily targeted through an organized system of data analysis, monitoring, and support.		Administrators, faculty, and staff will work together to monitor student progress and improved student success in each of the Measurable Goals categories through continued analysis of local and state assessment data, attendance and discipline data, interventions tracked in EdInsight, report card data, and PAYS results.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The school district will implement EdInsight during the comprehensive plan cycle to assist with better tracking and monitoring of student success and interventions that are being used toward that success. The platform will be implemented district-wide beginning in 2022-2023 and includes dynamic Early Warning Systems calculated based on various data points (attendance, discipline, grades, assessments, etc.).	07/01/2022	06/30/2025	Director of Curriculum and Special Programs	EdInsight	Yes	No

Action Plan for: Increase Data-Driven Instruction in Mathematics and English/Language Arts						

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• Mathematics: Performance on State Assessments • English/Language Arts: Performance on State Assessments • Mathematics: Growth on Local Assessments • Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2)			Teachers will be able to deliver targeted instruction based on needs.		The building principals, Director of Pupil Services, and the Director of Curriculum will work with faculty and staff to evaluate local and state assessment data and to monitor data-based decisions at each level in order to determine success of instructional delivery.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop, organize, and enhance structured opportunities for administrators, faculty, and staff to analyze local and state assessment data and use that information to drive instruction, including but not limited to: continued use of enrichment and/or tiered classes to serve students, more individualized skills instruction, increased differentiated instruction, increased enrichment for advanced learners, providing tiered instructional supports and interventions based on data, and targeting key needs across grade levels.	07/01/2022	06/30/2023	Director of Curriculum & Special Programs, Director of Pupil Services, Building-Level Principals	Access to local and state benchmark assessments, EdInsight, What Works Clearinghouse, Strategies from PA Evidence Resource Center, SAS Portal	Yes	No

Action Plan for: Increase Curriculum & Learning-Focused Events for Families

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Mathematics: Performance on State Assessments • English/Language Arts: Performance on State Assessments • Improved, Regular Attendance • Mathematics: Growth on Local Assessments • Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2) • Parent & Family Engagement Events	Increased parental and family engagement on-campus will result in improved overall school culture, learning and growth, and attendance and academic needs.	Parental engagement surveys will be used to identify needs, interests, areas of success, and weaknesses in parental engagement initiatives.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Schedule, plan, and budget for quarterly and semester-cycled events that engage parents in the learning process, help them navigate critical school resources and programs, support them in assisting their children at home, and engage them in campus-wide activities and opportunities. These events can include "Curriculum and Technology" nights, enhanced access to resources and supports at Open House/Orientation events, Family Game Nights, parenting support groups/events, etc.	07/01/2022	06/30/2025	Building Principals	Strategies from PA Evidence Resource Center, Community Supports (ie: United Way Community School, Family Support Center, etc.), funds/resources for incentives, participation, and programs/events	No	Yes

Action Plan for: Enhance Character Education, Social Emotional Learning, and Trauma-Informed Practices						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• Responses on Pennsylvania Youth Survey: Suicide and Depression • Improved, Regular Attendance			An improved school culture and more concerted attention to SEL, character education, and mental health needs will result in improvement overall wellbeing of students.		The administrative team will work with counselors, school psychologists, teachers, and staff to track and identify trends or needs through SAP referrals, EdInsight interventions, and overall implementation of instructional practices.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Embed and implement character education, social-emotional learning strategies, and trauma-informed practices across grade-levels through curriculum, resources, and instruction that targets specific needs or concerns pertaining to students' mental, well-being, and engagement.	07/01/2022	06/30/2025	Director of Curriculum and Special Programs, Director of Pupil Services, and Building Principals	Resources and strategies from PA Evidence-Based Strategies, CASEL, etc.	Yes	No

Action Plan for: Increase Access to Mental Health Services/Needs

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Responses on Pennsylvania Youth Survey: Suicide and Depression • Improved, Regular Attendance	Increased availability, training, and education surrounding available mental health resources and district-wide procedures for identifying and connecting students to resources will improve overall well-being of our students.	The administrative team along with the guidance team will frequently evaluate SAP referrals to ensure that students' needs are being addressed through the process.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).	07/01/2022	06/30/2023	Director of Curriculum & Special Programs, Director of Pupil Services, School Psychologist	Supports from local agencies and contracted services	Yes	Yes

Action Plan for: Implement a K-5 English/Language Arts Curriculum

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• English/Language Arts: Performance on State Assessments • Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2)	Increased use of evidence-based curriculum and strategies in English and Language Arts will increase students' proficiency and growth in literacy.	Local and state assessment data will be used to assess the effectiveness of the curriculum and professional development.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement, with fidelity, an evidence-based K-5 ELA Curriculum that aligns with standards and needs.	07/01/2022	06/30/2023	Director of Curriculum & Special Programs	Wonders 2023	Yes	No

