

Moniteau SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Moniteau School District		104105353
Address 1		
1810 West Sunbury Rd.		
Address 2		
City	State	Zip Code
West Sunbury	Pennsylvania	16061
Chief School Administrator		Chief School Administrator Email
Aubrie Schnelle		aschnelle@moniteau.org
Single Point of Contact Name		
Dustin Thompson		
Single Point of Contact Email		
dthompson@moniteau.org		
Single Point of Contact Phone Number		
(724) 637-2091		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Aubrie Schnelle	Administrator	Moniteau School District	aschnelle@moniteau.org
Lance Fox	Administrator	Moniteau Jr./Sr. High School	lfox@moniteau.org
Dustin Thompson	Administrator	Moniteau Jr./Sr. High School	dthompson@moniteau.org
Kevin Boariu	Administrator	Dassa McKinney Elementary School	kboariu@moniteau.org
Nicole Fox	Administrator	Moniteau School District	nfox@moniteau.org
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LEA Profile

We are the Moniteau School District and our students are the pulse of this community. Situated an hour north of Pittsburgh, our district serves approximately 1100 students from the boroughs of West Sunbury, Eau Claire, and Cherry Valley, and the townships of Cherry, Clay, Concord, Marion, Venango, and Washington. As educators and community members, we work together to create an environment that promotes a desire to learn and succeed. Our elementary building, Dassa McKinney Elementary School serves students from kindergarten through sixth grade. Moniteau Jr./Sr. High School serves students from grades seven through twelve.

Moniteau School District employs six (6) administrators, four (4) directors, one (1) business manager, ninety-one (91) teachers, and fifty (50) support staff members.

Mission and Vision

Mission

Our mission is to prepare Moniteau students to achieve their fullest potential as they face the challenges of life.

Vision

The Pennsylvania State Standards of Assessment serve as the foundation of the Moniteau School District's educational program with the achievement of these standards being our expected outcome. The Moniteau School District uses purposeful assessment to drive instruction and provide an educational program that meets the needs of all students in order to continuously improve student achievement. Educating Moniteau students is a shared responsibility amongst all stakeholders: students, parents, the board of directors, administrators, teachers, support staff members, and members of the community. High-quality, content-area professionals provide administrators, teachers, and support staff with the tools and knowledge required to enhance our ability to deliver a high-quality instructional program.

Educational Values

Students

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life." Students are expected to seize the opportunities provided to them and work to the best of their abilities in order to become successful in whichever manner is most beneficial or meaningful to them. A robust offering of courses begins in the elementary level, such as: art, music education (band and choir), career education, physical education, STEM learning which lead the students to additional options once their move to the secondary level. Secondary offerings may include: personal fitness and weight training, journalism, band, choir, media, vocational-agriculture, industrial arts, fine arts, vocational education at the local vocational technical school, and foreign language instruction.

Staff

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life." Staff members are expected to be role models for students. They are to utilize professional development opportunities throughout the school year to further their knowledge in their content area and in additional areas. Staff members are encouraged to set high expectations for students and assist them in achieving goals by providing a safe, supportive environment for learning and growing. Three in-service days are provided during the year, as well as two professional development days which allows staff members the opportunity to participate in valuable training to further their development as well-rounded educational professionals.

Administration

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life." Administrators are role models for staff members and students. They are expected to set the stage for high achievement and a desire for learning throughout the district. They are to encourage, support and empathize with all district stakeholders and provide the opportunities necessary to establish an environment of caring, compassion, and success. Administrators must be the leaders in instruction and innovation.

Parents

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life." Parents are the first role models for students. Their support in their students educational endeavors helps to lay the foundation for success. Parents are expected to provide encouragement and support and be their child's biggest cheerleader. Parents are encouraged to collaborate with the district to ensure success for their student.

Community

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life." The community has a shared responsibility to encourage success and assist in providing opportunities for student success. This could include attendance at extracurricular events, judging academic competitions, monetary donations, internships and job shadowing opportunities and many others.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Moniteau Jr./Sr. High School exceeded the standard demonstrating growth in English Language Arts.	
While the district did not meet the target goal for improvement in Math/Algebra at the Jr./Sr. High School, the scores did show improvement from the previous school year.	
Students at the Jr./Sr. High School met and exceeded both the performance goal and the statewide goal for college and career measures.	
Dassa McKinney Elementary School met the performance measure goal for regular attendance.	

Challenges

Indicator	Comments/Notable Observations
Students at the Jr./Sr. High School did not meet the proficient/advanced performance goal in English Language Arts and showed a decrease from the previous year.	
Students at the Jr./Sr. High School did not meet the growth expectations goal in Math/Algebra and showed a decrease from the previous year.	
Dassa McKinney Elementary School showed a decrease in performance and growth measures in English Language Arts and Math.	

