

West Perry SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
West Perry School District		115508003
Address 1		
2606 Shermans Valley Road		
Address 2		
City	State	Zip Code
Elliottsburg	PA	17024
Chief School Administrator		Chief School Administrator Email
Jeffrey Kuhns		jkuhns@westperry.org
Single Point of Contact Name		
Michele Dubaich		
Single Point of Contact Email		
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Steering Committee

Name	Position/Role	Building/Group/Organization
Jeffrey Kuhns	Administrator	West Perry School District
Michele Dubaich	Administrator	West Perry School District
Erin Monn	Staff Member	Carroll Elementary
Angela Grove	Staff Member	Middle School
Sarah Columbus	Staff Member	New Bloomfield Elementary
Joan Adams	Administrator	West Perry School District
Paula Jones	Administrator	West Perry School District
Kristi Coble	Administrator	West Perry School District
Rebecca Deiter	Staff Member	Blain Elementary
Kathy Garman	Community Member	Community Member
Christine Hoffman	Staff Member	West Perry Middle School
Charles Kembring	Staff Member	West Perry High School
Robbyn Metz	Board Member	Board Member
Courtney Rodgers	Parent	West Perry Middle School
Kathy Stover	Board Member	Board Member
Chasity Zeigler	Parent	West Perry Middle School
Lucas Clouse	Administrator	West Perry School District
Ashley Willis	Staff Member	Carroll Elementary
Ashley Weaver	Community Member	Community Member
Amy Ciccocioppo	Parent	Carroll Elementary
Rhonda Brunner	Community Member	Community Member
Gabrielle Brandt	Board Member	Board Member
Angela Lyter	Staff Member	West Perry Middle School
Winter Levarto	Parent	West Perry High School
LeeAnn McLaughlin	Parent	Blain Elementary
Carole Naylor	Parent	New Bloomfield Elementary
Alison Binger	Parent	West Perry High School
Michael Woody	Community Member	Community Member
Nicole Holmes	Parent	New Bloomfield Elementary
Holly Manson	Parent	Blain Elementary
Ronald Spacht	Parent	West Perry Middle School

LEA Profile

The West Perry School District is located in Perry County, Central Pennsylvania. The District is a rural area approximately thirty minutes from Harrisburg and Carlisle. The district encompasses 326 square miles and serves the following areas: Region I – Bloomfield Borough, Centre Township, Saville Township; Region II – Carroll Township, Landisburg Borough, Spring Township; and Region III – Blain Borough, Jackson Township, Northeast Madison Township, Southwest Madison Township, Toboyne 1st Township, Toboyne 2nd Township, Tyrone Township.

The West Perry School District is a school system that has unified over the years from small localized districts such as Green Park School District, Perry Joint School District, and Blain School District. These three districts merged to become the West Perry School District on July 1, 1964. The school district serves as the uniting place for the western part of the county as there are few centers of significant population. The largest employer located in the West Perry School District is the West Perry School District. The West Perry School District is comprised of three elementary buildings, one middle school building, and one high school, serving approximately 2100 students. Each of the elementary schools serves student in grades PreK-5: Blain Elementary, enrollment 267; Carroll Elementary School, enrollment 337, and New Bloomfield Elementary, enrollment 385. Each of the elementary schools provides specialized classrooms for special education programs serving autistic, life skills and emotional support students. The elementary schools offer a strong foundation in literacy and math with a Multi-tiered System of Support (MTSS) model that supports at-risk students.

The Middle School serves 479 students in grades 6 - 8. Coupled with a rich academic program, there is a strong emphasis on peer collaboration and developing students' interpersonal skills. The High School serves 629 students in grades 9-12. Schools at the secondary level offer an online education program option (WPVA), using content from the Capital Area Online Learning Association (CAOLA). Approximately 30 students are enrolled in this full-time online learning opportunity. High school students may participate in the AgriScience program or a variety of career and technical experiences at Cumberland Perry Area Career and Technical Center.

The K-12 curriculum provides students with a comprehensive, standards-based course of study aimed at providing college and career readiness after graduation. The teaching staff are skilled at engaging students and providing a rich educational experience. The school district also embraces technology and believes that we must enhance our instruction with these tools to compete and prepare our students for a global economy. Much effort has been made in recent years to upgrade the physical schools to enhance mechanical function, technology infrastructure, and safety.

The West Perry School District is one of twenty-four (24) public school districts that comprise the Capital Area Intermediate Unit #15. There is a close working relationship among the member districts, with district administrators at all levels meeting on a monthly basis with their counterparts to collaborate, share best practices, and consider continuous school improvement. Additionally, a spirit of cooperation exists among the four Perry County school districts in sharing resources and bringing services to the area. The West Perry School District provides excellent educational opportunities for its students based on community support, a strong staff, and curriculum and instruction designed to meet the needs of all learners.

Mission and Vision

Mission

By providing a future-focused education, the West Perry School District prepares, inspires and empowers every student, every day.

Vision

The West Perry School District, in partnership with families and the community, prepares students to be well-rounded members of society through personal success and strong leadership dedicated to excellence to thrive in our world

Educational Values

Students

The unique abilities, interests, needs and goals of all students are respected. All students can be expert learners and succeed.

Staff

The quality of the teacher is the most important factor impacting student achievement. Effective instruction engages every student in his/her learning. Effective use of educational technology enhances the learning experience.