Action Plan for: Implement Building-Level Attendance Incentive Programs

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Responses on Pennsylvania Youth Survey: Suicide and Depression • Improved, Regular Attendance	Increased understanding of district-wide attendance policies and the impact of truancy as well as a targeted implementation of building-level incentives programs will increase consistent student attendance, mental health/well-being, and academic performance,	Attendance data, SAIP data, and EdInsight reports will be used to monitor the impact of the dissemination of this information and the incentives programs at each level.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Use evidence-based programs and resources (ie: Attendance Works) to identify strategies and incentives for each building in order to promote and improve increased, consistent attendance. Specific strategies already identified include: attendance magnets, information at Open House/orientation events, gas cards, drawings, field trips, parties/prizes, and more.	07/01/2022	06/30/2025	Building Principals, Truancy Officer, Guidance Counselor(s)	Attendance Works, What Works Clearinghouse, local attendance data, IU5, United Way Community School, Family Support Center	No	Yes

Action Plan for: Improve Literacy Instruction Across Content Areas and Grade Levels						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• English/Language Arts: Performance on State Assessments • Early Literacy: Acadience Composite Reading Scores Targets (Grades K-2)			By improving our understanding of structured literacy, language-based teachers and other applicable content area teachers can work together to build literacy and improve reading across content areas and grade-levels.		Local and state assessment data will be used to track the effectiveness of structured literacy programming.	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Ensure that applicable content area teachers, special education teachers, and support staff are trained in structured literacy and strategies for reading improvement.	07/01/2022	06/30/2025	Director of Curriculum & Special Programs	IU5, PaTTAN, What Works Clearinghouse, Pennsylvania Evidence Resource Center	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Track & Monitor Student Success, Interventions, and Early Warning Indicators	• The school district will implement EdInsight during the comprehensive plan cycle to assist with better tracking and monitoring of student success and interventions that are being used toward that success. The platform will be implemented district-wide beginning in 2022-2023 and includes dynamic Early Warning Systems calculated based on various data points (attendance, discipline, grades, assessments, etc.).
Increase Data-Driven Instruction in Mathematics and English/Language Arts	• Develop, organize, and enhance structured opportunities for administrators, faculty, and staff to analyze local and state assessment data and use that information to drive instruction, including but not limited to: continued use of enrichment and/or tiered classes to serve students, more individualized skills instruction, increased differentiated instruction, increased enrichment for advanced learners, providing tiered instructional supports and interventions based on data, and targeting key needs across grade levels.
Enhance Character Education, Social Emotional Learning, and Trauma-Informed Practices	• Embed and implement character education, social-emotional learning strategies, and trauma-informed practices across grade-levels through curriculum, resources, and instruction that targets specific needs or concerns pertaining to students' mental, well-being, and engagement.
Increase Access to Mental Health Services/Needs	• Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).
Implement a K-5 English/Language Arts Curriculum	• Implement, with fidelity, an evidence-based K-5 ELA Curriculum that aligns with standards and needs.
Improve Literacy Instruction Across Content Areas and Grade Levels	• Ensure that applicable content area teachers, special education teachers, and support staff are trained in structured literacy and strategies for reading improvement.

Professional Development Activities

EdInsight Implementation						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The school district will implement EdInsight during the comprehensive plan cycle to assist with better tracking and monitoring of student success and interventions that are being used toward that success. The platform will be implemented district-wide beginning in 2022-2023 and includes dynamic Early Warning Systems calculated based on various data points (attendance, discipline, grades, assessments, etc.).	District-Wide Faculty	An implementation team will work together in a train-the-trainer format to implement the EdInsight platform district-wide during scheduled in-service, Act 80, and/or Flex Day program over the course of the first year of implementation.	Completion of Required Training Sessions, Act 48 Surveys, Use of Platform	Director of Curriculum & Special Programs	07/01/2022	06/30/2023

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	Scheduled on District-Wide Calendar	• 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 4b: Maintaining Accurate Records • 1c: Setting Instructional Outcomes	

Data-Based Decision Making						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop, organize, and enhance structured opportunities for administrators, faculty, and staff to analyze local and state assessment data and use that information to drive instruction, including but not limited to: continued use of enrichment and/or tiered classes to serve students, more individualized skills instruction, increased differentiated instruction, increased enrichment for advanced learners, providing tiered instructional supports and interventions based on data, and targeting key needs across grade levels.	District-Wide Faculty	Professional development, through grade-level and department meetings, will enhance teacher's use of data-based instructional strategies by focusing on individualized skills instruction, using online resources/programs/diagnostic resources to target instruction/instructional needs, differentiated instruction, enrichment, tracking interventions, using technology to target learning needs, etc.	Implementation of data-based strategies in lesson plans; results from state and local assessment data.	Director of Curriculum & Special Programs	07/01/2022	01/01/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly/Quarterly	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 1c: Setting Instructional Outcomes • 4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting