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

Strengths

Indicator 4th grade 2024 PSSA data Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Fourth grade students met the growth and achievement goals on both English Language Arts and Mathematics PSSA exams.
Indicator 4th grade 2024 PSSA data Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Fourth grade student exceeded the growth and achievement goals on the PSSA Science exam.
Indicator 5th grade 2024 PSSA data Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations Fifth grade students met the growth and achievement goals on the English Language Arts PSSA exam.
Indicator 8th grade 2024 PSSA data Grade Level(s) and/or Student Group(s) Grade 8	Comments/Notable Observations Eighth grade students met and exceeded the growth and achievement goals for the English Language Arts exam.
Indicator 8th grade 2024 PSSA data	Comments/Notable Observations

Grade Level(s) and/or Student Group(s) Grade 8	Eighth grade student met the growth and achievement goals on the PSSA Science exam.
Indicator 2024 Spring Keystone Literature data Grade Level(s) and/or Student Group(s) Grades 10-11	Comments/Notable Observations Students met and exceeded the growth and achievement goals on the 2024 Keystone Literature exam.

Challenges

Indicator 2024 PSSA ELA data Grade Level(s) and/or Student Group(s) Grades 5, 6, 7, and 8	Comments/Notable Observations Students in grades 5, 6, 7, and 8 did not meet their growth or achievement goals on the PSSA English Language Arts exam, in fact, they were well below their targeted goal.
Indicator 2024 PSSA Math data Grade Level(s) and/or Student Group(s) Grade 6 and 7	Comments/Notable Observations Students in grades 7 and 8 did not meet their growth and achievement goals on the 2024 PSSA Mathematics exam. Seventh grade was well below their target while 8th grade was below their targeted goals.
Indicator 2024 Keystone Algebra data Grade Level(s) and/or Student Group(s) Grades 8, 9, and 10	Comments/Notable Observations Students in grades 8, 9 and 10 did not meet the targeted growth and achievement goals on the 2024 Keystone Algebra exam. Students scored well below their targeted goal.
Indicator 2024 Keystone Biology data Grade Level(s) and/or Student Group(s) Grades 9 and 10	Comments/Notable Observations Students in grades 9 and 10 did not meet the targeted growth and achievement goals on the 2024 Keystone Biology exam. Students scored well below their targeted goal.

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.

Moniteau Jr./Sr. High School exceeded the standard demonstrating growth in English Language Arts.
Students at the Jr./Sr. High School met and exceeded both the performance goal and statewide goal for college and career measures.
Dassa McKinney Elementary School met the performance measure goal for regular attendance.

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.

Students at the Jr./Sr. High School did not meet the proficient/advanced performance goal in English Language Arts and showed a decrease from the previous year.
Students at the Jr./Sr. High School did not meet the growth expectations goal in Math/Algebra and showed a decrease from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AP Literature scores are as follows: 21-22SY: 18/18 passed, 22-23SY: 11/11 passed and 23-24SY: 8/9 passed.	AP Literature scores are outstanding and demonstrate that students are knowledgeable about the subject matter.
AP Language scores are as follows: 21-22SY: 3/5 passed, 22-23SY: 12/12 passed and 23-24SY: 2/2 passed.	AP Language scores are outstanding and demonstrate that students are knowledgeable about the subject matter. However, small numbers of students are participating in the class.
Current 8th grade cohort shows "true" growth in ELA PSSA scores: 21-22SY: 52.2% proficient or advanced, 22-23SY: 53.7% proficient or advanced and 23-24SY: 57.4% proficient or advanced.	The current 8th grade class is showing marked improvement in ELA.
Text Dependent Analysis (TDA) scores of the 22-23SY (7th grade): 16 students scored a 3 or 4 on TDA and in the 23-24SY: 44 students scored a 3 or 4 on the TDA.	The work done on TDA's showed a significant improvement in scores.
Kindergarten AIMSweb data shows the following for the 23-24SY in Letter Naming Fluency: Fall- 41% well below average, 19% below average, 37% average, 4% above average and 0% well above average. Scores in the spring shifted to: 5% well below average, 5% below average, 59% average, 23% above average, and 9% well above average.	Kindergarten data demonstrates growth from the beginning to the end of the school year, which proves that the concepts and curriculum being taught are having a positive effect.
Grade 2 AIMSweb data shows the following in Oral Reading Fluency for the 23-24SY: Fall- 20% well below average, 20% below average, 34% average, 4% above average and 3% well above average. Scores in the spring showed a marked improvement with 9% well below average, 9% below average, 42% average, 11% above average, and 5% well above average.	2nd grade data demonstrates growth from the beginning to the end of the school year, which proves that the concepts and curriculum being taught are having a positive effect.

English Language Arts Summary

Strengths

ELA teachers are providing more time to target TDA concepts.
8th grade ELA PSSA results show significant growth.
4th and 5th grade ELA PSSA results indicate that they are meeting their growth expectations.
Keystone Literature results indicate that students have attained above average growth and achievement results.

Challenges

6th grade PSSA results indicate that students are well below average in both growth and achievement.
7th grade PSSA results indicate that students are below average in both growth and achievement.
There is a significant drop in growth and achievement when moving from the 5th to the 6th grade level.

Mathematics

Data	Comments/Notable Observations
4th grade Measures of Academic Progress (MAPS) data for the 23-24SY showed a year-long achievement over the 60th percentile.	The new math resources and trainings, which have included professors from Slippery Rock University, Houghton Mifflin Harcourt (HMH) trainers, department meetings and K-12 subject specific meetings, have been helpful in maintaining achievement scores.