Administration

High ethical standards and a high standard of conduct define interactions with students and colleagues. Lifelong learning for students and staff is promoted and supported. A safe and secure environment is the right of every student and staff member.

Parents

Family involvement is essential to each child's educational success.

Community

Effective schools anticipate and adapt to changes within the local, national and global context. Effective schools are accountable and add value to the community. Our community prospers from the educational experiences of our children. Community participation and resources are vital to the educational success of its community schools.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Four Year Graduation Cohort: West Perry Senior High School	The All Student Group graduation rate of 89.6% met the Interim Goal/Improvement Target and exceeded the statewide average of 87.0%
Industry-Based Learning: West Perry Senior High School	44.3% of all students earned at least one indicator of industry-based learning. This is higher than the performance standard of 30.7% and the statewide average of 32.8%.
Literature Keystone Exam (Achievement and Growth): West Perry Senior High School	The All Student Group achieved proficient/advanced at 81.3% which met the 2033 Statewide goal of 81.1% on the Literature Keystone Exam. Additionally, The All student group exceeded the standard demonstrating growth.
PSSA ELA , Math, Science: West Perry Middle School	The All Student Group met the Standard demonstrating growth in all three areas (ELA, Math, Science)
PSSA Science, Grade 4, Carroll Elementary	The All Student Group at Grade 4 at Carroll Elementary school, met the the 2033 statewide goal.
PSSA Math, Grades 3-5, Carroll Elementary	The All Student Group in Grades 3-5 at Carroll Elementary school, met or exceeded the Interim Goal/Improvement Target and statewide average and met the growth standard in math
PSSA ELA, Grades 3-5, Carroll and Blain Elementary	The All Student Group in Grades 3-5 at Carroll and Blain Elementary schools met the growth standard.
Regular Attendance: Blain Elementary	85.4% of the All Student Group had regular attendance. This met the statewide performance standard and exceeded the statewide average of 73.9%
PSSA Math: Blain Elementary	The All Student Group exceeded the growth standard in all math at Blain Elementary.
Career Standards Benchmark: All 3 elementary schools and West Perry High School	All student groups exceeded the performance standard for career standards. All 3 elementary school wee at 100% and the high school was at 98.7%.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance: West Perry Senior High School, West Perry Middle School, Carroll	The All Student Group did not meet the statewide performance standard at 4 of our 5 schools. Additionally, Carroll and New Bloomfield fell below the statewide average for regular attendance.

Elementary, New Bloomfield Elementary	
Keystone Exams Biology and Algebra: West Perry Senior High School	The All Student Group did not meet the growth standard on the Biology and Algebra Keystone Exams. The proficiency rate for Algebra was 25,5% and Biology was 59.7% which does not meet the statewide goal/targets.
PSSA Math, ELA, Science: West Perry Middle School	The All Student Group did not meet the interim goal in all three areas with proficiency rates of 61.8% for ELA, , 33.4% in Math, and 64.2% in Science.
PSSA ELA, Math, Science: New Bloomfield Elementary	The All Student Group did not meet the interim goal in ELA , Math, or Science achievement with proficiency rates of 47.1%, 41.8%, 70.4% respectively. Additionally, the All student group at New Bloomfield did not meet the standard demonstrating growth in ELA, Math, and Science.
PSSA ELA and Science: Carroll Elementary	The All Student Group did not meet the interim goal in ELA achievement. The All student group did not meet the standard demonstrating growth in Science.
PSSA ELA, Math, Science: Blain Elementary	The All student group did not meet the interim goals in all three areas with proficiency rates of 55.6% ELA, 46.8% Math, and 69.8% Science.

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

Strengths

Indicator Keystone Biology and Keystone Literature Grade Level(s) and/or Student Group(s) Student with Disabilities Student Group	Comments/Notable Observations Students with disabilities group student growth exceeds the statewide growth standard and the statewide average on the Keystone Biology and Literature Exams.
Indicator Keystone Literature Grade Level(s) and/or Student Group(s) Economically Disadvantaged Student Groups	Comments/Notable Observations Economically Disadvantaged student groups are achieving proficiency levels higher than the state average. Additionally, this subgroup exceeded the statewide growth standard and statewide average growth score.
Indicator PSSA Math Grade Level(s) and/or Student Group(s) Grades 3-8 (Blain Elementary), Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged subgroup at Blain exceeded the state's growth standard.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Industry-based Learning: West Perry Senior High School	Comments/Notable Observations Students with disabilities and Economically Disadvantaged student groups exceed the statewide performance standards.

Grade Level(s) and/or Student Group(s) Students with disabilities and Economically Disadvantaged Student Groups	
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Challenges

Indicator Keystone Algebra Grade Level(s) and/or Student Group(s) Students with disabilities student group	Comments/Notable Observations 8% of students with disabilities were proficient on the Algebra Keystone Exam.
Indicator PSSA Math Grade Level(s) and/or Student Group(s) Middle School and New Bloomfield Elementary Students with disabilities student group	Comments/Notable Observations 8.1% of students with disabilities are proficient in PSSA Math, compared with 33.4% of all students overall at the middle school. 13.8% of students with disabilities at New Bloomfield are proficient in PSSA math compared to 41.8% of all students.
Indicator PSSA ELA Grade Level(s) and/or Student Group(s) Middle School and New Bloomfield Elementary Students with disabilities student group	Comments/Notable Observations 23.3% of students with disabilities at the middle school are proficient in PSSA ELA, compared with 61.8%% of all middle school students overall. 20.7% of students with disabilities at New Bloomfield are proficient in ELA compared to 47.1% overall.
Indicator Keystone Algebra Grade Level(s) and/or Student Group(s) Advanced	Comments/Notable Observations The number of students designated as "advanced" is 0% (the statewide average is 14%).
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Regular Attendance: All Schools Grade Level(s) and/or Student Group(s) Students with Disabilities and Economically Disadvantaged Student Groups	Comments/Notable Observations Students with Disabilities and Economically Disadvantaged student groups all have lower attendance.

