

Profile and Plan Essentials

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|---|--------------|---|
| LEA Type | | AUN |
| School District | | 117414203 |
| Address 1 | | |
| 1605 Four Mile Drive | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Williamsport | PA | 17701 |
| Chief School Administrator | | Chief School Administrator Email |
| Gerald McLaughlin | | gmclaugh@loyalsocklancers.org |
| Single Point of Contact Name | | |
| Gerald McLaughlin | | |
| Single Point of Contact Email | | |
| gmclaugh@ltsd.k12.pa.us | | |
| Single Point of Contact Phone Number | | |
| 570-326-6508 | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|-------------------|------------------|------------------------------------|----------------------------------|
| Gerald McLaughlin | Administrator | Loyalsock Township School District | gmclaugh@loyalsocklancers.org |
| Dr. Teri Key | Administrator | Loyalsock Township School District | tkey@loyalsocklancers.org |
| Dr. Matthew Reitz | Community Member | Loyalsock Township School District | mreitz@ltsd.k12.pa.us |
| Ashley Sekel | Administrator | Loyalsock Township High School | asekel@ltsd.k12.pa.us |
| Lisa Fisher | Administrator | Loyalsock Township School District | lfisher@ltsd.k12.pa.us |
| Eric Gee | Administrator | Loyalsock Township School District | egee@ltsd.k12.pa.us |
| Dan Egly | Administrator | Loyalsock Township School District | degly@loyalsocklancers.org |
| Robert Leidhecker | Board Member | Loyalsock Township School District | rleidhecker@loyalsocklancers.org |
| Lynn Frey | Board Member | Loyalsock Township School District | lfrey@loyalsocklancers.org |
| Nicole McNett | Staff Member | Loyalsock Township School District | nmcnett@loyalsocklancers.org |
| Alayna Justice | Staff Member | Donald E. Schick Elementary | ajustice@loyalsocklancers.org |
| Brandon Mulaski | Staff Member | Loyalsock Township High School | bmulaski@loyalsocklancers.org |
| Brent Reinhart | Staff Member | Loyalsock Township High School | breinhart@loyalsocklancers.org |
| Savannah Cajka | Parent | Loyalsock Township School District | scajka@loyalsocklancers.org |
| Beth Rohrer | Staff Member | Loyalsock Township Middle School | brohrer@loyalsocklancers.org |
| Logan Wagner | Staff Member | Loyalsock Township Middle School | lwagner@loyalsocklancers.org |
| Lori Biacchi | Parent | Loyalsock Township School District | lbiacchi@gmail.com |
| Chris Tymeson | Community Member | Loyalsock Township School District | ctymeson@gmail.com |
| Erin Edmonds | Parent | Loyalsock Township High School | erin.edmonds@gmail.com |
| Dayne Waller | Administrator | Loyalsock Township Middle School | dwaller@loyalsocklancers.org |
| Elizabeth Myers | Administrator | Donald E. Schick Elementary | emyers@loyalsocklancers.org |
| Melvin Wentzel | Board Member | Loyalsock Township School District | mwentzel2@loyalsocklancers.org |
| Rachelle Ackerman | Administrator | Loyalsock Township Middle School | rackerman@loyalsocklancers.org |
| Victoria Bair | Community Member | Loyalsock Township School District | vbair@loyalsocklancers.org |
| Marc Walter | Administrator | Donald Schick Elementary School | mwalter@loyalsocklancers.org |
| Bradley Grey | Administrator | Loyalsock Township High School | bgrey@loyalsocklancers.org |
| Beth Hufnagel | Administrator | Loyalsock Township School District | bhufnagel@loyalsocklancers.org |

LEA Profile

Nestled in a small suburb of Lycoming County, Loyalsock Township School District comprises an area covering just slightly over twenty-one (21) square miles in Lycoming County. The District consists of three schools, the Donald E. Schick Elementary School (Grade PreK-5), the Loyalsock Township Middle School (Grades 6-8), and the Loyalsock Township High School (Grade 9-12), and are supported by a District Service Center. While the geographical area of the District is small, the community is considered economically sound and is expected to maintain that status in the future. Third Street, known as "The Golden Strip," traverses Loyalsock Township and provides an abundance of thriving businesses that financially support the District. Many of these well-established businesses and new businesses, which have emerged from a growing natural gas industry, have formed partnerships with our District. They provide donations for a multitude of needs and discounts for merchandise; they serve as mentors and sponsors for our students as part of our comprehensive career development program, and they support the development of 21st century 'soft' skills in our students as their future employees. The District enrolls approximately 1,570 students. In addition to 107 classroom teachers, service to students is provided by the superintendent, the business manager, the supervisor of curriculum and instruction, the supervisor of Special Education, the director of technology, six building administrators, one district librarian, learning specialists, reading specialists, counselors, trauma counselor, psychologist, three nurses, and speech and hearing specialists. Paraprofessionals provide additional assistance in our schools as well. The District contracts some Special Education services from BLaST Intermediate Unit 17. The District boasts a rigorous, relevant standards-based curriculum. District students consistently demonstrate high achievement on the Pennsylvania System of School Assessment (PSSA) in mathematics, science, and ELA, as well as on the Keystone Exams in Algebra I, Biology, and Literature. Other strengths of the District include: above-average SAT scores, above-average Advanced Placement participation and scores, Dual Enrollment opportunities, an above-average proportion of teachers with master's degrees, a high graduation rate, well-above-average of graduating students with intentions to pursue college degrees, and a high attendance rate.

Furthermore, students in our schools have achieved many local, state, and national awards in co-curricular activities, extracurricular activities, and athletics.

