

HUNTINGDON AREA SD

2400 Cassady Ave

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Huntingdon Area School District community engages all stakeholders to create a nurturing learning environment, focused on achievement and growth, social and emotional wellness, and preparation for varied career pathways.

VISION STATEMENT

The Huntingdon Area School District will create diverse opportunities for each student to meet their maximum potential in an engaging environment.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Safety Responsibility Respect Integrity Accountability

STAFF

Safety Responsibility Respect Integrity Accountability

ADMINISTRATION

Safety Responsibility Respect Integrity Accountability

PARENTS

Safety Responsibility Respect Integrity Accountability

COMMUNITY

Safety Responsibility Respect Integrity Accountability

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Mitchell	Superintendent	District
Nicholas Payne	Administrator	Middle School
Travis Lee	Administrator	High School
Amy Mykut	Administrator	Standing Stone
John Bilich	Administrator	District
Chris Evans	Administrator	District
Elana Clapper	Staff Member	Standing Stone
Tim Snare	Staff Member	Middle School
Paul Elder	Staff Member	High School
Kari Tietjens	Staff Member	Standing Stone
Robin Binder Heath	Community Member	Educational Foundation
Betsy Mason	Community Member	Education Foundation
Miranda Peruso	Community Member	District

Name	Position	Building/Group
Jessica Brower	Parent	Middle School
Dawn Lynn	Administrator	Southside
Kristen Streightiff	Administrator	High School
Dave Myers	Administrator	Technology Director
Andrew Socie	Administrator	Building and Grounds
Matthew Gibson	Administrator	Business Manager
Trista Mitchell	Community Member	District
Elsa Heller	Staff Member	District
Allison Lynn	Student	High School
Melanie Snare	Staff Member	High School
Anita Young	Parent	District
Savanna Fiscus	Student	High School
Joyce Cook	Staff Member	Southside
Kathleen Davignon	Staff Member	Standing Stone
Ryan Wetzel	Board Member	District

Name	Position	Building/Group
Lucinda Dell	Board Member	District
Andrea Stewart	Parent	Southside
Karlee VanBuskirk	Administrator	District
Suzanne Mitchell	Staff Member	Southside
Amy Moran	Parent	Standing Stone
Lily Fiscus	Student	High School
Henry Kyper	Student	High School
Colton Smith	Student	High School
Dorian Morse	Parent	Southside
Ellice Smith	Parent	Middle School
Anne Millar	Parent	High School
Jessica Hockenberry	Parent	Standing Stone
Susan Graine	Board Member	District
Heather Fox	Board Member	District

Name	Position	Building/Group
Dennis Plane	Board Member	District
Anna Heller	Student	High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. The district has begun implementing a Multi-Tiered Systems of Support framework to address both academic and behavior needs of learners. This approach will focused on data-based decision-making, which will be coupled with professional learning regarding instructional strategies and curriculum expectations.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>The need for a more systematic approach to assessing and intervening for learners. Strategic use of data has been a challenge due to difficulties arranging common times to review data. Developing an assessment schedule that indicates when assessments will take place during the school year and when data meetings and planning sessions can be held to review the data. This will be an important component of the MTSS approach and scheduling interventions for learners.</p>	<p>Essential Practices 5: Allocate Resources Strategically and Equitably</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS for Academic and Behavioral Interventions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS Interventions

Develop a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health. The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.</p>	<p>2021-07-01 - 2024-06-30</p>	<p>Building Level Principals, MTSS coordinator</p>	<p>Cohort acceptance/TIU11 support/PaTTAN Support</p>

Anticipated Outcome

A structured leadership team, meeting structure, and implementation goals established for years 2-5 of MTSS implementation in order to measure student growth and progress academically and behaviorally in a coherent manner.

Monitoring/Evaluation

This should be evaluated and driven by the building level principals and district MTSS leadership team. Success will be determined by student achievement and growth measures, graduation requirements, and the Future Ready Index.