Social Emotional Learning Professional Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Embed and implement character education, social-emotional learning strategies, and trauma-informed practices across grade-levels through curriculum, resources, and instruction that targets specific needs or concerns pertaining to students' mental, well-being, and engagement.	District-Wide Faculty & Staff, Administration, Community Partners, Parents/Guardians	Engage faculty and staff in ongoing professional development opportunities centered around trauma-informed practices, identifying and reporting mental health needs/concerns, and embedding social-emotional learning into content area coursework. These trainings, in the form of focused seminars and workshops, will be included throughout the comprehensive planning cycle during scheduled in-service days, Act 80 days, Flex Days, and other Act 48 opportunities for educators.	Implementation and inclusion of SEL strategies, trauma-informed practices, and character education into lesson plans; Act 48 surveys and feedback; survey/review of SAP referrals; annual PAYS survey results.	Director of Curriculum & Special Programs, Director of Pupil Services, and School Psychologist	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Quarterly	• 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally	Trauma Informed Training (Act 18)

SAP/Mental Health Services Professional Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).	District-Wide Faculty	Train faculty and staff annually on SAP services, including the process for referring students so that students are more quickly and effectively identified for specific mental health needs. The initial SAP training (annual) will occur during scheduled in-service, but other opportunities for assisting in the identification of signs of mental health needs (noted in previous Action Step) will also be scheduled throughout the comprehensive planning cycle during other, scheduled in-service days, Act 80 days, Flex Days, and other Act 48 opportunities for educators.	Act 48 surveys and feedback; use of SAP referrals/review of SAP referrals	Director of Pupil Services, School Psychologist, Mental Health Guidance Counselor	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	• 1b: Demonstrating Knowledge of Students • 4c: Communicating with Families • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning	

Universal K-5 English/Language Arts Curriculum Implementation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement, with fidelity, an evidence-based K-5 ELA Curriculum that aligns with standards and needs.	Elementary (K-5) Faculty	This targeted professional development during the first-year implementation phase will center around the structure, alignment, and execution of the Wonders 2023 program with fidelity.	Act 48 surveys/feedback; implementation of program in lesson plans; state and local assessment data.	Director of Curriculum & Special Programs	07/01/2022	06/30/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3 x per year	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

Structured Literacy Instruction

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Ensure that applicable content area teachers, special education teachers, and support staff are trained in structured literacy and strategies for reading improvement.	Language-based teachers, special education teachers, speech pathologists, and support staff	Throughout the comprehensive planning phase, we will aim to provide annual training on structured literacy instruction and interventions, reading improvement strategies, and reading for success across content areas.	Act 48 surveys/feedback; implementation of skills/strategies in lesson plans; local and state assessment data.	Director of Curriculum & Special Programs	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Annual	• 1a: Demonstrating Knowledge of Content and Pedagogy • 4a: Reflecting on Teaching • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	

Communications Action Steps

Evidence-based Strategy	Action Steps
Increase Curriculum & Learning-Focused Events for Families	• Schedule, plan, and budget for quarterly and semester-cycled events that engage parents in the learning process, help them navigate critical school resources and programs, support them in assisting their children at home, and engage them in campus-wide activities and opportunities. These events can include "Curriculum and Technology" nights, enhanced access to resources and supports at Open House/Orientation events, Family Game Nights, parenting support groups/events, etc.
Increase Access to Mental Health Services/Needs	• Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).
Implement Building-Level Attendance Incentive Programs	• Use evidence-based programs and resources (ie: Attendance Works) to identify strategies and incentives for each building in order to promote and improve increased, consistent attendance. Specific strategies already identified include: attendance magnets, information at Open House/orientation events, gas cards, drawings, field trips, parties/prizes, and more.

Communications Activities

Parent/Family/Community Outreach					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Schedule, plan, and budget for quarterly and semester-cycled events that engage parents in the learning process, help them navigate critical school resources and programs, support them in assisting their children at home, and engage them in campus-wide activities and opportunities. These events can include "Curriculum and Technology" nights, enhanced access to resources and supports at Open House/Orientation events, Family Game Nights, parenting support groups/events, etc.	Parents/Guardians	These events can include "Curriculum and Technology" nights, enhanced access to resources and supports at Open House/Orientation events, Family Game Nights, parenting support groups/events, etc.	Building Principals	07/01/2022	06/30/2025
Communications					
Type of Communication			**Frequency**		
Posting on district website			Quarterly/Semesterly		

Mental Health Services & Awareness for Families					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Increase access to appropriate mental health services through increased, understanding of in-house supports (ie: SAP) and available external supports (ie: counseling, support, contracted services, etc.).	Parents/Guardians	SAP program, counseling, mental health crisis/support, outside services	Director of Pupil Services	07/01/2022	06/30/2025

Communications

Type of Communication	**Frequency**
Posting on district website	Annually/updated as needed

Parent Engagement in Building-Wide Incentives Programs

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Use evidence-based programs and resources (ie: Attendance Works) to identify strategies and incentives for each building in order to promote and improve increased, consistent attendance. Specific strategies already identified include: attendance magnets, information at Open House/orientation events, gas cards, drawings, field trips, parties/prizes, and more.	Parents/Guardians	District-wide policies regarding attendance and truancy; incentives programs for improved attendance.	Building Principals	07/01/2022	06/30/2025

Communications

Type of Communication	Frequency
Newsletter	Monthly