For example, Loyalsock Township High School received recognition by U.S. News & World Report as a silver medalist for the seventh time in eight years. Our stellar PreK-12 music program received the prestigious NAMM award for excellence in music education for the fourteenth consecutive year. The Loyalsock Township Middle School and High School won the Jostens National Yearbook Program of Excellence Award. The Donald E. Schick Elementary School received the Healthier U.S. School Challenge (HUSSC) Silver Award. The Healthier U.S. School Challenge (HUSSC) was established to recognize schools that are creating healthier school environments by promoting proper nutrition and physical activity. The goal of the HUSSC is to improve the health of the nation's children by: (1) Improving the quality of the foods served, (2) Providing students with nutrition education, and (3) Providing students with physical education and opportunities for physical activity. We offer many extracurricular activities that enhance a student's academic, physical, emotional, and social development so that he or she can become a productive young adult. Students can participate in a multitude of team sports such as baseball, basketball, cheerleading, cross country, football, golf, soccer, softball, swimming/diving, tennis, track and field, volleyball, and wrestling. We are proud of our educational community, and we are fortunate that our community and organizational resources provide a multitude of opportunities for our students to succeed academically, socially, emotionally, and physically. As an educational community, we embrace our District vision as we prepare our students for future challenges, engage students in holistic learning, and inspire students to reach their full potential.

Mission and Vision

Mission

Loyalsock Township School District fosters college, career, workplace, and global community readiness through quality and innovative educational opportunities for everyone.

Vision

The Loyalsock Township School District prepares students for future challenges, engages students in holistic learning, and inspires students to reach their full potential.

Educational Values

Students

Shared Values (RISE) Relationships Integrity Service Empathy The Loyalsock Township School District believes all stakeholders in our community of learners can develop meaningful relationships with one another, demonstrate integrity in all matters, provide service to others, and show empathy toward others.

Staff

Shared Values (RISE) Relationships Integrity Service Empathy The Loyalsock Township School District believes all stakeholders in our community of learners can develop meaningful relationships with one another, demonstrate integrity in all matters, provide service to others, and show empathy toward others.

Administration

Shared Values (RISE) Relationships Integrity Service Empathy The Loyalsock Township School District believes all stakeholders in our community of learners can develop meaningful relationships with one another, demonstrate integrity in all matters, provide service to others, and show empathy toward others.

Parents

Shared Values (RISE) Relationships Integrity Service Empathy The Loyalsock Township School District believes all stakeholders in our community of learners can develop meaningful relationships with one another, demonstrate integrity in all matters, provide service to others, and show empathy toward others.

Community

Shared Values (RISE) Relationships Integrity Service Empathy The Loyalsock Township School District believes all stakeholders in our community of learners can develop meaningful relationships with one another, demonstrate integrity in all matters, provide service to others, and show empathy toward others.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|--|--|
| College and Career Measures | The Donald E. Schick Elementary school had 98% of their student groups meet the Career Standard Benchmarks. The Loyalsock Middle School also exceeded 98% for meeting their Career Standards Benchmarks. |
| Advanced on Pennsylvania State Assessments | The Donald E. Schick Elementary School has exceeded the Statewide Average for all student groups in ELA, Math, and Science. |
| Meeting Annual Growth Expectations | The Loyalsock Township Middle School had an annual growth score of 100 in Math and Science. |
| State Assessment Measures | The Loyalsock Township High School exceeded the growth score for all students in Math and Science. |
| Rigorous Courses of Study | The Loyalsock Township High School has exceeded the Statewide Average for Rigorous Courses for all student groups. |
| Advanced on Pennsylvania State Assessments | The Loyalsock Township Middle School has exceeded the Statewide Average for all student groups in ELA, Math, and Science. |
| State Assessment Measures | The Donald Schick Elementary School exceeded the statewide average for percent advanced in ELA, Math and Science |
| State Assessment Measures | The Loyalsock Township Middle School exceeded the statewide average for percent advanced in ELA, Math and Science |
| State Assessment Measures | The Loyalsock Township High School exceeded the statewide average for percent proficient and advanced in both ELA and mathematics. |

Challenges

| Indicator | Comments/Notable Observations |
|-----------------------------|---|
| College and Career Measures | The Loyalsock Township High School did not meet the statewide average for industry-based learning. |
| State Assessment Measures | The Donald Schick Elementary School did not meet interim goal for all student groups proficient or advanced on PA State Assessments for Mathematics. |
| Statewide Attendance | The Loyalsock Township School District is above the statewide average but is below the Statewide Performance Standard. |
| | |
| State Assessment Measures | The Donald Schick Elementary School did not meet interim goal for all student groups proficient or advanced on PA State Assessments for ELA. |
| State Assessment Measures | The Loyalsock Township Middle School did not meet interim goal for all student groups proficient or advanced on PA State Assessments for ELA. |
| State Assessment Measures | The Loyalsock Township Middle School did not meet interim goal for all student groups proficient or advanced on PA State Assessments for Mathematics. |

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

Strengths

| | |
|--|---|
| Indicator State Assessment Measure Grade Level(s) and/or Student Group(s) Fourth Grade | Comments/Notable Observations There is significant evidence that Donald E Schick Elementary School's fourth grade exceeded the growth standard in ELA, Math, and Science. |
| Indicator State Assessment Measure Grade Level(s) and/or Student Group(s) Eighth Grade | Comments/Notable Observations There is significant evidence that Loyalsock Township Middle School's eighth grade exceeded the growth standard in ELA, Math, and Science. |
| Indicator State Assessment Measure Grade Level(s) and/or Student Group(s) Keystone Algebra, Biology | Comments/Notable Observations All student groups exceed the standards for growth at 100% for Keystone Algebra and 94% for Keystone Biology. |