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.

Literature Keystone Exam (Achievement and Growth): West Perry Senior High School
Career Standards Benchmark: All 3 elementary schools and West Perry High School
Industry-Based Learning: West Perry Senior High School

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.

Keystone Algebra achievement and growth
PSSA Math and ELA 3-8 achievement in all schools
Regular attendance of all students

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS: PSSA ELA	There is moderate evidence that students in grades 4-8 are not making a year's worth of growth in ELA (not meeting the growth standard). 2022-2023 District wide PVAAS 4-8 is -1.78 (Y). ELA PVAAS Growth Measure by Grade (2023) Grade 4: -4.71 (R) Grade 5: 2.03 (DB) Grade 6: -5.24 (R) Grade 7: 3.41 (DB) Grade 8: -1.02 (Y)
PSSA Achievement: ELA	ELA Achievement by grade (state average) Grade 3 is 48.9 (54) Grade 4 is 50.9 (51.8) Grade 5 is 53.5 (53.7) Grade 6 is 65.9 (55.6) Grade 7 is 54.2 (54.5) Grade 8 is 61.8 (52.7). 2023 PSSA Achievement was above the state average in grades 6 and 8. All other grades were below the state average. Text Dependent Analysis Scores, (state average) Grade 4 is 8 (7.3) Grade 5 is 7.7 (8.1) Grade 6 is 9.8 (7.7) Grade 7 is 8.7 (7.8) Grade 8 is 9.4 (8.1). Grades 6,7,8 scored above the state average on the Text Dependent Analysis measure.
Keystone Literature Achievement	2023 Keystone Literature Proficiency is above the state average. Keystone Literature 81.3% (54.5%). The number of students who scored advanced on the Keystone Literature exam was below the state average. Advanced Scores on Keystone Literature 9.3% (15%).
PVAAS: Keystone Literature	The Academic Growth for the Keystone Literature score is below the state average. Academic Growth Score: 100% (75%) Keystone Literature Growth Index 3.91 which indicates significant evidence that West Perry students exceeded the growth standard.

English Language Arts Summary

Strengths

Keystone Literature achievement exceeds the 2033 statewide goal and growth meets the growth standard. Achievement and growth is well above the state average.
Grades 6, 7, and 8 scored above the state average on the text dependent analysis measure.
Grades 6 and 8 are above the state average in achievement on the ELA PSSA.

Challenges

PSSA ELA Achievement is below the state average in grades 3, 4, 5 and 7.
There is moderate evidence that students in grades 4-8 are not making a year's worth of growth in ELA (not meeting the growth standard).
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.

Mathematics

Data	Comments/Notable Observations
PVAAS: PSSA Math	Math PVAAS Growth Measure by Grade (2023) Grade 4: is -4.71 (R) Grade 5 is 2.03 (DB) Grade 6 is -5.24 (R) Grade 7 is 3.41 (DB) Grade 8 is -1.02 (Y). 2023 District wide PVAAS 4-8 is -2.10 (R). There is significant evidence that students in grades 5 and 7 are making a year's worth of growth in Math. There is significant evidence that students in grades 4 and 6 have not meet the growth standard. Student growth in

	math is trending in a negative direction over the past three years.
PSSA Achievement: Math	Math Achievement by grade (state average) Grade 3 is 49.3 (51.7) Grade 4 is 42.0 (46.5) Grade 5 is 41.9 (42.8) Grade 6 is 32.9 (36.5) Grade 7 is 33.1 (33.2) Grade 8 is 32.0 (26.1). 2023 PSSA Achievement was above the state average in grade 8. The number of below basic students in grade 7 is below the state average at 40.3% (39.5%).
Keystone Algebra Achievement	2023 Algebra Keystone achievement is below the state average 25.5% (38.3%). In the spring 2023 testing of the 205 students who took the Keystone Exam at WPHS, 82 were proficient or advanced .
PVAAS: Keystone Algebra	The Academic Growth for the Algebra Keystone is below the state average. Academic Growth Score: Algebra Keystone 54 (75.3)

Mathematics Summary

Strengths

Grade 8 PSSA achievement is above the state average.
Grades 5 and 7 show significant evidence that students have met the growth standard.

Challenges

There is significant evidence that students in grades 4 and 6 have not meet the growth standard.
Achievement and Growth for Keystone Algebra is below the state average.
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Achievement: Science	2023 PSSA Achievement was above the state average in grades 4 and 8. Science Achievement by grade (state average) Grade 4 is 74.9 (74.2) Grade 8 is 64.1 (57.0).
PVAAS: PSSA Science	Science PVAAS Growth Measure by Grade (2023) Grade 4: -3.94 (R) Grade 8: -.10 (G). There is significant evidence that students in grade 4 did not meet the growth standard and grade 8 students met the standard (however with a negative growth index).
Keystone Biology Achievement	Biology Keystone Proficiency is below the state average at 59.7% (58.9%). The number of students who scored advanced on the Biology Keystone exam was below the state average at 24.8% (26.0%).
PVAAS: Keystone Biology	The Academic Growth for the Biology Keystone score 69 (75.1) and below the state average.

