

Profile and Plan Essentials

LEA Type	AUN
School District	111312503
Address 1	
2400 Cassidy Ave	
Address 2	
Suite 2	
City	State
Huntingdon	PA
Chief School Administrator	Chief School Administrator Email
Mrs Jennifer Mitchell	jmittchell@huntsd.org
Single Point of Contact Name	
Janet Shaffer	
Single Point of Contact Email	
jshaff@huntsd.org	
Single Point of Contact Phone Number	
814-643-4140	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Mitchell	Superintendent	District	j Mitchell@huntsd.org
Nicholas Payne	Administrator	Middle School	npayne@huntsd.org
Travis Lee	Administrator	High School	tle@huntsd.org
John Miller	Administrator	Standing Stone	jmiller@huntsd.org
Matthew Young	Administrator	District	myoung@huntsd.org
Tim Snare	Administrator	District	tisnare@huntsd.org
Eilana Clapper	Staff Member	Standing Stone	eclapper@huntsd.org
Tim Snare	Administrator	Middle School	tisnare@huntsd.org
Paul Elder	Staff Member	High School	pelder@huntsd.org
Kari Tietjens	Staff Member	Standing Stone	Ktietgens@huntsd.org
Robin Binder Heath	Community Member	Educational Foundation	rheath@rbheathlaw.com
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Dawn Lynn	Parent	High School	dlynn0512@gmail.com
Sean Cummins	Administrator	High School	scummins@huntsd.org
Dave Myers	Administrator	Technology Director	dmyers@huntsd.org
Andrew Socie	Administrator	Building and Grounds	asocie@huntsd.org
Trista Mitchell	Community Member	District	trista.mitchell@adelphoi.org
Elsa Heller	Staff Member	District	eheller@huntsd.org
Allison Lynn	Student	High School	alynn24@huntsd.org
Melanie Snare	Staff Member	High School	msnare@huntsd.org
Anita Young	Parent	District	anitayoung0914@gmail.com
Savanna Fiscus	Student	High School	sfiscus22@huntsd.org
Joyce Cook	Staff Member	Southside	jcook@huntsd.org
Kathleen Davignon	Staff Member	Standing Stone	kdavignon@huntsd.org
Ryan Wetzel	Board Member	District	rwetzel@huntsd.org
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Anne Millar	Parent	High School	annenicman@yahoo.com
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Susan Grainey	Community Member	District	sgrainey@huntsd.org

Jonathan Despot	Administrator	Middle School	jdespot@huntsd.org
Anna Boughner	Administrator	Standing Stone	aboughner@huntsd.org
Heather Fox	Board Member	District	hfox@huntsd.org
Dennis Plane	Board Member	District	dplane@huntsd.org
Anna Heller	Student	High School	aheller24@huntsd.org
Susan Hartman	Parent	PTO Southside	sdranddjh@yahoo.com
Jessica Hockenberry	Parent	PTO Standing Stone	jessica.hockenberry@yahoo.com

LEA Profile

The Huntingdon Area School District encompasses an active community of 20,000 residents living in Central Pennsylvania. Our district covers 275 square miles. The student population consists of approximately 840 elementary students (K-5), 422 Middle School Students (6-8), and 645 High School Students (9-12). Our student population is comprised of 3.32% gifted, 18% special education and 47% economically disadvantaged.

With educational programs to meet the needs and goals of all students, the schools offer a range of services from remedial education through gifted support programs. The schools also offer an extensive selection of electives including computer literacy, business education, agricultural and advanced science classes. Participation with the Huntingdon County Career and Technology Center challenges interested students to advance to high-tech and career education programs. HASD has a collaborative partnership with Juniata College and Pennsylvania Highlands Community College that provides qualified students with a wide range of exceptional dual enrollment educational opportunities.

Extracurricular activities, interscholastic sports, excellent cooperation and support from the community, PTOs, booster clubs, and volunteers enhance the efforts of the district staff.