Challenges

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|--|--|
| Indicator State Assessment Measure Grade Level(s) and/or Student Group(s) Fifth Grade Students | Comments/Notable Observations The growth and performance indicators for the 2-year average of 5th Grade students indicate a significant drop in ELA. |
| Indicator State Assessment Measure Grade Level(s) and/or Student Group(s) Keystone Literature Lowest and Highest Achievement Groups | Comments/Notable Observations There is evidence that the Loyalsock Township High School did not meet the growth standard on Keystone Literature Exams based on the two year comparison as there was a significant drop in achievement results. |
| Indicator Grade Level(s) and/or Student Group(s) | Comments/Notable Observations |
| Indicator Regular Attendance Grade Level(s) and/or Student Group(s) Economically Disadvantages, Black, 2 or More Races, Students with Disabilities Student Groups | Comments/Notable Observations There is significant evidence that the Loyalsock Township High School is not meeting the Statewide Goal/Interim Target for the subgroups. |

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.

| |
|---|
| There is significant evidence that Donald E Schick Elementary School's fourth grade exceeded the growth standard in ELA, Math, and Science. |
| There is significant evidence that Loyalsock Township Middle School's eighth grade exceeded the growth standard in ELA, Math, and Science. |
| In the areas of Keystone Assessments; Algebra, and Biology student groups all demonstrated significant growth. |

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.

| |
|--|
| The growth and performance indicators for the 2-year average of 5th Grade students indicate a significant drop in ELA. |
| There is evidence that the Loyalsock Township High School did not meet the growth standard on Keystone Literature Exams based on the two-year comparison as there was a significant drop in achievement results. |
| There is significant evidence that the Loyalsock Township High School is not meeting the Statewide Goal/Interim Target for the subgroups. |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|-------------------|---|
| PVAAS Value-Added | The fifth-grade data, sixth-grade data, and Keystone data demonstrate an area of medium to a higher priority. |

English Language Arts Summary

Strengths

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|---|
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. |
|---|

Challenges

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|--|
| The district has targeted groups of students in need of remediation opportunities at all three building levels. |
| The attendance rate for targeted groups of students is below statewide performance rates. |
| Professional staff members from grades 4-6 need time together with administrators to continue to monitor data and growth of students and to ensure that the curriculum is delivered consistently among the grades. |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. |

Mathematics

| Data | Comments/Notable Observations |
|-------------------|---|
| PVAAS Value-Added | The fifth grade data demonstrate a need for improvement and priority. There is lower priority for most grade level areas across the district as their proficiency rates are significantly higher. |

Mathematics Summary

Strengths

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|---|
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. |
| Aligned Curriculum between grade levels and buildings attributes to academic success. |

Challenges

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|--|
| An improved attendance rate for targeted groups of students would allow for more time to provide grade-level and content instruction to improve academic success. |
| Targeted Groups of students in need of remediation and enrichment opportunities in all core subject areas. |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|-------------------|---|
| PVAAS Value-Added | It is determined from the data that Science is a lower priority for the district. Overall the District has performed well in science assessments including PSSA's and Keystone Exams. |

Science, Technology, and Engineering Education Summary

Strengths

| |
|---|
| Focused performance-based science instruction at all levels. |
| Aligned curriculum using the Next Generation Science Standards as well as the STEELS Standards. |

Challenges

| |
|---|
| Provide opportunities for the highest achievement group in the Middle School setting to extend their learning and explore content areas deeper. |
| Providing time throughout the school year for science departments and collaboration among the buildings to share information relative to their respective science programs. |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|-----------------------------|-------------------------------|
| PIMS Report | |
| Future Ready PA Index | |
| SmartFutures Benchmark Data | |

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

True 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.

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.

The implementation of a Career Portfolio to collect data, artifacts, and provide students with guidance.

| |
|---|
| The Loyalsock Township School District provides a rigorous course of study for student groups. |
| The Loyalsock Township School District Post Secondary Transition is above the state average for all student groups. |

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.

| |
|--|
| Industry-based Learning for all student groups. The district is below the statewide average. |
| Inclusion of embedded career standard benchmarks at the High School level across all content areas. |
| Partnering with our local Career and Technical Center to provide more job-embedded experiences for our students. |
| Allocating resources to provide more job shadows, internships and opportunities for our students. |

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 |
|-------------------|-------------------------------|
| PVAAS Value-Added | |
| AimsWebPlus | |
| | |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|--------------------------------|-------------------------------|
| PVAAS Value-Added | |
| AimsWebPlus | |
| 95% Group Benchmark Assessment | |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|-----------------|-------------------------------|
| Black | |
| 2 or More Races | |

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.

| |
|--|
| Our data indicate an increase in growth in both Mathematics and Science for our Economically Disadvantaged students. |
| Our data continue to indicate growth in the Elementary and Middle schools for our Economically Disadvantaged students. |
| Our data indicate an increase in growth in the Elementary in both Mathematics and Science for our Students with Disabilities |
| |
| |

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.

| |
|--|
| Our data indicate a decline in our ELA scores for a subgroup of students with an IEP. |
| Attendance of our subgroup population impacts instructional time and opportunities for remediation and enrichment for the core areas: ELA, Math, and Science. This will occur before, during, and after school to meet the needs of students and families. |
| Changes to the school schedule could provide further opportunities for many of our students. |
| We need to continue to bring in our families and guardians to the schools and work with them to stress the importance of being present and ready for school each and every day. |
| |

Designated Schools

There are no Designated Schools.