Evidence-based Strategy

Standards-Based Curriculum Alignment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Writing and Review Cycle	The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a 5-year district-wide curriculum review and writing cycle and	2021-07-01 -	Superintendent,	District leadership meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
process for all grade levels and content areas to ensure all curriculum is aligned to state standards and expectations.	2024-06-30	Building Principals	for cycle development School budgeting for materials for each content area according to the established cycle.

Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised curriculum over the course of 2-3 years in connection with MTSS procedures.	2021-07-01 - 2022-06-30	Superintendent, Building Principals	District leadership team for process development Structured teacher time for curriculum review process. School budgeting for materials for each content area according to the established cycle. Purchasing curriculum warehouse tool to facilitate curriculum development and review cycles.
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Anticipated Outcome
Fully aligned standards-based curriculum across all content areas and grade levels and a process established for continuously reviewing the curriculum writing process.

Monitoring/Evaluation
Building level principals monitor curriculum cycle and the writing and review process for grade levels and content areas within the

building. Yearly report provided to the school board of directors. Reviewing student growth and achievement data, graduation requirements, and the Future Ready Index to gauge the success of the curriculum review and implementation process.

Evidence-based Strategy

Assessment Calendar and Data Team Meetings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Assessment Calendar and Data Team Meetings	The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications.	2021-07-01 - 2024-06-30	Superintendent, Building Principals	Professional learning time devoted to data analysis and instructional planning time to meet the needs of students.

Anticipated Outcome

Increases in student achievement and growth as a result of focused use of data to meet student needs.

Monitoring/Evaluation

Published assessment calendar Agendas and minutes from data team meetings. Reviewing student growth and achievement data, graduation requirements, and the Future Ready Index to gauge the success of the curriculum review and implementation process.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. (MTSS Interventions)	MTSS for Academic and Behavioral Interventions	Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health.	07/01/2021 - 06/30/2024

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)</p>	<p>Standards-Based Curriculum Alignment</p>	<p>Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised</p>	<p>07/01/2021 - 06/30/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

curriculum over
the course of 2-3
years in
connection with
MTSS procedures.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications. (Assessment Calendar and Data Team Meetings)</p>	Assessment Calendar and Data Team Meetings	<p>The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The</p>	07/01/2021 - 06/30/2024

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

calendar will be
publicized within
building-level
handbooks and
school
communications.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. (MTSS Interventions)	MTSS for Academic and Behavioral Interventions	Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal	07/01/2021 - 06/30/2024

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

screening process for academics and behavioral health. The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)</p>	<p>Standards-Based Curriculum Alignment</p>	<p>Establish a 5-year district-wide curriculum review and writing cycle and process for all grade levels and content areas to ensure all curriculum is aligned to state standards and expectations.</p>	<p>07/01/2021 - 06/30/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)</p>	<p>Standards-Based Curriculum Alignment</p>	<p>Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised</p>	<p>07/01/2021 - 06/30/2022</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

curriculum over
the course of 2-3
years in
connection with
MTSS procedures.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications. (Assessment Calendar and Data Team Meetings)	Assessment Calendar and Data Team Meetings	The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The	07/01/2021 - 06/30/2024

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

calendar will be
publicized within
building-level
handbooks and
school
communications.

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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

State Assessment Measures: Proficient or Advanced on PSSA - All student group meets Interim Goal/Improvement Target on the Science/Biology Assessment State Average: 66% - 2030 Goal: 83% Southside - 72.7% Standing Stone - 82.4% Middle School - 65.2% State Average - 64.3% - 2030 Goal - 83% High School - 64.7%

Meeting Annual Academic Growth Expectations (PVAAS): Science/Biology - All student group exceeds the standard demonstrating growth in Science/Biology. State Average: 75.1 - 2030 Goal: 70 Southside - 73 Standing Stone - 78 Middle School - 100 State Average: 74.9 - 2030 Goal High School - 60 (did not meet academic growth score)