Mission and Vision

Mission

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

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

Educational Values

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)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student groups met the standard demonstrating achievement in Science/Biology at the MS	State Average: 58.9% 2030 Goal: 83% MS: 73.2%
All student group exceeds the standard demonstrating growth in Science/Biology (PVAAS) at the MS	State Average: 74.7 2030 Goal: 70 Middle School - 100 State Average: 74.9 - 2030 Goal High School - 60 (did not meet academic growth score)
All student groups met or exceeds performance standard at the MS and both elementary schools for regular attendance.	State Average: 73.9% - 2030 Goal: 94.1% Southside - 93.5% Standing Stone - 87.6% Middle School - 89%
All Student Group Met or Exceeds Performance Standard College and Career Measures: Career Standards Benchmark at all buildings in the district	State Average: 89.6% - 2030 Goal: 98% Southside - 100% Standing Stone - 100% Middle School - 100% High School-97.7%
Standing Stone Elementary exceed the growth standards in ELA achievement	State Goal: 70 State Average: 75.4 ST: 85
Standing Stone Elementary exceed the growth standards in ELA achievement	
Standing Stone Elementary met the Math achievement standards in math achievement	State Goal: 71.8 State Average: 38.3 ST: 51.3
Southside Elementary met the growth standard in ELA.	State Goal: 70 State Average: 75.4 SS: 72
Standing Stone Elementary met the growth standard in Math	State Average: 74.9 ST: 71 State Growth Standard: 70
All student group exceeds the standard demonstrating growth in math (PVAAS) at the MS	State Goal: 70 State Average: 74.9 MS: 95.5
All student group exceeds the standard demonstrating growth in math (PVAAS) at the HS	State Goal: 97 State Average: 74.9 MS: 95.5

Challenges

Indicator	Comments/Notable Observations
Both Standing Stone and Southside Elementary school did not meet the academic achievement and growth in Science.	Statewide goal: 83% State Average: 58.9% ST: 68.2 SS Statewide Growth Standard: 70 Statewide Average: 74.7 ST: 50 SS: 50
HS, MS, and Southside Elementary did not meet the State Assessment Measures: Proficient or Advanced on PSSA achievement target on the Math/Algebra assessment.	Math PSSA State Average 38.3% 2030 Goal - 71.8% Southside - 44.7% Middle School - 33.9% High School - 32.7%
All Student Groups at the HS and MS Did Not Meet the Standard Demonstrating Growth in ELA/Literature (PVAAS).	Academic Growth Score State Average Growth Score: 75.4 Statewide Growth Standard: 70 Southside: 50 Middle School: 67 High School: 50
All Student Group at Southside elementary Did Not Meet the Standard Demonstrating Growth in Math/Algebra (PVAAS).	Statewide Average Growth Score: 74.9 Meeting Statewide Growth Standard: 70 Southside: 50
All schools did not meet the achievement of Proficient/Advanced	Statewide Average: 54.5% Southside - 48% Standing Stone -50.7% MS: 54.7% High School -

on Pennsylvania State Assessments in ELA/Literature.	55.9%
Industry Based Learning - All Student Group at the HS	Statewide Average: 23.8% High School - 18.8% Components of Indicator Percent Scoring Competent or Advanced on NOCTI/NIMS - 14.3% Percent Earned Industry-Recognized Credential - 17.5% Percent Completed Work-Based Learning Experience - 0%
Regular Attendance at the High School did not meet the performance standard	72% are not chronically absent which is just below the state average of 73.9%. Our performance standard is 94.1% Economically disadvantaged are at 61.8% and students with disabilities are 61.9%
High School Graduation Rate: Four-Year Cohort - All Student Group Did Not Meet 2030 Statewide Goal	HS-87.5% State Average 87% Goal-92.4% Economically Disadvantaged students are at 77.6% and students with disabilities are 72.7%