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.

| |
|---|
| Title I plan provides opportunities to meet the needs of students identified as economically disadvantaged. |
| We provide excellent resources through our Special Education Department. |
| We have added resources for our English Language Learners. |

Challenges

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

| |
|--|
| The opportunity to meet with students identified as needing specialized instruction. |
| The attendance rate of those students impedes their learning progress. |
| Our technology plan will make more time available through new student orientation to acclimate new students as we are a one-to-one school district. Our new and transfer students (along with their parents) struggle adapting to all the technology requirements. |

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 | Operational |
| 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 | Exemplary |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | Exemplary |

Summary

Strengths

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

Ensure effective, standards-aligned curriculum and assessment. The development and refinement of a PreK-12 curriculum framework for all content areas to be reviewed, developed and improved on a continuous basis.

Recruit and retain fully credentialed, experienced and high-quality teachers; the district's implementation of personnel evaluations that are data-focused, aligned to best instructional practices, and consistent among all supervisors to identify strengths and areas for improvement.

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.

Coordinate and monitor support aligned with students' and families' needs. Implementing a strategic data support system will include allocating time for data talks and analysis at the district, school, department, and grade levels.

The development and definition of partnerships with local businesses, employers, community organizations, and other agencies to improve student learning and success.

Continue to provide necessary resources to address student mental health and challenging behaviors.

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 |
|--|---------------------------------|
| There is significant evidence that Donald E Schick Elementary School's fourth grade exceeded the growth standard in ELA, Math, and Science. | True |
| There is significant evidence that Loyalsock Township Middle School's eighth grade exceeded the growth standard in ELA, Math, and Science. | True |
| In the areas of Keystone Assessments; Algebra, and Biology student groups all demonstrated significant growth. | True |
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. | True |
| Focused performance-based science instruction at all levels. | True |
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. | True |
| Aligned Curriculum between grade levels and buildings attributes to academic success. | True |
| Aligned curriculum using the Next Generation Science Standards as well as the STEELS Standards. | True |
| The implementation of a Career Portfolio to collect data, artifacts, and provide students with guidance. | True |
| The Loyalsock Township School District provides a rigorous course of study for student groups. | True |
| Our data indicate an increase in growth in both Mathematics and Science for our Economically Disadvantaged students. | False |
| Our data continue to indicate growth in the Elementary and Middle schools for our Economically Disadvantaged students. | False |
| Ensure effective, standards-aligned curriculum and assessment. The development and refinement of a PreK-12 curriculum framework for all content areas to be reviewed, developed and improved on a continuous basis. | True |
| Recruit and retain fully credentialed, experienced and high-quality teachers; the district's implementation of personnel evaluations that are data-focused, aligned to best instructional practices, and consistent among all supervisors to identify strengths and areas for improvement. | True |
| Title I plan provides opportunities to meet the needs of students identified as economically disadvantaged. | False |
| Our data indicate an increase in growth in the Elementary in both Mathematics and Science for our Students with Disabilities | False |
| The Loyalsock Township School District Post Secondary Transition is above the state average for all student groups. | False |
| We provide excellent resources through our Special Education Department. | False |
| We have added resources for our English Language Learners. | False |

Challenges

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

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| The growth and performance indicators for the 2-year average of 5th Grade students indicate a significant drop in ELA. | True |
| There is significant evidence that the Loyalsock Township High School is not meeting the Statewide Goal/Interim Target for the subgroups. | False |
| There is evidence that the Loyalsock Township High School did not meet the growth standard on Keystone Literature Exams based on the two-year comparison as there was a significant drop in achievement results. | False |
| An improved attendance rate for targeted groups of students would allow for more time to provide grade-level and content instruction to improve academic success. | True |
| Targeted Groups of students in need of remediation and enrichment opportunities in all core subject areas. | False |
| The district has targeted groups of students in need of remediation opportunities at all three building levels. | True |
| The attendance rate for targeted groups of students is below statewide performance rates. | True |
| Provide opportunities for the highest achievement group in the Middle School setting to extend their learning and explore content areas deeper. | True |
| Industry-based Learning for all student groups. The district is below the statewide average. | False |
| Inclusion of embedded career standard benchmarks at the High School level across all content areas. | False |
| Our data indicate a decline in our ELA scores for a subgroup of students with an IEP. | False |
| Attendance of our subgroup population impacts instructional time and opportunities for remediation and enrichment for the core areas: ELA, Math, and Science. This will occur before, during, and after school to meet the needs of students and families. | True |
| The opportunity to meet with students identified as needing specialized instruction. | True |
| Professional staff members from grades 4-6 need time together with administrators to continue to monitor data and growth of students and to ensure that the curriculum is delivered consistently among the grades. | True |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. | True |
| Coordinate and monitor support aligned with students' and families' needs. Implementing a strategic data support system will include allocating time for data talks and analysis at the district, school, department, and grade levels. | True |
| The development and definition of partnerships with local businesses, employers, community organizations, and other agencies to improve student learning and success. | False |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. | True |
| Providing time throughout the school year for science departments and collaboration among the buildings to share information relative to their respective science programs. | True |
| The attendance rate of those students impedes their learning progress. | True |
| Partnering with our local Career and Technical Center to provide more job-embedded experiences for our students. | False |
| Allocating resources to provide more job shadows, internships and opportunities for our students. | True |
| Changes to the school schedule could provide further opportunities for many of our students. | False |
| We need to continue to bring in our families and guardians to the schools and work with them to stress the importance of being | True |

| | |
|--|-------|
| present and ready for school each and every day. | |
| Our technology plan will make more time available through new student orientation to acclimate new students as we are a one-to-one school district. Our new and transfer students (along with their parents) struggle adapting to all the technology requirements. | True |
| Continue to provide necessary resources to address student mental health and challenging behaviors. | 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.

