

**Penn Cambria SD**

Comprehensive Plan | 2026 - 2029

## LEA Profile

Based on declining student enrollment and the cost of maintaining five buildings, the Penn Cambria School District is currently engaged in an extensive consolidation and building project with a goal of bringing all students to one central campus by the start of the 2027-2028 school year. The district closed the Penn Cambria Primary Building at the end of the 2024-2025 school year and reconfigured grade structures in existing buildings until the overall consolidation project is finalized. This ongoing work will result in multiple changes over the next several years for the district with a goal of providing a more positive educational experience for students and families in a fiscally responsible manner.

Penn Cambria School District serves a rural area encompassing 108 square miles along the ridges of east central Cambria County. The district is conveniently located 15 miles west of Altoona, with immediate access to the Route 22, 219 and I-99 corridors. The resident population of 15,234 reside within our 13 municipalities and boroughs, and nine unincorporated villages (Source: NCES – March 2025). 41% of students qualify for free or reduced-price meals through the school lunch program and March 2025 NCES data shows 5.8% of families in the district live below the federal poverty level.

Penn Cambria School District is part of the Southern Alleghenies workforce investment area. Cambria County currently has a 5.2% unemployment rate (Source: PA Workforce Statistics March 2025).

Community resources within the district boundaries include limited public transportation provided by CamTran of Cambria County. Faith-based organizations such as the Dorothy Day Center and St. Vincent DePaul Society provide assistance for families in need. There are also general practice physicians, day care and pre-school providers, three public libraries, a senior center, and volunteer fire services.

Student enrollment was 1443 in 24-25 and is currently 1408 with continued enrollment decline projected in the future. The district employs 144 professional staff, inclusive of instructional specialists, administrators, and itinerant staff. Approximately 55% of teachers have earned master's degrees (Source: PIMS Staff data October 2024) For the 2025-2026 school year, our four buildings are organized into a Pre-Primary School for our Pre-K-grade 1, an Intermediate School for grades 2 and 3, a Middle School for grades 4 through 6, and a High School for grades 7 through 12. Each building contains a library media center as well as the technology infrastructure and computer facilities to supplement the curriculum, instruction, and assessment needs of faculty and students.

The Penn Cambria School District has a cohort graduation rate of 92.3% (Source: 2025 Future Ready PA Index).

Our elementary schools provide a core curriculum enhanced with the study of topics such as art, music, library, and physical education. There is a functional Multi-Tiered System of Support (MTSS) team that identifies services and supports for students that may be struggling.

Our high school students are encouraged to challenge themselves with weighted honors level classes and 11 Dual Credit classes throughout the high school experience. The industrious student can graduate with 18 or more college credits on their transcript. 35% of our students attend half-day programming at Admiral Peary Area Vocational-Technical School where they can take advantage of opportunities to prepare for industry certification in technical and/or trade skills leading to employment or further education through trade school after graduation. All students are strongly encouraged to participate in extra-curricular activities through athletics, the arts, and community service groups throughout their High School careers.

## **Mission and Vision**

### **Mission**

The Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, career skills, the arts, and athletics.

### **Vision**

Penn Cambria School District shall deliver a high-quality education so that our students may be prepared to meet the challenges of the future.

## **Educational Values**

### **Students**

The Penn Cambria School District collectively values: \* The principle that all students can learn in a healthy and safe environment. \* A commitment to honesty, integrity, respect, and diversity. \* Accountability for all. \* A continuous learning ethic.

### **Staff**

The Penn Cambria School District collectively values: \* Effective teaching of a rigorous and relevant curriculum. \* Professional development. \* Accountability for all. \* A continuous learning ethic.

### **Administration**

The Penn Cambria School District collectively values: \* Quality leadership that will foster a culture of teaching and learning. \* Artful use of infrastructure that requires the strategic alignment and utilization of faculty, staff, facilities, time, technology, and fiscal resources. \* Accountability for all. \* A continuous learning ethic.

### **Parents**

The Penn Cambria School District collectively values: \* The educational support of family and community. \* Accountability for all. \* A continuous learning ethic.

### **Community**

The Penn Cambria School District collectively values: \* The educational support of family and community. \* Accountability for all. \* A continuous learning ethic.

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Keystone - High School Literature, Biology, Algebra	Penn Cambria High School is consistently exceeding state averages on the Keystone Literature, Biology, and Algebra assessments and showing positive growth.
High School Graduation Rate	Penn Cambria High School has a 4-year graduation cohort rate of 97.1%.