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

Strengths

Indicator Meeting Annual Academic Growth in ELA at Southside Elementary School. Grade Level(s) and/or Student Group(s) Economically Disadvantage	Comments/Notable Observations The all student group growth standard was 72 and ED improved in growth at 79.
Indicator Meeting Annual Academic Growth in ELA at Standing Stone Elementary School. Grade Level(s) and/or Student Group(s) Student with Disabilities	Comments/Notable Observations The all student growth standard was 85 and the Students with disabilities although not as high showed growth from 72 to 79 over the past year.
Indicator State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - Science/Biology Grade Level(s) and/or Student Group(s) Economically Disadvantage and Students with Disability	Comments/Notable Observations The achievement of students Economically Disadvantage and Students with Disability is improving. ED: improved to 57.6% from 48.3% the prior year IEP: improved to 44.2% from 32.4%
Indicator Meeting Annual Academic Growth in ELA at the Middle School. Grade Level(s) and/or Student Group(s) Economically Disadvantaged and Students with Disabilities	Comments/Notable Observations Both the ED and IEP students had a academic score of 100.
Indicator MS, Standing Stone Elementary, and Southside Elementary Regular Attendance Grade Level(s) and/or Student Group(s) Economically Disadvantaged and Students with Disabilities	Comments/Notable Observations Met the attendance measures for all students and showing an improvement in both Economically Disadvantaged and Students with Disabilities
Indicator	Comments/Notable Observations

<p>Grade Level(s) and/or Student Group(s)</p> <p>Indicator MS, Standing Stone Elementary, and Southside Elementary College and Career Measures: Career Standards Benchmark</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	<p>Comments/Notable Observations All three buildings are ensuring that students who are economically disadvantaged are meeting the college and career standards at the same rate as their peers. 100%</p>
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Challenges

<p>Indicator At the HS State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantage</p>	<p>Comments/Notable Observations A decrease in proficiency was seen over the past year from 45.7% to 36.2% in proficiency.</p>
<p>Indicator At the HS State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature</p> <p>Grade Level(s) and/or Student Group(s) Student with Disabilities</p>	<p>Comments/Notable Observations While there was an improvement in the last year from 14,8% to 21.7% this is low compared to the all student group at 55.9%</p>
<p>Indicator At the HS State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - Math/Algebra</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantage</p>	<p>Comments/Notable Observations A decrease was seen in the percentage over the last year to 25.6%</p>
<p>Indicator At the HS State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - Math/Algebra</p> <p>Grade Level(s) and/or Student Group(s) Student with Disabilities</p>	<p>Comments/Notable Observations This group has remained flatlined since 2018 and is currently at 8.3%.</p>
<p>Indicator State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - Science/Biology</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantage</p>	<p>Comments/Notable Observations Southside: 62.1% - Meets or Exceeds Interim Target & Decrease in Performance from the Previous Year Standing Stone: 69.4% - Meets or Exceeds Interim Target & Increase in Performance from the Previous Year Middle School: 49.1% - Not Meeting Statewide Goal/Interim Target & Increase in Performance from the Previous Year High School: 53.3% - Not Meeting Statewide Goal/Interim Target & Increase in Performance from the Previous Year</p>

<p>Indicator At the HS State Assessments Measures: Proficient or Advanced on Pennsylvania State Assessments - Science/Biology Grade Level(s) and/or Student Group(s) Economically Disadvantaged and Students with Disabilities</p>	<p>Comments/Notable Observations Both groups have seen a decline in proficiency rates. ED 42.5% to 31.3% IEP 19.2% to 12.5%</p>
<p>Indicator At Standing Stone Meeting Annual Academic Achievement Expectations - ELA/Literature Grade Level(s) and/or Student Group(s) Economically Disadvantage</p>	<p>Comments/Notable Observations The achievement since 2018 has seen little change and is at the lowest point this year at 37%. The data has had little variance over the years which shows that ED students are flat in achievement.</p>
<p>Indicator At Southside Elementary School Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature Grade Level(s) and/or Student Group(s) Student with Disabilities</p>	<p>Comments/Notable Observations While the overall group met the growth expectation, students with disabilities saw a decline from 71 to 67.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>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%</p>	<p>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%</p>
<p>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)</p>	<p>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)</p>
<p>Regular Attendance - All student group exceeds performance standardState 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%</p>	<p>Regular Attendance - All student group exceeds performance standardState 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%</p>
<p>College and Career Measures: Career Standards Benchmark - All Student Group Exceeds Performance StandardState 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%</p>	<p>College and Career Measures: Career Standards Benchmark - All Student Group Exceeds Performance StandardState 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%</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