28% of the students scored advanced on the 4th grade math PSSA, with 60% of the students scoring proficient.	This is the highest score since the 17-18 SY.
PSSA proficient and advanced scores continue to increase in grades 3-6 amongst the economically disadvantaged subgroup, while the state average declines.	Cultural Competency and Ruby Payne professional development opportunities on supporting students from undersupported families has positively impacted student achievement.
The 23-24SY Dassa building math growth score is higher than the state average (79.4 compared to 74).	The elementary building is showing higher growth than the state average.
Average number identification is between 70-75% for two kindergarten classrooms using Educational Software for Guided Instruction (ESGI) data from the start of the school year.	All kindergarten classrooms should utilize the same methods to achieve these scores.
62% of 1st grade students scored average, above average or well above average on AIMSweb Concepts and Applications and Number Comparison Fluency.	38% of 1st grade students are still below average moving to the second grade.
Six out of seven 7th grade students scored proficient or advanced on the 23-24 SY Spring Keystone Algebra exam.	Only 7 students were eligible to take the Keystone Algebra exam.
18 out of 21 8th grade students scored proficient or advanced on the 23-24 SY Spring Keystone Algebra exam.	Accounts for 60% of the 30 students who achieved a proficient or advanced score.

Mathematics Summary

Strengths

4th grade Math PSSA results demonstrate "meets" growth every year.
The new math resource and the provided additional training for teachers are showing an improvement in certain grade levels.

Challenges

Keystone Algebra results show that students are well below average in growth every year since 2022. Only 30 students (out of 126) scored proficient or advanced in the 23-24SY exam.
5th grade Math PSSA results demonstrate that growth scores are decreasing each year since 2022 with 2024 showing well below average, from 53% to 32%.
6th grade Math PSSA results demonstrated a significant drop in growth (well above average to below average from the 2022-2023SY to the 2023-2024 school year (55% to 46%).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 SY Keystone Biology scores	128 students participated in the exam
2023-2024 8th grade PSSA Science scores	53% proficient or advanced
2023-2024 4th grade PSSA Science scores	95% proficient or advanced

Science, Technology, and Engineering Education Summary

Strengths

4th grade scores meet and exceed growth and achievement scores each year.

Challenges

Keystone Biology results demonstrate a lack of growth and achievement each year with the number of students obtaining proficiency or above declining by half within the last two years (pandemic-related score).
8th grade PSSA Science scores declined by 16% from the previous cohort.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of 4th, 5th, 6th and 8th grade students have a Career/SEL course about the 16 different career clusters.	Career Education and SEL classes have been added at the elementary building.
100% of 8th grade students will meet one-on-one to discuss career options and scheduling.	Students will meet with one of three counselors, along with their parent/guardian, to plan for the high school programming.
4th, 5th and 6th grade students will meet all career artifact goals using the Smart Futures program.	Two classes were added in the 4th-6th grade band to assist in educating students about career education.
All students K-12 have access to the school counselors.	Three school counselors and one career educator are available to all students.
Counselors and career teachers complete grade-level instruction focused on the 7th and 8th grade students at the Jr./Sr. High School.	Classroom lessons are offered at the junior high level in order to meet all career artifact requirements.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
National Occupational Competency Testing Institute (NOCTI) scores for the district indicate that 11.9% of students score competent or advanced compared to the state average of 5.5%.	Vocational-Agriculture
District offers three separate vocational agriculture classes with certified Vo-Ag teachers.	Additional teachers certified to teach in these program areas.

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.

Adding a career educator has allowed the district to more adequately address career education without tying up the school counselors each day.
Counselors are meeting with all 8th grade students and their parent/guardian to plan for their 9-12th grade years.
Career lessons and social-emotional learning lessons are now available at the elementary level (grades 4-6).

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.

Maintaining career artificats from year-to-year.
Additional support in the school counseling department would be beneficial at the elementary level.

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
100% of transition age high school learning support students have access to the transitional services through the Office of Vocational Rehabilitation.	Monthly lessons are offered to students in this age group and monitored by the transition coordinator.
100% of students with a primary diagnosis of Autism are serviced in their neighborhood school.	One dedicated teacher in grades 7-12 and two teachers assigned to students in grades K-6.
Zero students, K-6, have attended less than 90% of school days.	Consistently attending school shows an increase in learning.
90% of life skills students in grade K-12 are at target or advanced in English Language Arts.	Students are grasping and retaining the skills they have been taught relative to English Language Arts.
83% of students in grade K-7 who are diagnosed with Emotional Support and Austistic Support with a Positive Behavioral Intervention Support Plan have behavioral reductions.	Interventions designed for these students have proven to be effective.
Of high school speech and language students who missed 10 or more days in the 23-24SY, 28% of students had a "C" in English Language Arts and 72% had an "A" or "B" in English Language Arts.	Consistent attendance rates show an improvement in ELA scores.

Students Considered Economically Disadvantaged

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

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.

Even with an increase in the number of autistic diagnoses, the district has been able to adequately meet their needs without resorting to a placement outside of the district.