Regular Attendance - All student group exceeds performance standard State Average: 85.8% - 2030 Goal: 94.1% Southside - 97.9% Standing Stone - 97.4% Middle School - 86.3% State Average: 85.4% - 2030 Goal: 94.1% High School: 92.4%

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

Challenges

State Assessment Measures: Proficient or Advanced on PSSA All student group meets interim goal/improvement target on the ELA/Literature assessment. ELA PSSA State Average - 62.1% - 2030 Goal - 81.1% Southside - 54.5% Standing Stone - 55.6% Middle School - 43.4% PSSA State Average - 63% - 2030 Goal - 81.1% High School - 69.1% (met state average)

State Assessment Measures: Proficient or Advanced on PSSA - All student group meets interim goal/improvement target on the Math/Algebra assessment. Math PSSA State Average - 45.2% - 2030 Goal - 71.8% Southside - 40.4% Standing Stone - 27.9% Middle School - 40.4% State Average - 45.5% - 2030 Goal - 71.8% High School - 60.7% (met state average)

Meeting Annual Academic Growth Expectations (PVAAS): ELA/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth in ELA/Literature assessment. Academic Growth Score State Average Growth Score: 75 - Statewide Growth Standard: 70 Soutside: 50 Standing Stone: 79 (met) Middle School: 60 State Average Growth Score: 74.9 - Meeting Statewide Growth Standard: 70 High School: 50

Foster a vision and culture of high expectations for success for all

Strengths

Ensure effective, standards-aligned curriculum and assessment and Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Coordinate and monitor supports aligned with students' and families' needs

College and Career Measures: Career Standards Benchmark - All Student Group Exceeds Performance Standard
State Average: 89.9% - 2030 Goal: 98% Southside - 98.4% Standing Stone - 99% Middle School - 98.5% State Average: 91.8% - 2030 Goal: 98% High School - 100%

Focusing specifically on career readiness guidance counselors go into classrooms regularly to teach about careers and post educational opportunities. This is across all schools: elementary, middle and high school.

Career readiness portfolios are started at the elementary level and continued through to the middle school and high school. these portfolios are in accordance with the chapter 339 expectations for evidence at each grade level.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Allocate resources, including money, staff, professional learning,

Challenges

students, educators, and families and Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Meeting Annual Academic Growth Expectations (PVAAS):
Math/Algebra - All Student Group Did Not Meet the Standard
Demonstrating Growth in Math/Algebra assessment. Academic Growth Score Statewide Average Growth Score: 75.3 - Meeting Statewide Growth Standard: 70 Southside: 93 (excelled) Standing Stone: 78 (met) Middle School: 50.8 Academic Growth Score Statewide Average Growth: 75.2 - Meeting Statewide Growth Standard: 70 High School: 69

Providing career readiness experiences such as job shadowing, field trips, guest lecturers, and career days can be difficult to organize due to the school's rural location and coordinating with local industry.

Securing funding for career readiness activities and partnerships has been difficult.

Strengths

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

Acadience is used to assess the learners on early literacy skills and then the elementary uses that data for targeted interventions

Middle School - Utilizing multiple assessments to gather data to guide instruction

High School - Utilizing Study Island benchmarks and examining course grades as data sources to guide instruction

Elementary School- scheduling has permitted a 90 minute math block period for consistent math instruction.

Middle School - Utilizing multiple assessments to gather data to guide instruction

High School - Utilizing Study Island benchmarks and examining course grades as data sources to guide instruction

Elementary- Hands on activities and a MakerSpace are available for all student use in providing inquiry based learning.

Middle School - Utilizing multiple assessments to gather data to guide instruction

Challenges

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating.

Southside and Standing Stone- providing time for professional development to train teachers on targeted interventions.

High School - Developing focused data protocols to review multiple sources of data, and providing time and professional learning for staff to review the data and respond instructionally

Elementary- A researched based screener is not utilized to provide feedback for student needs in the classroom at this time.

Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating.