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 (excellent) Standing Stone: 78 (met) Middle School: 50.8 Academic Growth Score Statewide Average Growth: 75.2 - Meeting Statewide Growth Standard: 70 High School: 69

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS	Used at the Elementary, Middle School & High School
Emetric	Used at the Elementary, Middle School & High School
CDTs	Used at the Middle School and High School
Study Island - Benchmark	Used at the Middle School
Acadience (formally DIBLES)	Used at the Elementary School and MS

English Language Arts Summary

Strengths

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. Acadience has been added this year.
High School - Utilizing CDT and PVASS information
The elementary literacy teachers are receiving supports from Pattan and PD for Enhanced Core Reading Interventions (ERC).

Challenges

Southside and Standing Stone-Creating schedules to allow for enough time to address, literacy, math, science, and social studies content throughout the day while providing intervention especially in literacy development.
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
Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating and creating a schedule to support intervention time.
Development of clear criteria for MTSS at tier I, II, and III to ensure students receive intervention and are making progress.

Mathematics

Data	Comments/Notable Observations
Chapter test scores	Used at the Elementary, Middle School & High School
PVAAS	Used at the Elementary, Middle School & High School
Emetric	Used at the Elementary, Middle School & High School
CDTs	Used at the Middle School
Study Island - Benchmark	Used at the Middle School
Spring Math	Used K-8

Mathematics Summary

Strengths

Elementary School- scheduling has permitted a 90 minute math block period for constant math instruction.
Middle School - Utilizing multiple assessments to gather data to guide instruction and has begun to use Spring Math
High School - Utilizing CDT and examining course grades as data sources to guide instruction
Elementary School-Both buildings consistently using Spring Math

Challenges

Elementary- Assisting staff in managing whole class and individual intervention time in mathematics
Middle School - Providing time for teachers to review the data and time in the schedule to provide intervention time
High School-Using PVASS data and CDT data to improve success in Algebra.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Used at the Elementary, Middle School & High School
PVAAS	Used at the Elementary, Middle School & High School
Emetric	Used at the Elementary, Middle School & High School
CDTs	Used at the Middle School and High School

Science, Technology, and Engineering Education Summary

Strengths

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. Librarian is assisting in instruction by pushing into classrooms to model and support technology and engineering content
High School - Utilizing Study Island benchmarks and examining course grades as data sources to guide instruction
High School-One teacher has been supported in getting the CS certification and is teaching engineering classes at the HS level.

Challenges

Elementary- A sufficient and constant time in which science is blocked in the schedule to address new science standards. Integrate STEM into the classrooms.
Middle School - Integrating STEM and meeting the changes needed in the new Science Standards
High School - Developing a solid career and college pathway for all students that is rigorous and appropriate for future goals by adding more courses and offer AP computer science as appropriate
Developing a K-12 curriculum with appropriate scope and sequence across the grades.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Cruising	Utilized at the Middle School and Elementary - Interest & Skills Assessment
Career One Stop	Utilized at the Middle School - Interest & Skills Assessment
Education Planner	Utilized at the Middle School - Interest & Skills Assessment
Myers Briggs	Utilized at the Middle School - Personality Assessments
Holland Code on Career One Stop	Utilized at the Middle School and Elementary - Personality Assessment
Budget Your Life on PA Career Zone	Utilized at the Middle School and Elementary- Money
Smart Futures	Implemented K-12 at the start of the 2023-2024 school year