Science, Technology, and Engineering Education Summary

Strengths

Achievement scores PSSA Grade 4 and 8 and Keystone Biology are all above the state average.

There is significant evidence that students in grade 8 met the growth standard in Science.

Challenges

Grade 4 students did not meet the growth standard in science.

Biology Keystone and Grade 8 Science growth indexes are negative (even though students met the growth standard).

There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.

Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index: Career Standards Benchmark	Blain Elementary, Carroll Elementary, New Bloomfield Elementary and West Perry High School exceed the performance standard. West Perry Middle School did not meet the performance standard.
Future Ready PA Index: Four Year Cohort	West Perry Senior High School exceeded the statewide average four-year graduation rate at 89.6% (87%) met the interim goal.
Future Ready PA Index: Industry-Based Learning	West Perry Senior High School exceeded the statewide average for students who earned at least one indicator at 44.3% (32.8%). And students exceeded the statewide performance standard of 30.7%

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
School Performance Profile - Industry Standards-Based Competency Assessment	Spring 2023, 17.4% of students assessed were Competent or Advanced.

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

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

Science/Agriculture

Uploaded Files

FINAL West Perry HACC 3.17.22.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.

West Perry Senior High School exceeded the statewide average for students who earned at least one indicator at 44.3% (32.8%) and students exceeded the statewide performance standard of 30.7%
All but one of our five schools met the performance standard for career readiness.

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.

The % of students achieving competency on the industry-based exams has been decreasing over the past few years.

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
PSSA Achievement: ELA	In Spring 2023, ELA proficiency for students with disabilities in grades 3-8 is below the All Student group. WPMS 23.3% (61.8%), Blain 41.2% (55.6%) New Bloomfield 20.7% (47.1%) Carroll had an IS
PVAAS: PSSA ELA	Students with disabilities in all grades except grades 7 and 8 met the growth standard in ELA (7th grade was well below the standard and 8th grade was below the standard). Students with disabilities in 4th, 5th, and 6th grades are meeting the growth standard in ELA on the PSSA. 6th grade students with disabilities are well above the growth standard.
PSSA Achievement: Math	In 2023, Math proficiency for students with disabilities in grades 3-8 was below the All Student group. WPMS 8.1%(33.4%) Blain 41.2% (46.8%) New Bloomfield 13.8% (41.8%) Carroll had an IS
Keystone Exam Achievement	In 2023, 8% of students with disabilities were proficient on the Algebra Keystone Exam; 25% of students with disabilities were proficient on the Biology Keystone Exam, 46.4% of students with disabilities were proficient on the Literature Keystone Exam.
Keystone Exam PVAAS	2023 PVAAS data indicates that there is significant evidence that students with disabilities did meet the growth standard in Algebra. There is significant evidence that they did meet the growth standard in Literature and Biology (both well above).
PVAAS: PSSA Math	Students with disabilities in all grades but 6th grade met the growth standard.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Course Failure Data	For the 2019-2020 school year, 74% of course failures were by students with free or reduced lunch designation.

PSSA: ELA Achievement	In 2023, students who were Economically Disadvantaged in grades 3-8 had lower achievement than the all student groups in all schools. WPMS 50.7% (61.8%) Blain 47.7% (55.6%) Carroll 44.7% (54.3%) New Bloomfield 41.9% (47.1)
PSSA: Math Achievement	In 2023, students who were Economically Disadvantaged in grades 3-8 had lower achievement than the all student group. WPMS 25.3% (33.4%) Blain 43.1% (46.8%) Carroll 42.9% (48.4%) New Bloomfield 29.7% (41.8%) The state average was 38.3% -all but WPMS and New Bloomfield students who were economically disadvantaged exceeded that.
Keystone Exam Achievement	In 2023, 24.4% of students who were Economically Disadvantaged were proficient on the Algebra Keystone Exam; 55.2% of students who were Economically Disadvantaged were proficient on the Biology Keystone Exam, 70.7% of Economically Disadvantaged students were proficient on the Literature Keystone Exam (higher than the state average). This is lower than the all student groups achievement.
Keystone Exam PVAAS	2023 PVAAS data indicates that there is moderate evidence that students who were Economically Disadvantaged did not meet the growth standard in Algebra or Biology. There is significant evidence that they exceeded the growth standard in Literature.
PSSA PVAAS	There is significant evidence that grade 4 and 6 students who were economically disadvantaged did not meet the growth standard in math. Students who were economically disadvantaged in grades 5 and 7 exceeded the growth standard while 8th grade met the standard. In ELA, grade 7 students who were economically disadvantaged were well below the standard and all other grade levels met the growth standards with 6th grade being well above.

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.

Students with disabilities are meeting the growth standards in the Literature and Biology Keystone Exams.
Economically Disadvantaged students are exceeding the growth standard on the Keystone Literature Exam.
Students with disabilities in most grade levels are meeting the growth standard in PSSA math.