#### Challenges

Indicator	Comments/Notable Observations
PSSA Math Scores and Growth	PSSA Math scores are at or below state averages in most grade levels and this has been an ongoing trend over the last three years.
PSSA ELA Scores and Growth	PSSA ELA Scores and Growth are inconsistent across grade levels and years. We are not able to achieve a three-year trend for consistent growth across grade levels.

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

#### Strengths

<b>Indicator</b> Keystone Algebra- PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Grade 9 students	<b>Comments/Notable Observations</b> We have exceeded the growth standard for Algebra for the past 6 years which speaks to the consistency of this strength.
<b>Indicator</b> Math Growth - PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Grade 7	<b>Comments/Notable Observations</b> Grade 7 has consistently shown growth in Math as indicated by PVAAS over several years.
<b>Indicator</b> ELA Growth- PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Grade 7	<b>Comments/Notable Observations</b> Grade 7 has consistently shown growth in ELA as indicated by PVAAS over several years.

<b>Indicator</b> Math Growth - PVAAS <b>Grade Level(s) and/or Student Group(s)</b> IEP subgroup - Lowest performing 33% of students	<b>Comments/Notable Observations</b> Students in the IEP subgroup and the lowest performing 33% of students subgroup have consistently shown stronger growth than the all student group.
<b>Indicator</b> Attendance <b>Grade Level(s) and/or Student Group(s)</b> Elementary and Middle School	<b>Comments/Notable Observations</b> Elementary (12.6%) and Middle Schools (17.4%) show chronic absence percentages lower than the state averages.

### Challenges

<b>Indicator</b> Math Growth - PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Grades 4-5-6-8	<b>Comments/Notable Observations</b> Students in grades 4, 5, 6 and 8 have not shown consistent math growth trends over the last three years. Students in these grade levels are not consistently achieving at least a year's worth of growth in math.
<b>Indicator</b> ELA Growth - PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Grades 5-6	<b>Comments/Notable Observations</b> There is a two-year trend of not achieving a year's worth of growth in ELA in grades 5 and 6.

### Summary

#### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Penn Cambria High School is consistently exceeding state averages on the Keystone Literature, Biology, and Algebra assessments and showing positive growth.
Students in the IEP subgroup and the lowest performing 33% of students subgroup have consistently shown stronger growth than the all student group.

## Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

PSSA Math scores are at or below state averages in most grade levels and this has been an ongoing trend over the last three years.

PSSA ELA Scores and Growth are inconsistent across grade levels and years. We are not able to achieve a three-year trend for consistent growth across grade levels.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
DIBELS Data	There was a significant reduction in the number of students needing intensive or strategic intervention in grades K, 1, and 2 from beginning of year to end of year benchmarks. However, between 45-53% of students in grades 2-5 are still identified as needing strategic or intensive support on foundational literacy skills.

### English Language Arts Summary

#### Strengths

There was a significant reduction in the number of students needing intensive or strategic intervention in grades K, 1, and 2 from beginning of year to end of year DIBELS benchmarks.

#### Challenges

As indicated by the DIBELS benchmark assessment between 45-53% of students in grades 2-5 are still identified as needing strategic or intensive support on foundational literacy skills on end of year benchmarks.

## Mathematics

Data	Comments/Notable Observations
Acadience Math	Between 43%-49% of students in grades K-2 are scoring below benchmark on the Acadience Math beginning of year screener. The number increases to 56% below benchmark in grade 3.

### Mathematics Summary

#### Strengths

Standards aligned scope and sequence for K-6 math curriculum is provided by a uniform math series (GO Math) that was selected after careful review of programs.

An increase in opportunities for Tier 1 math practice and fluency work is already being developed.

#### Challenges

A significant number of students are struggling with basic math concepts as shown by scores on the Acadience math screener.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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CDT	The Classroom Diagnostic Test is being used in grades 5 and 8 to gather data related to individual student progress.
Firefly	The Firefly benchmark assessment is now being used in high school Biology to gather data related to individual student progress.

## Science, Technology, and Engineering Education Summary

### Strengths

We have recently adopted a STEELS aligned science program in grades 3-8, Elevate Science. This provides a clear scope and sequence across grade levels for science.