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Pennsylvania Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Associate Degree Option

Uploaded Files

Pennsylvania Highlands Community College.pdf

Partnering Institution

Mount Aloysius College

Agreement Type

Local Articulation

Program/Course Area

Post Secondary Courses of student interest and choice

Uploaded Files

Mount Aloysius College Agreement.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.
Received dual enrollment grant and are working to increase dual enrollment offerings with a variety of partners.

Challenges

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

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.
HS Teachers on staff do not have a master's degree or equivalency, so we need to support an increase in ability to teach dual enrollment classes.
HS counselor team has had one consistent member of the last few years putting a lot on one counselor. The MS has only one counselor at this time to aid the work.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities make up 23.7% of the student population	Almost a 1/4 of our students are identified with needs
Students with IEP's are not making adequate growth or achievement in literacy and Mathematics especially at the HS Level	
Students with IEP's are having attendance challenges at the HS level	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
50.1% of enrolled students are considered economically disadvantaged.	This group represents 1/2 of our student population and has increased over the last year.

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.

Challenges

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

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

Designated Schools

Huntingdon Area MS

Priority Challenge	Comments and Notable Observations
As per the 2022 ESSA Dashboard - 2020-2021 School Regular Attendance	All Students - Regular Attendance School % - 56.87%
2022 ESSA - All Students: Math Annual Growth Expectation%	All Students - 73%
2022 ESSA - All Students: ELA, Math & Science Assessment Achievement % (Proficient/Advanced)	All Students - ELA - 56.40%; Goal - 67.9% Math - 27.60%; Goal - 52.2% Science - 66.42%; Goal - 70.8%

Systemic LEA Challenges

2022 ESSA - All Students: Math Annual Growth Expectation%. All Students - 73%

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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. These plans take into account local data and goals are set at each building based on the data.
Administrative team that works together as a K-12 system.

Challenges

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

Increase needs and costs for special education services
Increase in students who are economically disadvantaged.
Increase in student mental health needs.
Student choice has created a situation where when families are not happy or are having attendance issues they switch schools and often end up returning with less skills than they did when they left.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
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
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Allocate resources, including money, staff, professional learning, 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

Challenges

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
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%	False
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)	False
Regular Attendance - All student group exceeds performance standardState 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%	True
Acadience is used to assess the learners on early literacy skills and then the elementary uses that data for targeted interventions.	True
Middle School - Utilizing multiple assessments to gather data to guide instruction. Acadience has been added this year.	False
High School - Utilizing CDT and PVASS information	False
The elementary literacy teachers are receiving supports from Pattan and PD for Enhanced Core Reading Interventions (ERCI).	False
College and Career Measures: Career Standards Benchmark - All Student Group Exceeds Performance StandardState 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%	True
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.	False
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.	False
Elementary School- scheduling has permitted a 90 minute math block period for constant math instruction.	False
Middle School - Utilizing multiple assessments to gather data to guide instruction and has begun to use Spring Math	True
High School - Utilizing CDT and examining course grades as data sources to guide instruction	False
Elementary- Hands on activities and a MakerSpace are available for all student use in providing inquiry based learning.	False
Middle School - Utilizing multiple assessments to gather data to guide instruction. Librarian is assisting in instruction by pushing into classrooms to model and support technology and engineering content	False
High School - Utilizing Study Island benchmarks and examining course grades as data sources to guide instruction	False
The use of a co-teaching model has been beneficial with students with all sub-groups.	False
Flexible scheduling for students to provide resources and interventions as needed.	True