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.

Achievement for IEP and Economically Disadvantaged students is below the achievement level of the All Student Group in all subjects, grades, and assessments.

The lowest levels of proficiency for both students with disabilities and students who are economically disadvantaged is on the Algebra Keystone Exam.

Designated Schools

West Perry SHS

Priority Challenge	Comments and Notable Observations
N/A School exited School Improvement	N/A School exited School Improvement

Systemic LEA Challenges
N/A School exited School Improvement

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Areas for improvement include ensuring a continuum of service for all programs, professional development in special education topics for all staff, and ensuring least restrictive environment.
Title I Program	The Title I Program provides needed interventions to the youngest and most at-risk learners through a school-wide program in each of the three elementary schools. Parents and teachers report that the strategies implemented are addressing the most pressing needs.
Student Services	Chronic absenteeism is a challenge in the West Perry School District. Access to student mental health resources continues to be a challenge not only in our district but the county, as well.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan is well designed. The Chapter 339 evidence collection barriers have been addressed and strategies continue to be strengthened.
Technology Plan	Students in Grades 4-12 are 1:1 with Chromebooks. The district has a computer replacement cycle that allows higher quality devices to be refreshed before they become unreliable. WAN and internet demands have increased every year over the past 5 years. Cybersecurity measures continue and more resources will need to be dedicated to maintaining a safe and secure network.
English Language Development Programs	At this time, the English Language Development Program is able to meet the needs of the small number of English Language Learners and is therefore not a focus area for this Comprehensive Plan.
Professional Education Plan	This plan will be developed thoroughly as the final step of our comprehensive plan so that the priorities identified are supported with quality, continuous, job-embedded professional learning.
Induction Plan	Our comprehensive and robust induction plan supports our new teachers for a minimum of two years. The mentor program will be a focus area of improvement to ensure that mentors are trained to provide adequate support to our new teachers. The teacher shortage in Pennsylvania has resulted in an increase in non-appropriately certified teachers being hired. The induction plan will address the differentiated needs of our newest colleagues until appropriately certified.

Strengths

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

Sufficient resources are available for student instructional technology.
The K-12 Guidance Plan is in place and undergoing continuous improvement.
Special Education processes are in place for identifying and supporting students.
Title I literacy interventions are successful in the elementary schools and structured literacy professional learning has been the focus of full school trainings.

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.

Student mental health and impacts on student learning continue to be a concern.
Professional learning for our teachers and staff to ensure effective instruction, strategies, and use of resources are implemented in our schools. The lack of days/time for teachers and staff to focus on their own learning poses a barrier and challenge. The lack of substitute teachers impacts the availability of coverage

for professional learning and collaboration during the school day.

The attention to coherence of all district plans and initiatives has not been a priority and therefore a disjointed delivery of professional learning and/or redundancy or absence of coordination of services to students has resulted.

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
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	Emerging

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

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

Implement Data-Driven Human Capital Strategies

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

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.

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

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
Ensure effective, standards-aligned curriculum and assessment.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, engaging, standards-aligned instruction.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

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
Literature Keystone Exam (Achievement and Growth): West Perry Senior High School	True
Career Standards Benchmark: All 3 elementary schools and West Perry High School	False
Keystone Literature achievement exceeds the 2033 statewide goal and growth meets the growth standard. Achievement and growth is well above the state average.	True
Industry-Based Learning: West Perry Senior High School	False
Grades 6 and 8 are above the state average in achievement on the ELA PSSA.	True
Students with disabilities are meeting the growth standards in the Literature and Biology Keystone Exams.	True
Economically Disadvantaged students are exceeding the growth standard on the Keystone Literature Exam.	True
Grades 6, 7, and 8 scored above the state average on the text dependent analysis measure.	False
Achievement scores PSSA Grade 4 and 8 and Keystone Biology are all above the state average.	False
Grades 5 and 7 show significant evidence that students have met the growth standard.	False
Coordinating fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Sufficient resources are available for student instructional technology.	False
All but one of our five schools met the performance standard for career readiness.	False
The K-12 Guidance Plan is in place and undergoing continuous improvement.	False
Special Education processes are in place for identifying and supporting students.	False
Title I literacy interventions are successful in the elementary schools and structured literacy professional learning has been the focus of full school trainings.	True
Students with disabilities in most grade levels are meeting the growth standard in PSSA math.	False
Grade 8 PSSA achievement is above the state average.	False
There is significant evidence that students in grade 8 met the growth standard in Science.	False
West Perry Senior High School exceeded the statewide average for students who earned at least one indicator at 44.3% (32.8%) and students exceeded the statewide performance standard of 30.7%	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
Regular attendance of all students	False
Keystone Algebra achievement and growth	False
PSSA Math and ELA 3-8 achievement in all schools	False
PSSA ELA Achievement is below the state average in grades 3, 4, 5 and 7.	False
There is moderate evidence that students in grades 4-8 are not making a year's worth of growth in ELA (not meeting the growth standard).	False
There is significant evidence that students in grades 4 and 6 have not meet the growth standard.	False
Achievement and Growth for Keystone Algebra is below the state average.	False
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.	True
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
Grade 4 students did not meet the growth standard in science.	False
The % of students achieving competency on the industry-based exams has been decreasing over the past few years.	False
Achievement for IEP and Economically Disadvantaged students is below the achievement level of the All Student Group in all subjects, grades, and assessments.	False
Professional learning for our teachers and staff to ensure effective instruction, strategies, and use of resources are implemented in our schools. The lack of days/time for teachers and staff to focus on their own learning poses a barrier and challenge. The lack of substitute teachers impacts the availability of coverage for professional learning and collaboration during the school day.	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Biology Keystone and Grade 8 Science growth indexes are negative (even though students met the growth standard).	False
The attention to coherence of all district plans and initiatives has not been a priority and therefore a disjointed delivery of professional learning and/or redundancy or absence of coordination of services to students has resulted.	True
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.	False
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.	True
Student mental health and impacts on student learning continue to be a concern.	False
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.	False
The lowest levels of proficiency for both students with disabilities and students who are economically disadvantaged is on the Algebra Keystone Exam.	False
Ensure effective, standards-aligned curriculum and assessment.	True