All students of transition age are afforded the opportunity to participate in services from OVR.

Attendance has shown a positive impact on achievement.

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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.

Attendance rates have declined in both buildings from the 22-23 SY to the 23-24 SY.
The number of students who have missed 18 or more days per year has increased in the 23-24 SY.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

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

Strengths

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

The district's K-12 Guidance Plan provides the opportunity for students to understand their pathways to graduation in addition to understanding the importance of career education.

The Title I Plan provides an opportunity for the district and the community to collaborate on education.

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.

We continue to need to offer mental health counseling in the buildings, which has shown a marked increase since the return to in-person learning post pandemic.

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Ensure effective, standards-aligned curriculum and assessment are in place and delivered.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

Challenges

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

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

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
Moniteau Jr./Sr. High School exceeded the standard demonstrating growth in English Language Arts.	False
Dassa McKinney Elementary School met the performance measure goal for regular attendance.	True
Students at the Jr./Sr. High School met and exceeded both the performance goal and statewide goal for college and career measures.	False
ELA teachers are providing more time to target TDA concepts.	False
8th grade ELA PSSA results show significant growth.	False
4th and 5th grade ELA PSSA results indicate that they are meeting their growth expectations.	False
Keystone Literature results indicate that students have attained above average growth and achievement results.	False
4th grade Math PSSA results demonstrate "meets" growth every year.	True
The new math resource and the provided additional training for teachers are showing an improvement in certain grade levels.	False
4th grade scores meet and exceed growth and achievement scores each year.	False
Adding a career educator has allowed the district to more adequately address career education without tying up the school counselors each day.	True
Counselors are meeting with all 8th grade students and their parent/guardian to plan for their 9-12th grade years.	True
Career lessons and social-emotional learning lessons are now available at the elementary level (grades 4-6).	True
Even with an increase in the number of autistic diagnoses, the district has been able to adequately meet their needs without resorting to a placement outside of the district.	False
The district's K-12 Guidance Plan provides the opportunity for students to understand their pathways to graduation in addition to understanding the importance of career education.	True
The Title I Plan provides an opportunity for the district and the community to collaborate on education.	True
Ensure effective, standards-aligned curriculum and assessment are in place and delivered.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	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

All students of transition age are afforded the opportunity to participate in services from OVR.	False
Attendance has shown a positive impact on achievement.	True

Challenges

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

Strength	Check for Consideration in Plan
Students at the Jr./Sr. High School did not meet the proficient/advanced performance goal in English Language Arts and showed a decrease from the previous year.	True
Students at the Jr./Sr. High School did not meet the growth expectations goal in Math/Algebra and showed a decrease from the previous year.	True
6th grade PSSA results indicate that students are well below average in both growth and achievement.	True
7th grade PSSA results indicate that students are below average in both growth and achievement.	True
There is a significant drop in growth and achievement when moving from the 5th to the 6th grade level.	True
We continue to need to offer mental health counseling in the buildings, which has shown a marked increase since the return to in-person learning post pandemic.	False
Keystone Algebra results show that students are well below average in growth every year since 2022. Only 30 students (out of 126) scored proficient or advanced in the 23-24SY exam.	True
5th grade Math PSSA results demonstrate that growth scores are decreasing each year since 2022 with 2024 showing well below average, from 53% to 32%.	True
6th grade Math PSSA results demonstrated a significant drop in growth (well above average to below average from the 2022-2023SY to the 2023-2024 school year (55% to 46%).	True
Keystone Biology results demonstrate a lack of growth and achievement each year with the number of students obtaining proficiency or above declining by half within the last two years (pandemic-related score).	True
8th grade PSSA Science scores declined by 16% from the previous cohort.	False
Maintaining career artifacts from year-to-year.	False
Additional support in the school counseling department would be beneficial at the elementary level.	False
Attendance rates have declined in both buildings from the 22-23 SY to the 23-24 SY.	True
The number of students who have missed 18 or more days per year has increased in the 23-24 SY.	True
Foster a vision and culture of high expectations for success for all students, educators and families.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
Coordinate and monitor supports aligned with students' and families' needs.	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 district needs to heavily emphasize the importance of working in collaboration with parents/guardians. Attendance is essential for students to become successful. Math scores continue to not show significant growth and/or achievement district-wide and should be an area of focus. Science scores in grade 8 as well as the Keystone Biology exam indicate a lack of understanding and growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students at the Jr./Sr. High School did not meet the proficient/advanced performance goal in English Language Arts and showed a decrease from the previous year.	Students are not meeting the performance goal in English Language Arts on the PSSA (Grades 3-8).	True
Students at the Jr./Sr. High School did not meet the growth expectations goal in Math/Algebra and showed a decrease from the previous year.	Students are not meeting the growth expectations in Mathematics on the PSSA (Grades 3-8).	True
Foster a vision and culture of high expectations for success for all students, educators and families.	Collaboration with the community with a shared vision regarding the importance of education.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.		False
6th grade PSSA results indicate that students are well below average in both growth and achievement.		False
7th grade PSSA results indicate that students are below average in both growth and achievement.		False
There is a significant drop in growth and achievement when moving from the 5th to the 6th grade level.		False
Keystone Algebra results show that students are well below average in growth every year since 2022. Only 30 students (out of 126) scored proficient or advanced in the 23-24SY exam.		False
5th grade Math PSSA results demonstrate that growth scores are decreasing each year since 2022 with 2024 showing well below average, from 53% to 32%.		False
6th grade Math PSSA results demonstrated a significant drop in growth (well above average to below average from the 2022-2023SY to the 2023-2024 school year (55% to 46%).		False
Keystone Biology results demonstrate a lack of growth and achievement each year with the number of students obtaining proficiency or above declining by half within the last two years (pandemic-related score).		False
Attendance rates have declined in both buildings from the 22-23 SY to the 23-24 SY.	Attendance rates are declining each year.	False
The number of students who have missed 18 or more days per year has increased in the 23-24 SY.	Habitually truant students have increased from previous years.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Dassa McKinney Elementary School met the performance measure goal for regular attendance.	
The district's K-12 Guidance Plan provides the opportunity for students to understand their pathways to graduation in addition to understanding the importance of career education.	
The Title I Plan provides an opportunity for the district and the community to collaborate on education.	Utilization of the Title I Plan can help foster the shared value of education within the community.
Ensure effective, standards-aligned curriculum and assessment are in place and delivered.	Ensure the curriculum and assessment measures are valid for the both English Language Arts and Mathematics.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Utilize evidence based practices to support ELA and Math instruction strategies.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	
4th grade Math PSSA results demonstrate "meets" growth every year.	Share what is working in Grade 4 Math lessons and how it is meeting the growth goal every year in PSSA Math.
Adding a career educator has allowed the district to more adequately address career education without tying up the school counselors each day.	
Counselors are meeting with all 8th grade students and their parent/guardian to plan for their 9-12th grade years.	
Career lessons and social-emotional learning lessons are now available at the elementary level (grades 4-6).	
Attendance has shown a positive impact on achievement.	When students are in school they learn and achieve more. Improving attendance could have a significant impact on the Math and ELA scores districtwide.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure vertical alignment and cohesion between all grade levels in English Language Arts, but specifically in grades 3-8 and 11.
	Ensure vertical alignment and cohesion between all grade levels in Mathematics, but specifically in grades 3-8 and Algebra courses.
	Communicate to families the value of education in a meaningful manner to assist in building a culture of success.
	Communicate with all district stakeholders the importance of attending school and how it can have a significant impact on student success.