High School - Developing focused data protocols to review multiple sources of data, and providing time and professional learning for staff to review the data and respond instructionally

Elementary- A sufficient and consistent time in which science is blocked in the schedule.

Strengths

High School - Utilizing Study Island benchmarks and examining course grades as data sources to guide instruction

The use of a co-teaching model has been beneficial with students with all sub-groups.

Flexible scheduling for students to provide resources and interventions as needed.

Students who are economically disadvantaged are responding to science instruction at all levels

Selecting and securing more intervention options for students in the secondary level

Addition of social workers to the district.

The technology plan has allowed the district to be a one-to-one district which assists instruction daily and made instruction during the pandemic more accessible.

The K-12 Guidance plan is providing a variety of career readiness activities to students in grades K-12. The district has been meeting the career standards benchmarks regularly. Guidance counselors are at each school level.

Title 1 services are provided to the most at risk students in our elementary schools.

Challenges

Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating.

High School - Developing focused data protocols to review multiple sources of data, and providing time and professional learning for staff to review the data and respond instructionally

Having the finances and human resources to meet the learners at their academic level and being able to have smaller groups to accommodate the needs of the learners.

The need for a more systematic approach to assessing and intervening for learners.

At least half of our students are coming from economically disadvantaged homes.

A quarter of our students have IEP's.

Scheduling constraints due to human resources

Increase needs and costs for special education services

Increase in students who are economically disadvantaged.

Increase in student mental health needs.

Strengths

And administrative team that works together as a K-12 system.

Most Notable Observations/Patterns

The most notable observations and patterns recognized from these challenges are that the school district needs to develop and maintain a coherent system for school improvement with a focus on the data. Based upon growth and performance across the content areas, ensuring a coherent curriculum across schools, and supporting the curriculum with evidenced-based teaching strategies and a systematic approach to assessing and intervening for all learners, is needed. Ultimately the district will need to commit finances and human capital to this endeavor, which will continue to be a concern within budgetary constraints.

Challenges

Foster a vision and culture of high expectations for success for all students, educators, and families and Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Discussion Point

Staff turnover, the implementation of new programs to address school needs, the loss of instructional coaches, the lack of a curriculum review cycle, and changes made due to the covid-19 pandemic have all contributed a less-coherent district-wide system.

Priority for Planning

Support schools in implementing evidence-based instructional strategies and programs to ensure all students

Several new programs or resources have been implemented, but not with fidelity across grade levels,

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

have access to rigorous, standards-aligned instruction

departments, or schools. Instructional coaches and the curriculum director aided with staff development and bringing new ideas and strategies to the district, but those positions no longer exist. This comprehensive plan will be used to connect the curriculum needs and the instructional strategies to support them.

State Assessment Measures: Proficient or Advanced on PSSA All student group meets interim goal/improvement target on the ELA/Literature assessment. ELA PSSA State Average - 62.1% - 2030 Goal - 81.1% Southside - 54.5% Standing Stone - 55.6% Middle School - 43.4% PSSA State Average - 63% - 2030 Goal - 81.1% High School - 69.1% (met state average)

State Assessment Measures: Proficient or Advanced on PSSA - All student group meets interim goal/improvement target on the Math/Algebra assessment. Math PSSA State Average - 45.2% - 2030 Goal - 71.8% Southside - 40.4% Standing Stone - 27.9% Middle School - 40.4% State Average - 45.5% - 2030 Goal - 71.8% High School - 60.7% (met state average)

Meeting Annual Academic Growth Expectations (PVAAS):
ELA/Literature - All Student Group Did Not Meet the Standard Demonstrating Growth in ELA/Literature

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

assessment. Academic Growth Score State Average Growth Score: 75 - Statewide Growth Standard: 70 Southside: 50 Standing Stone: 79 (met) Middle School: 60 State Average Growth Score: 74.9 - Meeting Statewide Growth Standard: 70 High School: 50

Meeting Annual Academic Growth Expectations (PVAAS):
Math/Algebra - All Student Group Did Not Meet the Standard Demonstrating Growth in Math/Algebra assessment.
Academic Growth Score Statewide Average Growth Score: 75.3 - Meeting Statewide Growth Standard: 70 Southside: 93 (excelled) Standing Stone: 78 (met) Middle School: 50.8
Academic Growth Score Statewide Average Growth: 75.2 - Meeting Statewide Growth Standard: 70 High School: 69

Having the finances and human resources to meet the learners at their academic level and being able to have smaller groups to accommodate the needs of the learners.