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, engaging, standards-aligned instruction.	True
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	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 needs assessment process (including data review and stakeholder steering and focus groups) unveiled difficulty in conducting adequate root cause analyses to determine why success and challenges are occurring. Development of a standards-aligned Pre-K-12 district curriculum for all students via a transparent curriculum platform that communicates clear learning targets to all stakeholders is needed. A standards-aligned Pre-K to 12 curriculum is needed to ensure a guaranteed, viable curriculum in all areas to all students. Additionally, district assessment processes are not sound and do not provide local data to drive instruction during the school year. A transparent curriculum platform with a five-year cycle to ensure all areas of the curriculum are available to all stakeholders. Commitment to a comprehensive professional learning plan to support the implementation of effective instructional practices in all schools.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Professional learning for our teachers and staff to ensure effective instruction, strategies, and use of resources are implemented in our schools. The lack of days/time for teachers and staff to focus on their own learning poses a barrier and challenge. The lack of substitute teachers impacts the availability of coverage for professional learning and collaboration during the school day.	The primary reason this has been a challenge is that professional learning planning has lacked clarity, continuity, coherence, evaluation and intentional planning. Providing meaningful, job-embedded professional learning experiences in a strategic, well-coordinated fashion is necessary to ensure the development of skills needed to facilitate student learning.	True
The attention to coherence of all district plans and initiatives has not been a priority and therefore a disjointed delivery of professional learning and/or redundancy or absence of coordination of services to students has resulted.		False
There is no district curriculum platform with a standards-aligned curriculum. There is no standardized curriculum format, plan, cycle, or platform available to teachers, administrators, parents/community.	There is no central location of a standards- based curricula to allow for horizontal and vertical alignment. Horizontal alignment will ensure students experience comparable experiences and learning within a grade level or course area, regardless of the teacher they have. Vertical-alignment will ensure that concepts are taught in a strategic spiral without redundancies and gaps as students experience key learning throughout our learning organization. This also impacts accountability of assuring a guaranteed, viable curriculum for all students. This challenge is amplified when there is high turnover in classroom teacher and building principal roles. A district curriculum platform will be developed and effective professional learning will be provided to support a 5 year-curriculum cycle (research, writing, implementation I, implementation II, and monitoring). All areas of the curriculum will reflect our District's mission and vision; Academic, Technical, Life, and Employability Skills for personal success for all students.	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities		False
Ensure effective, standards-aligned curriculum and assessment.		False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, engaging,		False

standards-aligned instruction.		
Absence of a data culture. Data analysis and intentional use of data throughout the year is not consistent at all buildings/grade levels. There is no district centralized/streamlined data platform to include local assessment data.	Assessment will be a key component of the curriculum in the platform. A Local Assessment Plan will be developed that is coherent and drives instruction and programming. Teachers require professional learning on conducting data analysis and time to regularly analyze data to drive instruction. Data is not in a centralized platform.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Keystone Literature achievement exceeds the 2033 statewide goal and growth meets the growth standard. Achievement and growth is well above the state average.	Once a centralized curriculum platform is in place, a root cause analysis will be able to be conducted to determine the factors contributing to the success of this pocket of the secondary curriculum.
Coordinating fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	Identifying time, resources, and appropriate funding sources will be important in implementing a Pre-K-12 curriculum platform and comprehensive professional learning to support effective instructional practices and family engagement.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	Activities that have been effective for continuous improvement of the instructional program and fidelity to program implementation can be applied to our goal of improving secondary math achievement and growth, primary ELA, and implementation of the new STEELS standards/curriculum.
Grades 6 and 8 are above the state average in achievement on the ELA PSSA.	
Students with disabilities are meeting the growth standards in the Literature and Biology Keystone Exams.	
Economically Disadvantaged students are exceeding the growth standard on the Keystone Literature Exam.	
Title I literacy interventions are successful in the elementary schools and structured literacy professional learning has been the focus of full school trainings.	
Literature Keystone Exam (Achievement and Growth): West Perry Senior High School	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Commitment to a comprehensive professional learning plan to support the implementation of effective instructional practices and family engagement in all schools.