Goal Setting

Priority: Ensure vertical alignment and cohesion between all grade levels in English Language Arts, but specifically in grades 3-8 and 11.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
K-3 ELA teachers, all ELA intervention teachers, and K-12 Special Education ELA teachers will continue horizontal alignment of the phonics program pacing while starting the vertical alignment of this resource, resulting in 60% of 2nd grade students at proficiency or above on the fall Aimsweb or fall benchmark assessment.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal (K-4)		
Target Year 1	Target Year 2	Target Year 3
Assure each K-4 ELA teacher has phonics program materials available and will complete professional development to implement the program by the start of the 2025-2026 school year.	K-3 ELA teachers will be using the phonics program and horizontally aligning the pacing of this resource, resulting in 50% of 2nd grade students at proficiency or above on the fall Aimsweb or fall benchmark assessment.	K-3 ELA teachers, all ELA intervention teachers, and K-12 Special Education ELA teachers will continue horizontal alignment of the phonics program pacing while starting the vertical alignment of this resource, resulting in 60% of 2nd grade students at proficiency or above on the fall Aimsweb or fall benchmark assessment.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
ELA teachers in grades 3-12 will be given dedicated time on two in-service days to work on vertical alignment of vocabulary curriculum and horizontal alignment of writing curriculum.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal (3-12)		
Target Year 1	Target Year 2	Target Year 3
ELA teachers in grades 3-12 will be given dedicated time on two in-service days to work on horizontal alignment of grammar curriculum.	ELA teachers in grades 3-12 will be given dedicated time on two in-service days to work on vertical alignment of grammar curriculum and horizontal alignment of vocabulary curriculum.	ELA teachers in grades 3-12 will be given dedicated time on two in-service days to work on vertical alignment of vocabulary curriculum and horizontal alignment of writing curriculum.

Priority: Ensure vertical alignment and cohesion between all grade levels in Mathematics, but specifically in grades 3-8 and Algebra courses.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
An accelerated math path, beginning in grade 5, will be created to include criteria for inclusion and a 5-7 scope and sequence to cover all eligible content for 8th grade PSSA's and 8th grade Keystone Algebra exams over a three year period.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3