The need for a more systematic approach to assessing and intervening for learners.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS for Academic and Behavioral Interventions

Action Steps	Anticipated Start/Completion Date
<p>Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health. The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.</p>	07/01/2021 - 06/30/2024
Monitoring/Evaluation	Anticipated Output
<p>This should be evaluated and driven by the building level principals and district MTSS leadership team. Success will be determined by student achievement and growth measures, graduation requirements, and the Future Ready Index.</p>	<p>A structured leadership team, meeting structure, and implementation goals established for years 2-5 of MTSS implementation in order to measure student growth and progress academically and behaviorally in a coherent manner.</p>

Material/Resources/Supports Needed

PD Step

Comm Step

Cohort acceptance/TIU11 support/PaTTAN Support

yes

yes

Action Plan: Standards-Based Curriculum Alignment

Action Steps**Anticipated Start/Completion Date**

Establish a 5-year district-wide curriculum review and writing cycle and process for all grade levels and content areas to ensure all curriculum is aligned to state standards and expectations.

07/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Building level principals monitor curriculum cycle and the writing and review process for grade levels and content areas within the building. Yearly report provided to the school board of directors. Reviewing student growth and achievement data, graduation requirements, and the Future Ready Index to gauge the success of the curriculum review and implementation process.

Fully aligned standards-based curriculum across all content areas and grade levels and a process established for continuously reviewing the curriculum writing process.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

District leadership meetings for cycle development School budgeting for materials for each content area according to the established cycle.

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised curriculum over the course of 2-3 years in connection with MTSS procedures.

07/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Building level principals monitor curriculum cycle and the writing and review process for grade levels and content areas within the building. Yearly report provided to the school board of directors. Reviewing student growth and achievement data, graduation requirements, and the Future Ready Index to gauge the success of the curriculum review and implementation process.

Fully aligned standards-based curriculum across all content areas and grade levels and a process established for continuously reviewing the curriculum writing process.

Material/Resources/Supports Needed

PD Step **Comm Step**

District leadership team for process development Structured teacher time for curriculum review process. School budgeting for materials for each content area according to the established cycle. Purchasing curriculum warehouse tool to facilitate curriculum development and review cycles.

yes yes

Action Plan: Assessment Calendar and Data Team Meetings

Action Steps	Anticipated Start/Completion Date
<p>The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications.</p>	<p>07/01/2021 - 06/30/2024</p>

Monitoring/Evaluation	Anticipated Output
<p>Published assessment calendar Agendas and minutes from data team meetings. Reviewing student growth and achievement data, graduation requirements, and the Future Ready Index to gauge the success of the curriculum review and implementation process.</p>	<p>Increases in student achievement and growth as a result of focused use of data to meet student needs.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
<p>Professional learning time devoted to data analysis and instructional planning time to meet the needs of students.</p>	<p>yes</p>	<p>yes</p>