Attendance of specific target groups is impacting the acquisition of skills. The need for developing remedial programs to meet the learning gaps is impacted by their lack of attendance. Our student behaviors continue to impact learning not only for these students, but also for all students. Incoming students need more time to gain an understanding of our technology in order to adjust to the academic rigor and know how to navigate our software systems.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|-------------------|--------------------|
| The growth and performance indicators for the 2-year average of 5th Grade students indicate a significant drop in ELA. | | False |
| The opportunity to meet with students identified as needing specialized instruction. | | False |
| The attendance rate of those students impedes their learning progress. | | False |
| An improved attendance rate for targeted groups of students would allow for more time to provide grade-level and content instruction to improve academic success. | | True |
| The district has targeted groups of students in need of remediation opportunities at all three building levels. | | True |
| The attendance rate for targeted groups of students is below statewide performance rates. | | False |
| Coordinate and monitor support aligned with students' and families' needs. Implementing a strategic data support system will include allocating time for data talks and analysis at the district, school, department, and grade levels. | | False |
| Attendance of our subgroup population impacts instructional time and opportunities for remediation and enrichment for the core areas: ELA, Math, and Science. This will occur before, during, and after school to meet the needs of students and families. | | False |
| Provide opportunities for the highest achievement group in the Middle School setting to extend their learning and explore content areas deeper. | | False |
| Professional staff members from grades 4-6 need time together with administrators to continue to monitor data and growth of students and to ensure that the curriculum is delivered consistently among the grades. | | False |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. | | False |
| We need to continue to support our students through after school programs and summer school programs that target the needs of our learners and provide the necessary remediation for these students. | | False |
| Providing time throughout the school year for science departments and collaboration among the buildings to share information relative to their respective science programs. | | False |
| Allocating resources to provide more job shadows, internships and opportunities for our students. | | True |
| We need to continue to bring in our families and guardians to the schools and work with them to stress the importance of being present and ready for school each and every day. | | False |
| Our technology plan will make more time available through new student orientation to acclimate new students as we are a one-to-one school district. Our new and transfer students (along with their parents) struggle adapting to all the technology requirements. | | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. | Redesigning schedules to provide more opportunities for focused instruction to occur. |

| | |
|--|--|
| Ensure effective, standards-aligned curriculum and assessment. The development and refinement of a PreK-12 curriculum framework for all content areas to be reviewed, developed and improved on a continuous basis. | Moving forward with the alignment, building the bridge horizontally and vertically. |
| Recruit and retain fully credentialed, experienced and high-quality teachers; the district's implementation of personnel evaluations that are data-focused, aligned to best instructional practices, and consistent among all supervisors to identify strengths and areas for improvement. | |
| Focused performance-based science instruction at all levels. | |
| Aligned curriculum using the Next Generation Science Standards as well as the STEELS Standards. | |
| There is significant evidence that Donald E Schick Elementary School's fourth grade exceeded the growth standard in ELA, Math, and Science. | Discussions and identification of instructional practices and focus on priority standards across the district. |
| There is significant evidence that Loyalsock Township Middle School's eighth grade exceeded the growth standard in ELA, Math, and Science. | Discussions and identification of instructional practices and focus on priority standards across the district to use with other grade levels. |
| In the areas of Keystone Assessments; Algebra, and Biology student groups all demonstrated significant growth. | Discussions and identification of instructional practices and focus on priority standards across the district to use with other grade levels and continue to meet the standards. |
| Focused Instruction utilizing best practices in all areas allows for student acquisition of skills. | |
| Aligned Curriculum between grade levels and buildings attributes to academic success. | |
| The implementation of a Career Portfolio to collect data, artifacts, and provide students with guidance. | The use of the SmartFutures tools and resources to build a broader portfolio for students. |
| The Loyalsock Township School District provides a rigorous course of study for student groups. | Maintain a rigorous course of study accessible for all students. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | Principals, counselors, and school outreach workers will work to collect data on students and to identify those students who have attendance problems as well as chronically absent students. |
| | The district will analyze the current system of targeted remediation opportunities and build a system of interventions for the core areas; ELA, Math, Science during and after school to meet the needs of students and families. We will explore the opportunity to develop a high school summer program and to continue to provide coursework over the summer for students who need remediation. |
| | We will provide additional support in this area and work with our business partners to expand opportunities for job shadows and internships. We will hire a career counselor to support these initiatives. |
| | We will implement a new orientation process to better serve our students who have transitioned into Loyalsock Township School District. |

Goal Setting

Priority: The district will analyze the current system of targeted remediation opportunities and build a system of interventions for the core areas; ELA, Math, Science during and after school to meet the needs of students and families. We will explore the opportunity to develop a high school summer program and to continue to provide coursework over the summer for students who need remediation.

| Outcome Category | | |
|---|--|---|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| The Loyalsock Township School District will develop a program to implement a Multi-Tier System of Support starting at the elementary level and progressing through the middle school over the next three years. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Formalized Multi-Tier System of Support (MTSS) program for grades K-8 | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| The Loyalsock Township School District will implement a MTSS program in grades K-2 and train staff members throughout the school year. The District will seek support from the Pennsylvania Training and Technical Assistance Network | The Loyalsock Township School District will implement a MTSS program in grades 3-5 and train staff members throughout the school year. | The Loyalsock Township School District will develop a program to implement a Multi-Tier System of Support starting at the elementary level and progressing through the middle school over the next three years. |