Collaboration will occur in grades 6-8 to create an accelerated 6th grade math class with inclusion criteria and class scope and sequence.	Collaboration will occur in grades 6-8 to create an accelerated grade 7 (pre-algebra) course with inclusion criteria and class scope and sequence. In addition, 5th grade students will be identified into a potential pool of accelerated math candidates.	An accelerated math path, beginning in grade 5, will be created to include criteria for inclusion and a 5-7 scope and sequence to cover all eligible content for 8th grade PSSA's and 8th grade Keystone Algebra exams over a three year period.
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Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-28 School year, 60% of all students in grades 3-8 and Algebra 1 trigger courses will demonstrate measurable growth in targeted skill areas identified through data analysis, as measured by post-intervention assessments, including the PSSA and Keystone End of Course Exams.		
Measurable Goal Nickname (35 Character Max)		
Math Benchmark/Diagnostic Goal		
Target Year 1	Target Year 2	Target Year 3
Teams of teachers in the 3-5, 6-8, and Algebra 1 grade bands will design an assessment calendar for all math students grades 3-Algebra 1. This calendar will outline exact assessments and timelines for testing in these grades.	All math teachers grades 3-Algebra 1 will use pre and post diagnostic assessments, specifically targeting areas identified as weak through initial benchmark testing. Professional development will be provided to teachers to increase their ability to analyze diagnostic and benchmark assessment data to inform their lesson planning.	By the end of the 2027-28 School year, 60% of all students in grades 3-8 and Algebra 1 trigger courses will demonstrate measurable growth in targeted skill areas identified through data analysis, as measured by post-intervention assessments, including the PSSA and Keystone End of Course Exams.

Priority: Communicate to families the value of education in a meaningful manner to assist in building a culture of success.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Increase family awareness, involvement and engagement in student opportunities by increasing the number of participants by 10% each year over a three year period.		
Measurable Goal Nickname (35 Character Max)		
Culture Goal		
Target Year 1	Target Year 2	Target Year 3
Develop, promote and facilitate high interest events and programming to increase family engagement.	Engage, partner and collaborate with families and community members to establish a culture of engagement.	Increase family awareness, involvement and engagement in student opportunities by increasing the number of participants by 10% each year over a three year period.

Priority: Communicate with all district stakeholders the importance of attending school and how it can have a significant impact on student success.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
With continued family involvement, communication and mentoring, student attendance will improve to 87% in the PDE Future Ready Index in year three of the comprehensive plan cycle.		
Measurable Goal Nickname (35 Character Max)		
Attendance Goal		
Target Year 1	Target Year 2	Target Year 3

The district will identify chronically absent students who will be mentored by staff members regarding attendance with a goal attendance rate of 83% as measured by the PDE Future Ready Index.	Communication with parents and community members regarding attendance programming and attendance remediation with a goal attendance rate of 85% as measured by the PDE Future Ready Index.	With continued family involvement, communication and mentoring, student attendance will improve to 87% in the PDE Future Ready Index in year three of the comprehensive plan cycle.
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Action Plan

Measurable Goals

ELA Goal (K-4)	Math Goal
Culture Goal	Attendance Goal
ELA Goal (3-12)	Math Benchmark/Diagnostic Goal

Action Plan For: Interventions

Measurable Goals:
<ul style="list-style-type: none"> With continued family involvement, communication and mentoring, student attendance will improve to 87% in the PDE Future Ready Index in year three of the comprehensive plan cycle.

Action Step		Anticipated Start/Completion Date	
Data analyses on types of absences with parent excused/unexcused being the target focus area. Review all absence coding.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS Assistant Principal Elementary Assistant Principal	Skyward attendance reports	No	No
Action Step		Anticipated Start/Completion Date	
Parent notification of absences and how it affects academics.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS Assistant Principal Elementary Assistant Principal	Attendance data Student/parent/guardian meetings, phone call, letters	No	Yes
Action Step		Anticipated Start/Completion Date	
Identify chronically absent students to be mentored about the importance of attendance. Participation in absence activity.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mentors Administrators Chronically absent students	Mentors Absence data Supports within the community	No	Yes
Action Step		Anticipated Start/Completion Date	
Continued communication regarding the importance of consistent attendance (e.g. newsletter, Facebook, website, Parent Square app, letters, etc...)		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals Superintendent Attendance mentors School Counselors	Attendance data	No	Yes
Action Step		Anticipated Start/Completion Date	
Data review of chronically absent students from each previous school year.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS Assistant Principal Elementary Assistant Principal	Skyward attendance data	No	No
Action Step		Anticipated Start/Completion Date	
Truancy remediation program to students who have illegal absences and/or are considered chronically truant.		2026-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building administratorsJustice WorksCYS	Truancy programmingJustice Works collaborationCYS collaborationDistrict magistrate support	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Education regarding the importance of attending school and the ramifications it may cause if absenteeism occurs is communicated in a more effective manner to students and their families.	Number of chronically absent students - Measured each school yearMeetings between mentors and students - as determined by need of studentParent understanding - via communication methods such as phone calls, emails, letters and face to face meetings

Action Plan For: Awareness, involvement and engagement

Measurable Goals:
<ul style="list-style-type: none"> Increase family awareness, involvement and engagement in student opportunities by increasing the number of participants by 10% each year over a three year period.