	Development of a standards-aligned Pre-K-12 district curriculum for all students via a transparent curriculum platform that communicates clear learning targets to all stakeholders.
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Goal Setting

Priority: Commitment to a comprehensive professional learning plan to support the implementation of effective instructional practices and family engagement in all schools.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Student achievement will increase by providing focused, job-embedded professional learning on designing rigorous and engaging classroom experiences that remove barriers to student learning and family engagement.		
Measurable Goal Nickname (35 Character Max)		
Professional learning improves student achievement.		
Target Year 1	Target Year 2	Target Year 3
District and school leaders will engage in professional learning on the design and delivering of engaging, rigorous learning experiences for all students and staff. The leadership team will collaborate to create a professional learning plan for all staff throughout our learning organization in the areas of engaging instruction, rigorous learning, data analysis, and school culture.	The professional learning plan will be implemented based on the priorities established in Year-1.	Student achievement will increase by providing focused, job-embedded professional learning on designing rigorous and engaging classroom experiences that remove barriers to student learning and family engagement.

Priority: Development of a standards-aligned Pre-K-12 district curriculum for all students via a transparent curriculum platform that communicates clear learning targets to all stakeholders.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
A platform for all Pre-K through 12 curricula will be available for instructional staff and a five year curriculum cycle implemented to ensure that all areas of the curricula are reviewed on a cyclical basis.		
Measurable Goal Nickname (35 Character Max)		
Pre-K to 12 Curriculum Platform Development		
Target Year 1	Target Year 2	Target Year 3
Organize a core team to design a template to utilize for the selected curriculum platform. This team will plan out curriculum leadership committee and developer teams.	Curriculum writing for elementary ELA, secondary mathematics, and K-12 STEELS.	A platform for all Pre-K through 12 curricula will be available for instructional staff and a five year curriculum cycle implemented to ensure that all areas of the curricula are reviewed on a cyclical basis.

Action Plan

Measurable Goals

Professional learning improves student achievement.	Pre-K to 12 Curriculum Platform Development
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Action Plan For: Curriculum Alignment and Evidence-Based Resource Selection

Measurable Goals:
<ul style="list-style-type: none"> A platform for all Pre-K through 12 curricula will be available for instructional staff and a five year curriculum cycle implemented to ensure that all areas of the curricula are reviewed on a cyclical basis.

Action Step		Anticipated Start/Completion Date	
(Outline a Unit Template) The Core Curriculum Team will develop a curricular vision and outline details for a curricular strategic outline. This team will determine the District unit template for high-quality curriculum and unit plans, including consistent format and clear language for all components.		2024-04-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	Budgetary resources to purchase the Atlas Curriculum Management Platform and professional learning services to plan and support the development of a district-wide curricular process.	Yes	No
Action Step		Anticipated Start/Completion Date	
(Review and Refine a Multi-Year Curricular Plan) The Core Curriculum Team will utilize the curricular goals and curriculum cycle to plan for a multi-year period. Roles and responsibilities, professional learning and training needs, opportunities for staff engagement and support will be determined. Clear expectations and resources for developing and reviewing high-quality units will be established. The Core Curriculum Team will form and select representatives (to represent a variety of grade and subject areas) to serve on the Curriculum Committee.		2024-04-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	Manpower allocation and budgetary resources to attend/provide professional learning and write curriculum.	Yes	No
Action Step		Anticipated Start/Completion Date	
(Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for		2024-10-	2025-08-

developing high-quality units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology & Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team		11	03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	Budgetary resources to purchase materials, manpower allocation and budgetary resources to attend/provide professional learning, write curriculum.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
(Curriculum Writing-Building Capacity to Lead Curriculum Writing) The Core Curriculum Team and Curriculum Developers will develop a coherent understanding of the District curricular process and learn the Atlas platform and foundational skills in writing quality curriculum: Analyze and Bundle Standards, Identify Priority Standards, Unpack Standards into Content and Skills, Develop Big Ideas and Essential Questions, Develop Formative and Summative Assessments.		2025-08-04	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	Budgetary resources to purchase materials, manpower allocation and budgetary resources to attend/provide professional learning, write curriculum.	Yes	No
Action Step		Anticipated Start/Completion Date	
(Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized.		2026-08-25	2027-06-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	Budgetary resources to purchase materials, manpower allocation and budgetary resources to attend/provide professional learning, write curriculum.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A well-developed district-wide curricular process with a curriculum management platform for Pre-K through 12. The District will expect to see gains in measures in both achievement and growth over the coming years.	This process will be led and monitored by the assistant superintendent. The professional learning required to begin the writing process will be based on availability of budgetary resources, team and trainer(s).

Action Plan For: Leadership Team Development

Measurable Goals:

- Student achievement will increase by providing focused, job-embedded professional learning on designing rigorous and engaging classroom experiences that remove barriers to student learning and family engagement.

Action Step		Anticipated Start/Completion Date	
Leadership Team Shared Values and Goal Development		2024-04-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Jeffrey Kuhns, Superintendent	Superintendent selected resources	No	No
Action Step		Anticipated Start/Completion Date	
Leadership team identifies professional learning focus and engages in professional learning to lead implementation		2024-08-01	2025-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Jeffrey Kuhns, Superintendent	Identified Evidence-based Resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Annual School Improvement Survey Administration to students, parents, and staff		2024-04-01	2027-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dubaich, Assistant Superintendent	PDE School Improvement Survey	No	Yes
Action Step		Anticipated Start/Completion Date	
Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement		2025-08-15	2026-06-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Jeffrey Kuhns, Superintendent Dr. Michele Dubaich/Assistant Superintendent	Budgetary resources to purchase materials, manpower allocation and budgetary resources to provide professional learning	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comprehensive, coherent Professional Learning Plan to support the implementation of effective instructional practices and family engagement in all schools.	District and Building Leaders