Priority: Principals, counselors, and school outreach workers will work to collect data on students and to identify those students who have attendance problems as well as chronically absent students.

| Outcome Category | | |
|--|--|--|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| The Loyalsock Township School District will decrease the number of students who are identified as chronically absent from the 2023-2024 school year by 5% each year and reduce the total number of days absent at each school by 1% each year. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Reduction in Absenteeism | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| The District will evaluate the final attendance reports for the 2023-2024 school year for each grade level and work to reduce absenteeism by 1% overall and for those students who are chronically absent by 5%. | The District will evaluate the final attendance reports for the 2024-2025 school year for each grade level and once again, set goals, to reduce overall absenteeism by 1% and reduce chronic absenteeism by 5% in schools. | The Loyalsock Township School District will decrease the number of students who are identified as chronically absent from the 2023-2024 school year by 5% each year and reduce the total number of days absent at each school by 1% each year. |

Priority: We will provide additional support in this area and work with our business partners to expand opportunities for job shadows and internships. We will hire a career counselor to support these initiatives.

| Outcome Category | | |
|---|--|---|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| The Loyalsock Township School District will set up a program to improve Career Readiness at all levels by setting up Career Fairs, Job Shadows, utilization of Smart Futures, hiring a Career Counselor and preparing our student for greater opportunities after graduating from high school. Student and parent surveys will be administered at the end of each school year by the Career Counselor to measure effectiveness of the career readiness efforts. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Career Readiness | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| We will conduct an elementary job fair, continue to implement our Smart Futures program, conduct financial reality fairs, provide more tours of Lycoming County Career and Technical Center and seminar experiences. | We will conduct an elementary job fair, continue to implement our Smart Futures program, conduct financial fairs, provide more tours of Lycoming County Career and Technical Center, expand Co-op placements, and seminar experiences. | The Loyalsock Township School District will set up a program to improve Career Readiness at all levels by setting up Career Fairs, Job Shadows, utilization of Smart Futures, hiring a Career Counselor and preparing our student for greater opportunities after graduating from high school. Student and parent surveys will be administered at the end of each school year by the Career Counselor to measure effectiveness of the career readiness efforts. |

Priority: We will implement a new orientation process to better serve our students who have transitioned into Loyalsock Township School District.

| Outcome Category | | |
|---|--|---|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| After a two-day new student orientation process, new students will demonstrate proficiency in the use of technology, have a schedule that reflects appropriate academic placement, and participate actively in the school classroom and community throughout the school year. Professional staff members and students will be surveyed to measure the effectiveness of the orientation process. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| New Student Orientation Process | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| We will change the student registration process and student start date to the date that the student enrolls in the District. We will create a moodle course specifically for new student orientations to include video tutorials on our applications and software. We will provide 5 hours of initial training | We will continue to utilize the revised student registration process along with updating the moodle course as necessary. Students entering the district will be surveyed to determine the effectiveness of the student orientation process and we will make adjustments as | After a two-day new student orientation process, new students will demonstrate proficiency in the use of technology, have a schedule that reflects appropriate academic placement, and participate actively in the school classroom and community throughout the school year. Professional staff members and students will be |

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| for students. | needed. | surveyed to measure the effectiveness of the orientation process. |
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Action Plan

Measurable Goals

| | |
|---|---------------------------------|
| Formalized Multi-Tier System of Support (MTSS) program for grades K-8 | Career Readiness |
| Reduction in Absenteeism | New Student Orientation Process |

Action Plan For: Interventions

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> The Loyalsock Township School District will develop a program to implement a Multi-Tier System of Support starting at the elementary level and progressing through the middle school over the next three years. |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| The Elementary Principal will lead a group of K-2 teachers with support from PATTAN to train on MTSS and types of interventions. | | 2024-07-01 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Elementary Principal | PATTAN Staff support EdInsight training - MTSS module Visit other schools with an MTSS program | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| The Elementary Principal will lead a group of grades 3-5 teachers with support from PATTAN to train on MTSS and types of interventions. | | 2025-07-01 | 2026-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Elementary Principal | PATTAN Staff Support EdInsight training - MTSS module Visit other schools with an MTSS program | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |
| The Middle School Principals will lead a group of grades 6-8 teachers with support from PATTAN to train on MTSS and types of interventions. | | 2026-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Middle School Principals | PATTAN Staff Support EdInsight training - MTSS module Visit other schools with an MTSS program | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| The District will train our professional and support staff members | The Elementary Principal, Middle School Principal and the Special Education Supervisor, will |

| | |
|---|---|
| in the Multi-Tiered System of Support with all employees having an understanding of the types of interventions for each level of support. | monitor the progress of training and staff feedback. This will be discussed at monthly meetings and documentation of the program and feedback will be requested on a quarterly basis. |
|---|---|