Action Step	Anticipated Start/Completion Date		
Establish 8th grade student/family/school counselor individual meetings to begin the discussion regarding high school and post secondary plans.	2026-02-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS counselorsCareer educationHS administrators	Meeting spaceCommunication with families and studentsHS course guides	No	Yes
Action Step	Anticipated Start/Completion Date		
Establish a "Welcome to 7th Grade" event for incoming 7th grade families.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
7th grade staff membersSchool counselorsHS administrators	7th grade students and familiesUpdated student/family handbookRules and procedures for 7th grade students	No	Yes
Action Step	Anticipated Start/Completion Date		
Extend personal invitations to families regarding parent/family involvement nights and/or events instead of relying on a mass communication system.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District administratorsSchool counselors	Event informationCommunication methods	No	Yes
Action Step	Anticipated Start/Completion Date		
Utilize other departments to support the work of their counterparts. (E.g. art show during the musical performances, wood shop and Ag students building sets for the musical production, media students as sports commentators, etc...)	2026-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Department chairs at each buildingBuildings administrators	Collaboration between all departmentsCommunication regarding upcoming eventsTransportation for students - activity bus?	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Ideal output would be to increase awareness, involvement and engagement of all student related opportunities to the K-12 population of the Moniteau School District.	Attendance at events -yearly (per event)Student participation at select activities - yearly (per event)

Action Plan For: Curriculum, instruction and assessment

Measurable Goals:
<ul style="list-style-type: none"> An accelerated math path, beginning in grade 5, will be created to include criteria for inclusion and a 5-7 scope and sequence to cover all eligible content for 8th grade PSSA's and 8th grade Keystone Algebra exams over a three year period.

Action Step		Anticipated Start/Completion Date	
Providing professional development time for math teachers, specifically those in grades 6-8, to develop an accelerated math for 6th grade students.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principalsMath department chairs	Math teachersTime during in-service daysPossible training, as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Providing professional development time for math teachers, specifically those in grades 6-8, to revise and update an accelerated math course (pre-algebra) for 7th grade students.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principalsMath department chairs	Math teachersTime during in-service daysPossible training, as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop an assessment calendar for all math courses grades 3-8 and Algebra 1 trigger courses.		2025-07-01	2026-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators and Department Chairs	Benchmark and Diagnostic assessment information.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of two new math courses to establish higher expectations for students in the middle school grades, which will benefit them on test scores and in their level of preparation for more difficult math courses in grades 9-12.	Building administrators - yearly through test scores and end of year course dataMath teachers - end of year course data, PSSA and Keystone test scores

Action Plan For: Curriculum, instruction and assessment

Measurable Goals:
<ul style="list-style-type: none"> K-3 ELA teachers, all ELA intervention teachers, and K-12 Special Education ELA teachers will continue horizontal alignment of the phonics program pacing while starting the vertical alignment of this resource, resulting in 60% of 2nd grade students at proficiency or above on the fall Aimsweb or fall benchmark assessment. ELA teachers in grades 3-12 will be given dedicated time on two in-service days to work on vertical alignment of vocabulary curriculum and horizontal alignment of writing curriculum.

Action Step		Anticipated Start/Completion Date	
Providing professional development time during in-service days to working on the vertical and horizontal alignment of the vocabulary, grammar and writing curriculums.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building administrators ELA department chairs	ELA teachers Special education teachers Professional development time Phonics resource	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in the number of students who attain a level of proficiency or higher on standardized tests, specifically Fall Aimsweb or other fall benchmark assessments.	Building administrators - quarterly through all assessment data Classroom teachers - yearly through all assessments

Action Plan For: Curriculum, Instruction, and Assessment

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2027-28 School year, 60% of all students in grades 3-8 and Algebra 1 trigger courses will demonstrate measurable growth in targeted skill areas identified through data analysis, as measured by post-intervention assessments, including the PSSA and Keystone End of Course Exams.

Action Step		Anticipated Start/Completion Date	
Create an assessment calendar for all math students in grade 3-8 and math students in Keystone Algebra 1 trigger courses. The calendar will set timelines and choose which benchmarks and diagnostic assessments that will be used in each grade level.		2025-07-03	2026-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators and Department Chairs	Benchmark and Diagnostic Assessment information.	Yes	No
Action Step		Anticipated Start/Completion Date	
Professional Development will be provided for all math teachers, grades 3-8 and Algebra 1 trigger course teachers to increase their ability to analyze diagnostic and benchmark assessment data to inform their instruction.		2026-07-03	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administration	Research of PDE support for professional development in Firefly and MAPS.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate measurable growth in targeted skill areas identified through data analysis as measured by post-instruction assessments, including the PSSA and Keystone Exams.	Building administrators - quarterly through all assessment data Classroom teachers - yearly through all assessments Input after training sessions on ACT 48 surveys.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum, instruction and assessment	Providing professional development time for math teachers, specifically those in grades 6-8, to develop an accelerated math for 6th grade students.
Curriculum, instruction and assessment	Providing professional development time for math teachers, specifically those in grades 6-8, to revise and update an accelerated math course (pre-algebra) for 7th grade students.
Curriculum, instruction and assessment	Develop an assessment calendar for all math courses grades 3-8 and Algebra 1 trigger courses.
Curriculum, instruction and assessment	Providing professional development time during in-service days to working on the vertical and horizontal alignment of the vocabulary, grammar and writing curriculums.
Curriculum, Instruction, and Assessment	Create an assessment calendar for all math students in grade 3-8 and math students in Keystone Algebra 1 trigger courses. The calendar will set timelines and choose which benchmarks and diagnostic assessments that will be used in each grade level.
Curriculum, Instruction, and Assessment	Professional Development will be provided for all math teachers, grades 3-8 and Algebra 1 trigger course teachers to increase their ability to analyze diagnostic and benchmark assessment data to inform their instruction.