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. (MTSS Interventions)	MTSS for Academic and Behavioral Interventions	Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health.	07/01/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>The MTSS leadership team will develop an early warning system for identifying learners in needs of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.</p>	
<p>The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania</p>	<p>Standards-Based Curriculum</p>	<p>Develop a standard curriculum review</p>	<p>07/01/2021 - 06/30/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)</p>	<p>Alignment</p>	<p>and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the curriculum framework, and a process for evaluating the implementation of the revised curriculum over the course of 2-3 years in connection with MTSS procedures.</p>	
<p>The Huntingdon Area School District will implement an assessment calendar with</p>	<p>Assessment</p>	<p>The Huntingdon</p>	<p>07/01/2021 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications. (Assessment Calendar and Data Team Meetings)</p>	<p>Calendar and Data Team Meetings</p>	<p>Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school</p>	<p>06/30/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		communications.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping	K-12 Grade Teachers	Purpose of curriculum mapping, How to develop curriculum maps, How to use a district-wide tool, Alignment across grade levels, Selecting resources, Know and understand grade level standards.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Developed curriculum and instructional maps that are utilized in classroom instruction	01/17/2022 - 06/07/2024	Superintendent, Principal Team, and Lead Teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	K-12 Staff	MTSS, Academic and Behavioral Interventions, Early Warning System, Data Systems, Tiers of intervention, assessment types

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The development a functioning MTSS systems in our K-12 system that is functioning to benefit students.	01/03/2022 - 06/07/2024	Superintendent and Principal Teams

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Assessment	K-12 Teachers	Assessment, data, achievement, growth.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A district assessment calendar will be used and data meetings will be held to respond to data collected to impact student achievement and growth.	02/01/2022 - 06/02/2023	Superintendent and Principal Team

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
Develop a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. (MTSS Interventions)	MTSS for Academic and Behavioral Interventions	Begin working with TIU11 and PaTTAN Consultants and plan out MTSS development plan for the year. Begin creating a district leadership and meeting structure for MTSS implementation. Continue MTSS skill training and PD for staff. The MTSS leadership team will research and implement an MTSS universal screening process for academics and behavioral health.	2021-07-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>The MTSS leadership team will develop an early warning system for identifying learners in need of additional supports at multiple tiers for academics and behaviors. The team will ensure that tiered interventions are in place to address needs identified through universal screening and early warning system processes.</p>	
<p>The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State</p>	<p>Standards-Based Curriculum</p>	<p>Establish a 5-year district-wide curriculum review</p>	<p>2021-07-01 - 2024-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)	Alignment	and writing cycle and process for all grade levels and content areas to ensure all curriculum is aligned to state standards and expectations.	
The Huntingdon Area School District will establish a curriculum review cycle, a resource review cycle, and a structured format for writing curriculum. The review cycles would ensure that the district's academics are aligned with the Pennsylvania State Standards. The cycles would establish a systematic approach to planning, implementing, evaluating, reflecting, revising and refining our curriculum and resources to continuously improve our academics and instruction. (Curriculum Writing and Review Cycle)	Standards-Based Curriculum Alignment	Develop a standard curriculum review and writing process. The process will include procedures to conduct a curriculum review and gap analysis, a content area historical data review process, a standard format developed for the	2021-07-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		curriculum framework, and a process for evaluating the implementation of the revised curriculum over the course of 2-3 years in connection with MTSS procedures.	
The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications. (Assessment Calendar and Data Team Meetings)	Assessment Calendar and Data Team Meetings	The Huntingdon Area School District will implement an assessment calendar with 100% fidelity to indicate when benchmark and diagnostic assessments are given at the building levels and when data	2021-07-01 - 2024-06-30

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

team meetings will occur to review and analyze the assessment data and plan for instructional needs. The calendar will be publicized within building-level handbooks and school communications.

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Curriculum Committee

K-12 teachers

Curriculum Mapping, District protocol, Curriculum review cycle

Anticipated Timeframe	Frequency	Delivery Method
03/14/2022 - 06/07/2024	Each grade level and content area will engage in presentation prior to begin curriculum work.	Presentation Presentation

Lead Person/Position
Superintendent and Principal Team

Communication Step	Audience	Topics/Message of Communication
Assessment Calendar	K-12 Families	Assessment Types, Schedule of Assessment, Purpose of Assessment, and what assessment measures

Anticipated Timeframe	Frequency	Delivery Method
03/01/2022 - 08/31/2022	Annually	Posting on district website Other

Lead Person/Position
Superintendent and Principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