Action Plan For: Career Readiness

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|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> The Loyalsock Township School District will set up a program to improve Career Readiness at all levels by setting up Career Fairs, Job Shadows, utilization of Smart Futures, hiring a Career Counselor and preparing our student for greater opportunities after graduating from high school. Student and parent surveys will be administered at the end of each school year by the Career Counselor to measure effectiveness of the career readiness efforts. |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| Elementary Job Fair at Schick Elementary. Smart Futures introduced at grade level Tiers implemented at grade levels. SmartFutures activity during PLT or Lancer Period. 8th grade Pathways for related arts. High school will have Smart Futures activity during Lancer period. We will implement a Career Cafe program at the secondary level. A financial fair will be conducted along with LYCO CTC tours and a seminar experience will be developed. | | 2024-07-01 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| School principals will lead the career readiness at each level. Our Career Counselor will also support these efforts. | Additional training may be needed on SmartFutures. Continued support for financial reality fair. We will need to establish business partners for the seminar experience. | Yes | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| We will host a job shadow and a semi-annual SmartFutures activity at each grade level for elementary school. We will host a financial reality fair for eighth grade students and semi-annual SmartFutures activity of middle school students. At the high school, we will host a job fair, provide tours of LYCO CTC and Penn College and continue with a financial fair for selected grades. | | 2025-07-01 | 2026-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| School principals will lead the career readiness at each level. Our Career Counselor will also support these efforts. | Additional training may be needed on SmartFutures. Continued support for financial reality fair. We will need to establish business partners for the seminar experience. | No | Yes |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| The District will continue to expand on year one and year two action steps and focus on Career plans, Job shadowing, career mentoring, and working on industry recognized credentials for students. | | 2026-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| School principals will lead the career readiness at each level. Our Career Counselor will also support these efforts. | We will need support from the business community as we continue to develop our Co-op into an internship program, and training for staff as we expand our opportunities for students to gain industry certificates. Professional staff members will need to add certifications such as CPR and OSHA certification. | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| We will expand our student knowledge of Career Readiness and provide learning experiences for students at all levels. We will provide opportunities for students to gain industry certificates through various vendors. | Our principals, in collaboration with our Supervisor of Curriculum and Instruction and our Special Education Supervisor, will review the process made and make adjustments as necessary to move forward with expansion of career opportunities for our students. |

Action Plan For: New Student Orientation Process

| Measurable Goals: |
|-------------------|
| |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| New Students will be provided with two full days of orientation to our district including approximately five hours of video tutorials on Applications and Software that the District uses. Students will complete a diagnostic exam, tour facilities and spend time with a peer before entering the school for their first day of classes. Parents will attend orientation with students on the second day prior to students being released to their daily schedules. As a result, students will have a solid foundation to use their assigned iPad along with applications and resources with confidence when they start their first day of classes. | | 2024-07-01 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| The Director of Technology will collaborate with the building principals to build the | We will need time to build the appropriate courses and to test these prior to deployment. Professional development and communications with staff including | No | Yes |

| | | | |
|---|---|--|------------------|
| orientation process. | guidance will be necessary. | | |
| Action Step | | Anticipated Start/Completion Date | |
| The District will continue with action steps listed for year one and will revise the procedures for students entering between the end of school and the beginning of the next school year. Our central registration department will submit weekly updates for new students who have entered the District and this will help to facilitate the orientation for new students before the start of the school year. | | 2025-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| The Director of Technology will work with the central registration office to build this process. | We will need time over the summer to collaborate on this process. | No | Yes |

| | |
|--|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| After a two-day new student orientation process, new students will demonstrate proficiency in the use of technology, have a schedule that reflects appropriate academic placement, and participate actively in the school community. | Our director of technology will monitor new students entering the District and will collaborate with building principals to monitor new students who have entered the District. This will include surveys of students, staff and principals at the midpoint of the school year and at the end of the school year as students enter throughout the school year. |

Action Plan For: Reduction in Absenteeism

| |
|--------------------------|
| Measurable Goals: |
| |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| The District will continue to use a system of targeted interventions and communications for students who demonstrate chronic absenteeism. The schools will promote and implement positive reinforcement strategies and climate and culture school-based enhancements throughout the district. Data analysis will be used to identify reasons for attendance issues. A positive system of support including principals, counselors and peers will be used to support students. Programs will be used to support academic interventions including after school, WINN (What I Need Now), and summer school programs. | | 2024-07-01 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building principals and counselors | Data from various sources including attendance reports | No | Yes |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| Review of districtwide attendance reports from the 2023-2024 school year and throughout the duration of the comprehensive plan. | | 2024-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building principals, counselors and school outreach workers | Data from various sources including attendance reports | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Quarterly reviews of attendance data will be conducted. Attendance trends will be addressed and communicated to students and families, Communication to families regarding attendance will be published in District newsletters and building level communications. | | 2024-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building principals and counselors | Data from various sources including attendance reports | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| Data talks will involve the use of attendance data to provide targeted services for students and families. The Truancy Elimination Plan will continue and this involves students, families, teachers, counselors, principals and school outreach workers. | The improved attendance and chronic attendance rates at all three building levels. The continued use of attendance for Truancy Elimination Plans. Sharing of attendance information with professional staff members during data talks. |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------|--|
| Interventions | The Elementary Principal will lead a group of K-2 teachers with support from PATTAN to train on MTSS and types of interventions. |
| Interventions | The Elementary Principal will lead a group of grades 3-5 teachers with support from PATTAN to train on MTSS and types of interventions. |
| Interventions | The Middle School Principals will lead a group of grades 6-8 teachers with support from PATTAN to train on MTSS and types of interventions. |
| Career Readiness | Elementary Job Fair at Schick Elementary. Smart Futures introduced at grade level Tiers implemented at grade levels. SmartFutures activity during PLT or Lancer Period. 8th grade Pathways for related arts. High school will have Smart Futures activity during Lancer period. We will implement a Career Cafe program at the secondary level. A financial fair will be conducted along with LYCO CTC tours and a seminar experience will be developed. |