Elementary School-Both buildings consistently using Spring Math	False
High School-One teacher has been supported in getting the CS certification and is teaching engineering classes at the HS level.	False
Received dual enrollment grant and are working to increase dual enrollment offerings with a variety of partners.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
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	False
Coordinate and monitor supports aligned with students' and families' needs	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Allocate resources, including money, staff, professional learning, 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	True
Students who are economically disadvantaged are responding to science instruction at all levels	False
Selecting and securing more intervention options for students in the secondary level	True
Addition of social workers to the district.	False
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.	False
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.	False
Title 1 services are provided to the most at risk students in our elementary schools. These plans take into account local data and goals are set at each building based on the data.	False
Administrative team that works together as a K-12 system.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
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 (excellent) Standing Stone: 78 (met) Middle School: 50.8 Academic Growth Score Statewide Average Growth: 75.2 - Meeting Statewide Growth Standard: 70 High School: 69	False
Southside and Standing Stone-Creating schedules to allow for enough time to address, literacy, math, science, and social studies content throughout the day while providing intervention especially in literacy development.	False
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	True

Elementary- Assisting staff in managing whole class and individual intervention time in mathematics	True
Middle School - Providing time for teachers to review the data and time in the schedule to provide intervention time	True
Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating and creating a schedule to support intervention time.	True
Development of clear criteria for MTSS at tier I, II, and III to ensure students receive intervention and are making progress.	False
High School-Using PVASS data and CDT data to improve success in Algebra.	False
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.	False
Securing funding for career readiness activities and partnerships has been difficult.	False
Elementary- A sufficient and consistent time in which science is blocked in the schedule to address new science standards. Integrate STEM into the classrooms.	True
Middle School - Integrating STEM and meeting the changes needed in the new Science Standards	False
High School - Developing a solid career and college pathway for all students that is rigorous and appropriate for future goals by adding more courses and offer AP computer science as appropriate	True
The need for a more systematic approach to assessing and intervening for learners.	True
At least half of our students are coming from economically disadvantaged homes.	False
A quarter of our students have IEP's.	False
Scheduling constraints due to human resources	False
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.	False
Developing a K-12 curriculum with appropriate scope and sequence across the grades.	False
HS Teachers on staff do not have a master's degree or equivalency, so we need to support an increase in ability to teach dual enrollment classes.	False
HS counselor team has had one consistent member of the last few years putting a lot on one counselor. The MS has only one counselor at this time to aid the work.	False
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	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Increase needs and costs for special education services	False
Increase in students who are economically disadvantaged.	False
Increase in student mental health needs.	False
Student choice has created a situation where when families are not happy or are having attendance issues they switch schools and often end up returning with less skills than they did when they left.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The 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. The district needs to improve overall tier I instruction for all learners and especially for the increasing needs of economically disadvantaged and special education students. Ultimately the district will need to commit finances and human capital to this endeavor, which will continue to be a concern within budgetary constraints.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Elementary- Assisting staff in managing whole class and individual intervention time in mathematics	Continue PD for mathematics and use of Spring Math	False
Middle School - Providing time for teachers to review the data and time in the schedule to provide intervention time		False
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		False
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	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.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Several new programs or resources have been implemented, but not with fidelity across grade levels, 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.	True
Middle School - providing time for teachers to review the data and set forth an action plan to respond to what the data is indicating and creating a schedule to support intervention time.	Building on the Early Warning System Development to act on the data	True
The need for a more systematic approach to assessing and intervening for learners.	Continue to develop the district assessment map with quality tools	True
Elementary- A sufficient and consistent time in which science is blocked in the schedule to address new science standards. Integrate STEM into the classrooms.		False
High School - Developing a solid career and college pathway for all students that is rigorous and appropriate for future goals by adding more courses and offer AP computer science as appropriate		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Coordinate and monitor supports aligned with students' and families' needs	
Allocate resources, including money, staff, professional learning, 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.	
Flexible scheduling for students to provide resources and interventions as needed.	
Selecting and securing more intervention options for students in the secondary level	
Administrative team that works together as a K-12 system.	
Regular Attendance - All student group exceeds performance standardState 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%	
College and Career Measures: Career Standards Benchmark - All Student Group Exceeds Performance StandardState 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%	
Middle School - Utilizing multiple assessments to gather data to guide instruction and has begun to use Spring Math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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 focus on data-based decision-making, which will be coupled with professional learning regarding instructional strategies and curriculum expectations.
	Use the existing early warning system that identifies students for intervention and set time aside in schedule and evidenced based interventions to meet the needs of students.
	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.