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment and Evidence-Based Resource Selection	(Outline a Unit Template) The Core Curriculum Team will develop a curricular vision and outline details for a curricular strategic outline. This team will determine the District unit template for high-quality curriculum and unit plans, including consistent format and clear language for all components.
Curriculum Alignment and Evidence-Based Resource Selection	(Review and Refine a Multi-Year Curricular Plan) The Core Curriculum Team will utilize the curricular goals and curriculum cycle to plan for a multi-year period. Roles and responsibilities, professional learning and training needs, opportunities for staff engagement and support will be determined. Clear expectations and resources for developing and reviewing high-quality units will be established. The Core Curriculum Team will form and select representatives (to represent a variety of grade and subject areas) to serve on the Curriculum Committee.
Curriculum Alignment and Evidence-Based Resource Selection	(Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for developing high-quality units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology & Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team
Curriculum Alignment and Evidence-Based Resource Selection	(Curriculum Writing-Building Capacity to Lead Curriculum Writing) The Core Curriculum Team and Curriculum Developers will develop a coherent understanding of the District curricular process and learn the Atlas platform and foundational skills in writing quality curriculum: Analyze and Bundle Standards, Identify Priority Standards, Unpack Standards into Content and Skills, Develop Big Ideas and Essential Questions, Develop Formative and Summative Assessments.
Curriculum Alignment and Evidence-Based Resource Selection	(Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized.
Leadership Team Development	Leadership team identifies professional learning focus and engages in professional learning to lead implementation
Leadership Team Development	Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement

Curriculum Platform Development

Action Step
<ul style="list-style-type: none"> (Outline a Unit Template) The Core Curriculum Team will develop a curricular vision and outline details for a curricular strategic outline. This team will determine the District unit template for high-quality curriculum and unit plans, including consistent format and clear language for all components. (Review and Refine a Multi-Year Curricular Plan) The Core Curriculum Team will utilize the curricular goals and curriculum cycle to plan for a multi-year period. Roles and responsibilities, professional learning and training needs, opportunities for staff engagement and support will be determined. Clear expectations and resources for developing and reviewing high-quality units will be established. The Core Curriculum Team will form and select representatives (to represent a variety of grade and subject areas) to serve on the Curriculum Committee. (Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for developing high-quality

units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology & Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team

- (Curriculum Writing-Building Capacity to Lead Curriculum Writing) The Core Curriculum Team and Curriculum Developers will develop a coherent understanding of the District curricular process and learn the Atlas platform and foundational skills in writing quality curriculum: Analyze and Bundle Standards, Identify Priority Standards, Unpack Standards into Content and Skills, Develop Big Ideas and Essential Questions, Develop Formative and Summative Assessments.
- (Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized.

Audience		
District and School Leadership Team, Teachers		
Topics to be Included		
Building a Curriculum Process, Curriculum in Atlas Overview, Curriculum Writing, Using the Curriculum in Atlas, Ongoing Curricular Process		
Evidence of Learning		
Curriculum alignment/Platform; the District will track attendance and reviews of all professional development offered to the curriculum development team		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Michele Dubaich, Assistant Superintendent	2024-04-01	2027-07-25

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Professional Learning Time availability during school year; additional days if budgetary resources can accommodate
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Leadership Team Development

Action Step
<ul style="list-style-type: none"> • Leadership team identifies professional learning focus and engages in professional learning to lead implementation • Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement
Audience
Educational Leadership Team (Jeffrey Kuhns, Michele Dubaich, Lucas Clouse, Paula Jones, Christopher Kasian, Clark McCready, Renee LeDonne, Jenna Krinjeck, Tonya Kepner, Kristi Coble, Daniel Emanuelson; Teachers
Topics to be Included
Evidence-Based Instructional and family engagement practices
Evidence of Learning

Educator Effectiveness (PA-EETEP) Summary Component Scores; School Improvement Survey Data; the District will track attendance and reviews of all professional development offered		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Jeffrey Kuhns, Superintendent Dr. Michele Dubaich, Assistant Superintendent	2024-04-25	2027-06-25

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Educational Leadership Team meets monthly; Professional Learning Time availability during school year; additional days if budgetary resources can accommodate
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment and Evidence-Based Resource Selection	(Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for developing high-quality units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology & Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team
Curriculum Alignment and Evidence-Based Resource Selection	(Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized.
Leadership Team Development	Leadership team identifies professional learning focus and engages in professional learning to lead implementation
Leadership Team Development	Annual School Improvement Survey Administration to students, parents, and staff
Leadership Team Development	Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement

Steering Committee Update Meetings

Action Step		
<ul style="list-style-type: none"> Leadership team identifies professional learning focus and engages in professional learning to lead implementation (Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for developing high-quality units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology & Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team Annual School Improvement Survey Administration to students, parents, and staff Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement (Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized. 		
Audience		
Steering Committee Members and Community		
Topics to be Included		
Quarterly Meeting updates on progress of comprehensive plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jeffrey Kuhns, Michele Dubaich/Superintendent/Assistant Superintendent	2024-05-23	2027-05-23

Communication

Type of Communication	Frequency
Presentation	Quarterly

Communication

Type of Communication	Frequency
Posting on district website	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date