Math Development

Action Step		
<ul style="list-style-type: none"> Providing professional development time for math teachers, specifically those in grades 6-8, to develop an accelerated math for 6th grade students. 		
Audience		
Math teachers		
Topics to be Included		
Scope and sequenceAssessment creation		
Evidence of Learning		
Development of an accelerated 6th grade math course		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building principalsMath department chairs	2025-08-21	2026-05-29

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	During in-service days throughout the school year (2-3)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	2 times per school year

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Math Development - Grade 7

Action Step		
<ul style="list-style-type: none"> Providing professional development time for math teachers, specifically those in grades 6-8, to revise and update an accelerated math course (pre-algebra) for 7th grade students. 		
Audience		
Math teachers		
Topics to be Included		
Scope and sequenceAssessment creation		
Evidence of Learning		
Development of a pre-algebra course for 7th grade students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building principalsMath department chairs	2025-08-21	2026-05-29

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Throughout the school year (2-3 days)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	2 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

ELA Development

Action Step	
<ul style="list-style-type: none"> Providing professional development time during in-service days to working on the vertical and horizontal alignment of the vocabulary, grammar and writing curriculums. 	
Audience	
ELA teachersSpecial education teachers	
Topics to be Included	
Phonics resourcesGrammarVocabularyWriting	
Evidence of Learning	
Implementation of a new phonics resourceIncrease in the number of students who attain proficiency or higher on standardized assessments	

Lead Person/Position	Anticipated Start	Anticipated Completion
Building administratorsELA department chairs	2025-08-21	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	2 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	2 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Inservice day	2 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math/Benchmark and Diagnostic Assessments

Action Step		
<ul style="list-style-type: none"> Create an assessment calendar for all math students in grade 3-8 and math students in Keystone Algebra 1 trigger courses. The calendar will set timelines and choose which benchmarks and diagnostic assessments that will be used in each grade level. 		
Audience		
Math Teachers. grades 3-8, and Algebra 1		
Topics to be Included		
Diagnostic and Benchmark Assessment Reviews. Timeline and implementation discussion across varying grade levels.		
Evidence of Learning		
Calendar creation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration and Department Chairs	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 days

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Math/Benchmark and Diagnostic Assessments

Action Step		
<ul style="list-style-type: none"> Professional Development will be provided for all math teachers, grades 3-8 and Algebra 1 trigger course teachers to increase their ability to analyze diagnostic and benchmark assessment data to inform their instruction. 		
Audience		
Math Teachers grades 3-8 and Algebra 1		
Topics to be Included		
Benchmark Assessment Data, Diagnostic "Drill Down" Data and how to apply this information in instructional planning for whole group and individual learning.		
Evidence of Learning		
Individual student growth in targeted skills identified by assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrators	2026-07-03	2028-06-03

Learning Format

Type of Activities	Frequency
Inservice day	Multiple Meetings throughout the year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

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"> Parent notification of absences and how it affects academics. Identify chronically absent students to be mentored about the importance of attendance. Participation in absence activity. Continued communication regarding the importance of consistent attendance (e.g. newsletter, Facebook, website, Parent Square app, letters, etc...) Truancy remediation program to students who have illegal absences and/or are considered chronically truant. 	Students and families	Absenteeism and how it affects academics Chronic absenteeism Truancy remediation	Assistant building principals School counselors Attendance mentors	09/02/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	Throughout the school year 1-2 times
Letter	Determined by the number of absences a student has and the absence type
Email	As necessary based on individual student needs
Newsletter	2 times per year
Posting on district website	Fixed basis on the district website

Family engagement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish 8th grade student/family/school counselor individual meetings to begin the discussion regarding high school and post secondary plans. Establish a "Welcome to 7th Grade" event for incoming 7th grade families. Extend personal invitations to families regarding parent/family involvement nights and/or events instead of relying on a mass communication system. 	Students and families	Planning for each level of education	District administratorsSchool CounselorsCareer Educator	09/02/2025	05/26/2028

Communications

Type of Communication	Frequency
Presentation	1 time per year
Other	Phone calls - individual based upon the interest level of families or the need of the student/family
Email	Based upon the need of the student and family
Newsletter	Announcements made each month about upcoming engagement opportunities
Posting on district website	Announcements made each month about upcoming engagement opportunities
Letter	Based upon the need of the student and family

Involvement opportunities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Utilize other departments to support the work of their counterparts. (E.g. art show during the musical performances, wood shop and Ag students building sets for the musical production, media students as sports commentators, etc...) 	FamiliesStudentsTeaching staff	Highlighting the work of students during different events	Activity leaderAdministrators	08/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Newsletter			Monthly during the school year		
Email			Individually based on the student/family		
Posting on district website			As often as needed for the different activities and eventsEach time a club, student, organization does something we are able to highlight and share.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date