Goal Setting

Priority: 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.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
MTSS Interventions		
Target Year 1	Target Year 2	Target Year 3
Building Level Teams will work to develop a data problem solving team within the MTSS framework to discuss data at the building level, grade level, and student level for behavior and academics	The district will create a district data team within the MTSS framework to discuss data at the district level to inform decision making for the district	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.
Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Writing and Review Cycle		
Target Year 1	Target Year 2	Target Year 3
The district under the direction of the curriculum director will conduct a curriculum audit to develop a recommended curriculum review cycle for the district and begin to develop curriculum around year one priorities in the district approved curriculum maps	The district under the curriculum director will ensure that year one curriculum work is completed and begin to move on to year 2 focus priorities to continue to develop effective written curriculum.	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.
Outcome Category	
Professional learning	
Measurable Goal Statement (Smart Goal)	
The district will provide differentiated professional development to support instructional staff to use evidence based instructional strategies at tier 1, 2, and 3 consistently in the MTSS framework	
Measurable Goal Nickname (35 Character Max)	
MTSS Professional Development	
Target Year 1	Target Year 2
All instructional staff will engage in professional development to identify and use the most impactful evidence based strategies in the tier 1 classrooms to ensure rigorous instruction for all students.	Instructional staff will engage in professional development to identify and use the impactful evidence based Tier 2 and 3 interventions to support students beyond the Tier 1 as needed.
	Target Year 3
	The district will provide differentiated professional development to support instructional staff to use evidence based instructional strategies at tier 1, 2, and 3 consistently in the MTSS framework
Priority: 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.	
Outcome Category	
Essential Practices 1: Focus on Continuous Improvement of Instruction	
Measurable Goal Statement (Smart Goal)	
The district will have a fully developed assessment map for K-12 learners that will guide what assessments are given, collected, analyzed and used for decision making at both the district and building level.	
Measurable Goal Nickname (35 Character Max)	
District Assessment Map	
Target Year 1	Target Year 2
The administrative team with the support of the curriculum director will review the current assessment map and align a more efficient map to include time to review and discuss the data as the building and district team level and use in year 1.	The team will review the success of the assessment map and refine as needed and use in year two implementing improvements to the assessment map.
	Target Year 3
	The district will have a fully developed assessment map for K-12 learners that will guide what assessments are given, collected, analyzed and used for decision making at both the district and building level.

Priority: Use the existing early warning system that identifies students for intervention and set time aside in schedule and evidenced based interventions to meet the needs of students.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The High School and Middle School will develop a master schedule that supports response to the early warning system by ensuring scheduled time for intervention and the use of evidence based interventions.		
Measurable Goal Nickname (35 Character Max)		
Secondary Intervention Schedule		
Target Year 1	Target Year 2	Target Year 3
The High School and Middle School Principals will work together to identify areas of need and use the needs of students to develop the Master Schedules to address at least one identified need.	The High School and Middle School Principals will work together to identify areas of need and use the needs of students to develop the Master Schedules to address an additional identified need.	The High School and Middle School will develop a master schedule that supports response to the early warning system by ensuring scheduled time for intervention and the use of evidence based interventions.