MTSS Training for Staff Grades K-2

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> The Elementary Principal will lead a group of K-2 teachers with support from PATTAN to train on MTSS and types of interventions. | | |
| Audience | | |
| K-2 Professional Staff Members | | |
| Topics to be Included | | |
| We will work with the Pennsylvania Training and Technical Assistance Network to perform a MTSS needs Assessment and Implementation Plan | | |
| Evidence of Learning | | |
| Professional staff members will demonstrate competence in the Multi-Tiered System of Support as they move through the implementation process. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Marc Walter Principal | 2025-01-01 | 2025-06-30 |

Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | We will use a combination of in-service days and conferences to train staff. This will occur several days throughout the school year. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

MTSS Training for Staff Grades 3-5

| | |
|---|--|
| Action Step | |
| <ul style="list-style-type: none"> The Elementary Principal will lead a group of grades 3-5 teachers with support from PATTAN to train on MTSS and types of interventions. | |
| Audience | |

| | | |
|---|--------------------------|-------------------------------|
| Grades 3 - 5 Professional staff members | | |
| Topics to be Included | | |
| We will work with the Pennsylvania Training and Technical Assistance Network to perform a MTSS needs Assessment and Implementation Plan | | |
| Evidence of Learning | | |
| Professional staff members will demonstrate competence in the Multi-Tiered System of Support as they move through the implementation process. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Marc Walter Principal | 2025-09-01 | 2026-06-30 |

Learning Format

| | |
|---|---|
| Type of Activities | Frequency |
| Inservice day | We will use a combination of in-service days and conferences to train staff. This will occur several days throughout the school year. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

MTSS Training for Staff Grades 6- 8

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> The Middle School Principals will lead a group of grades 6-8 teachers with support from PATTAN to train on MTSS and types of interventions. | | |
| Audience | | |
| Grades 6 - 8 Professional staff members | | |
| Topics to be Included | | |
| We will work with the Pennsylvania Training and Technical Assistance Network to perform a MTSS needs Assessment and Implementation Plan | | |
| Evidence of Learning | | |
| Professional staff members will demonstrate competence in the Multi-Tiered System of Support as they move through the implementation process. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Rachelle Ackerman Principal | 2026-09-01 | 2027-06-30 |

Learning Format

| | |
|---|---|
| Type of Activities | Frequency |
| Inservice day | We will use a combination of in-service days and conferences to train staff. This will occur several days throughout the school year. |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Training on Smart Futures Application and Career Readiness Options

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Elementary Job Fair at Schick Elementary. Smart Futures introduced at grade level Tiers implemented at grade levels. SmartFutures activity during PLT or Lancer Period. 8th grade Pathways for related arts. High school will have Smart Futures activity during Lancer period. We will implement a Career Cafe program at the secondary level. A financial fair will be conducted along with LYCO CTC tours and a seminar experience will be developed. | | |
| Audience | | |
| Professional Staff Members | | |
| Topics to be Included | | |
| Updates to Smart Futures Application, job fairs, Career Cafe, communication of Career Counselor activities and support at all levels, portfolios for student work, | | |
| Evidence of Learning | | |
| Principals will be able to review student portfolios at each level and professional staff members will gain and understanding of the support that the Career Counselor can provide at all levels. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Victoria Campman | 2025-01-01 | 2025-06-30 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Other | Annually |
| Observation and Practice Framework Met in this Plan | |
| | |
| This Step Meets the Requirements of State Required Trainings | |
| | |

Communications Activities

Career Readiness

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> We will host a job shadow and a semi-annual SmartFutures activity at each grade level for elementary school. We will host a financial reality fair for eighth grade students and semi-annual SmartFutures activity of middle school students. At the high school, we will host a job fair, provide tours of LYCO CTC and Penn College and continue with a financial fair for selected grades. | Students across all grades, parents, and secondary teachers | Job Shadow and internship opportunities, partnering with a local bank for the financial reality fair, and career opportunities for students through a job fair. | Victoria Campman, Career Counselor and secondary principals | 12/01/2024 | 06/30/2027 |

Communications

| Type of Communication | Frequency |
|-----------------------------|---------------------------|
| Email | As needed |
| Newsletter | Monthly |
| Posting on district website | As needed prior to events |

| New Student Orientation Process | | | | | |
|---------------------------------|--|---|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | New students and their parents/guardians | Technology use, building and grade level processes, teacher meetings, | Eric Gee, Director of Technology | 01/01/2025 | 06/30/2027 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Email | | | Upon registering new students, parents/guardians will receive an email once the registration process is complete. This email will invite them to participate in the orientation process with their student(s). | | |

Reduction in Absenteeism

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|------------------------------|--|-----------------------|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> The District will continue to use a system of targeted interventions and communications for students who demonstrate chronic absenteeism. The schools will promote and implement positive reinforcement strategies and climate and culture school-based enhancements throughout the district. Data analysis will be used to identify reasons for attendance issues. A positive system of support including principals, counselors and peers will be used to support students. Programs will be used to support academic interventions including after school, WINN (What I Need Now), and summer school programs. | Parents, Students, Teachers, | Positive Behavioral Intervention and Supports, (PBIS) . Multi-Tier System of Supports (MTSS),Review of attendance reports, | Building Principals | 09/01/2024 | 06/30/2027 |

Communications

| Type of Communication | Frequency |
|-----------------------------|--------------------------------------|
| Email | As needed throughout the school year |
| Newsletter | Quarterly and more often as needed |
| Posting on district website | Annually and updated as needed |

Approvals & Signatures

| Uploaded Files |
|----------------|
| |

| Chief School Administrator | Date |
|----------------------------|------------|
| Gerald L. Mclaughlin | 2024-10-02 |