### Challenges

Completing the articulation of alignment to the new STEELS standards is ongoing across all grade levels.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Benchmarks	The district reports attainment of career benchmarks in grades 5, 8, and 11. The district is working to align career activities to new standards being adopted in summer 2026.
Admiral Peary Vocational Technical School Programs	38% of students in grades 10-12 at Penn Cambria High School currently attend Admiral Peary Vocational Technical School for half of each school day. There are currently 16 different programs that provide students with the training and skills needed to graduate from high school ready to immediately enter the skilled workforce.
Career Partnerships	The district is participating in a variety of career forums, visits, and activities through Appalachia Intermediate Unit 8. In addition, Cambria County's Vision Together program is coordinating elementary level career fairs which include family outreach, PA Career Link, and local employers.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

### Articulation Agreements

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

**Partnering Institution**

Mount Aloysius College

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School

**Uploaded Files**

MTALOY Penn Cambria Hs (signed July 16 2025).pdf

**Partnering Institution**

Saint Francis University

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School

**Uploaded Files**

SFU Penn Cambria Dual Credit Agreement 25-26.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.

A key strength is the large percentage of the high school student body that are recognizing the importance of career ready skills and taking

advantage of opportunities provided by vocational technical programming.

Enrollment in the dual credit program offerings at Penn Cambria High School is robust. Students are taking advantage of the plethora of dual credit courses offered through both Mount Aloysius College and Saint Francis University.

### 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.

It is a challenge to strengthen student and family knowledge regarding opportunities for career and college in our local area as they exist now and are predicted to evolve in the future.

Time and logistical resources for developing career partnerships and Teacher in the Workplace types of activities are a challenge.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
WIDA	The very small number of English Learner students (between 1-3 per year out of 1400 total students) means we don't have a student group to aggregate.

### Students with Disabilities

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

Data	Comments/Notable Observations
PSSA/Keystone Achievement	Both ELA and math achievement scores are significantly lower than the "all student group". ELA is stronger than math. Proficiency percentages range in the low teens in most grade levels.
PVAAS Growth Data Reading/Math	There is evidence of PVAAS growth for students with IEPs in most grade levels for reading and math. It is notable that across the board, growth for this subgroup is higher than growth in the "all student group".
Graduation Rate	The district has a 92% four-year cohort graduation rate for students with IEPs.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA/Keystone Achievement	Both ELA and math achievement for students in the economically disadvantaged subgroup is lower than the "all

	student group".
PVAAS Growth Data Reading/Math	Overall growth for students who are economically disadvantaged is higher in both ELA and math than the "all student group".
Graduation Rate	The district has a 93% four-year cohort graduation rate for students that are economically disadvantaged.

## 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.

Graduation rate for students with IEPs and students who are economically disadvantaged remains strong.

PVAAS growth data for students with IEPs and students who are economically disadvantaged remains stronger than growth data for "all student group" indicating that supports for these students are being provided which allows for them to meet or exceed growth standards.

### 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.

PSSA/Keystone achievement for math for students with IEPs is significantly lower than the "all student group". It is lower than 20% in most grades/subjects.

PSSA/Keystone achievement for reading for students with IEPs is significantly lower than the "all student group".



## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

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

### Focus on Continuous Improvement of Instruction

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

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

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

### 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.

There is a strong leadership team which works together with a common focus on district goals.

The district and schools are well-versed in flexibly allocating resources to areas of changing need. Human, physical, and fiscal resources are coordinated comprehensively K-12.

The professional and support staff are strong and care about students. They have shown time and again that they are dedicated to the district and the students in their care.

### 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.

While communication to stakeholders has improved over the last several years, continuous collaborative involvement of stakeholders remains an area that could be strengthened for the overall good of the district programs.

## Goal Setting

Priority: If we provide systematic, explicit instruction in foundational math skills, our overall student achievement in math will increase.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
By 2029, student performance on math benchmark assessment (ex: Acadience) will show that 70% of students in grades K-5 have foundational math skills.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics Improvement		
Target Year 1	Target Year 2	Target Year 3
50% of students will meet EOY math benchmark in grades K-5.	60% of students will meet EOY math benchmark in grades K-5.	By 2029, student performance on math benchmark assessment (ex: Acadience) will show that 70% of students in grades K-5 have foundational math skills.