Action Plan

Measurable Goals

MTSS Interventions	Curriculum Writing and Review Cycle
MTSS Professional Development	District Assessment Map
Secondary Intervention Schedule	

Action Plan For: District Development of a MTSS Framework

<p>Measurable Goals:</p> <ul style="list-style-type: none"> 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. 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. The High School and Middle School will develop a master schedule that supports response to the early warning system by ensuring scheduled time for intervention and the use of evidence based interventions. The district will have a fully developed assessment map for K-12 learners that will guide what assessments are given, collected, analyzed and used for decision making at both the district and building level. The district will provide differentiated professional development to support instructional staff to use evidence based instructional strategies at tier 1, 2, and 3 consistently in the MTSS framework

Action Step	Anticipated Start/Completion Date		PD Step?	Com Step?
	2024-07-01	2028-05-31		
MTSS Interventions				
Lead Person/Position	Material/Resources/Supports Needed			
Student Services Director, Curriculum Director & Superintendent	Obtain appropriate Intervention Materials for K-12 Learners. Professional Development on use of interventions All instructional staff			
Action Step	Anticipated Start/Completion Date		PD Step?	Com Step?
Curriculum Writing & Review Cycle	2024-07-01	2028-05-31	Yes	Yes
Lead Person/Position	Material/Resources/Supports Needed			

Curriculum Director and Building Principals	Curriculum Mapping Digital tool Curriculum Audit Time for Writing Curriculum Additional Pay for writing curriculum as per the teacher CBA	No	No
Action Step		Anticipated Start/Completion Date	Com Step?
Secondary Intervention Schedule		2024-04-01	2027-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal and Director of Student Services	Clearly articulated goals based on data Shared vision on the purpose of interventions Adjusting the Schedule to meet student needs District Scheduling Platform	No	Yes
Action Step		Anticipated Start/Completion Date	
District Assessment Map Development & Use		2024-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Director, Student Services Director, Principals, and Superintendent	Time for discussion and planning Financial resources to purchase assessment tools Time for data teams to meet A data management system to organize data	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Provide High Quality PD for MTTs implementation		2024-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Director, Principals, Student Services Director, and Superintendent	PD management system PATTAN and local IU trainers/supports Scheduled PD Time Contracts for PD Principal walk-throughs and evaluations to check on implementation of learning Instructional coach	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of a district MTSS Improved instructional practices and outcomes for students Teacher efficacy and morale improvement Assessment data that can be used to inform decision making Written curriculum that supports high quality instruction	Staff Evaluations: monthly and yearly PD evaluations: following each PD opportunity Assess schedule improvements yearly comparing data to schedule changes Administrative team with the assistance of the district and building level data teams.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
District Development of a MTSS Framework	MTSS Interventions
District Development of a MTSS Framework	District Assessment Map Development & Use

MTSS Interventions

Action Step	
• MTSS Interventions	
Audience	
Teachers and Para Professionals	
Topics to be Included	
Identification of best instructional practices, evidenced based tools, and tiers of intervention.	
Evidence of Learning	
Observation of staff implementing new practices and tools to improve instructional outcomes based on data	
Lead Person/Position	Anticipated Start
Principals Student Services Director Curriculum Director	2024-07-01
	Anticipated Completion
	2028-05-31

Learning Format

Type of Activities	Frequency
Inservice day	Yearly 4-5 days set aside for learning
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily as scheduled by staff with the coach
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
District Development of a MTSS Framework	MTSS Interventions
District Development of a MTSS Framework	Secondary Intervention Schedule
District Development of a MTSS Framework	District Assessment Map Development & Use

District Vision and Focus on MTSS

Action Step	
• MTSS Interventions	
Audience	
School Board, teachers, and parents/guardians	
Topics to be Included	
The district vision for MTSS and a definition for what it is and how we will implement the framework.	
Lead Person/Position	Anticipated Start
Administrative Team	2024-07-01
	Anticipated Completion
	2025-08-01

Communication

Type of Communication	Frequency
Presentation	At least yearly at the school curriculum committee meeting

Communication

Type of Communication	Frequency
Posting on district website	At least yearly

Communication

Type of Communication	Frequency
Other	At staff meetings monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator

	Date