Priority: If we provide systematic and explicit instruction in foundational reading skills using Science of Reading strategies and continue MTSS and interventions, our overall student growth in reading will increase.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
By 2029, all grade levels, 4-HS, will show at least a year's worth of growth on PVAAS ELA growth measures.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Reading Growth		
Target Year 1	Target Year 2	Target Year 3
A majority of grade levels in the district will show a year's worth of PVAAS growth in ELA.	2/3 of grade levels in the district will show a year's worth of PVAAS growth in ELA.	By 2029, all grade levels, 4-HS, will show at least a year's worth of growth on PVAAS ELA growth measures.

Priority: If we provide a safe school environment with supportive student services, student attendance, engagement, and achievement will be positively impacted.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		

By 2029, the percentage of K-12 students with regular attendance will be at least 90%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Increase Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
The percentage of K-12 students with regular attendance will be at least 86%.	The percentage of K-12 students with regular attendance will be at least 88%.	By 2029, the percentage of K-12 students with regular attendance will be at least 90%.

Priority: If we provide a relevant curriculum, a safe school climate, and supportive student services, the percentage of students chronically absent will decrease.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.		
Measurable Goal Nickname (35 Character Max)		
Safe and Supportive Schools		
Target Year 1	Target Year 2	Target Year 3
The majority of school climate indicators will show neutral or favorable scores as measured by the PA School Climate Survey.	At least 70% of school climate indicators will show neutral or favorable scores as measured by the PA School Climate Survey.	In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.

## Action Plan

### Measurable Goals

Mathematics Improvement	Reading Growth
Increase Regular Attendance	Safe and Supportive Schools

### Action Plan For: Use of Math Data for Improvement

<b>Measurable Goals:</b>	
• By 2029, student performance on math benchmark assessment (ex: Acadience) will show that 70% of students in grades K-5 have foundational math skills.	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Fall Benchmark Assessment K-5		2026-08-24	2026-09-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent, Elementary Principals	Acadience Math benchmark assessment (or similar)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review of Fall Benchmark Data to identify student levels. This data will be used to monitor student progress and response to instruction during year.		2026-09-21	0026-11-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, MTSS Teams, Assistant to the Superintendent	Scored assessments for data review	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Winter Benchmark Assessment K-5		2026-12-	2027-01-

		15	29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, Assistant to the Superintendent	Acadience Math benchmark assessment (or similar)	No	No
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
	Classroom teacher review and analysis of Winter Benchmark Data can correlate to student participation in fluency instruction/practice and leveled practice. This data will be used to help measure student response to these Tier 1 practices.	2027-01-29	2027-03-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent, Elementary Principals	Scored assessment data, classroom data regarding fluency instruction and practice, reports from leveled independent practice (ex: Waggle).	Yes	No
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
	Spring End of Year Benchmark Assessment	2027-04-15	2027-05-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, Assistant to the Superintendent	Acadience Math benchmark assessment (or similar)	No	No
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
	End of year data analysis and reporting to determine if increase in fact fluency instruction/practice and leveled practice are resulting in student math progress. Data to be shared at annual schoolwide planning meetings and adjustments to instructional practices to be made accordingly.	2027-05-25	2027-07-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent	Assessment data, classroom data, leveled practice data.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completion of assessments at each benchmark and data analysis reports	Assistant to the Superintendent will facilitate monitoring annually at Spring Schoolwide Planning Meetings. Data reports from assessments and classroom implementation will be used as data sources to monitor.

### Action Plan For: Math Fluency Instruction and Practice

Measurable Goals:
<ul style="list-style-type: none"> <li>• By 2029, student performance on math benchmark assessment (ex: Acadience) will show that 70% of students in grades K-5 have foundational math skills.</li> </ul>

Action Step	Anticipated Start/Completion Date
Provide professional development to classroom teachers focused on effective practices for increasing math fact fluency.	2026-08-24 2027-03-26
Lead Person/Position	PD Step? Com Step?
Assistant to the Superintendent, Elementary Principal	Yes No
Action Step	Anticipated Start/Completion Date
Implement fact fluency instruction and practice within regularly scheduled time each week.	2026-08-27 2029-05-31
Lead Person/Position	PD Step? Com Step?
Elementary Principals	No No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of implementation of regular supplemental fact fluency instruction and practice each week.	Elementary Principals will monitor quarterly using teacher reports and observation data

## Action Plan For: Leveled Math Practice

### Measurable Goals:

- By 2029, student performance on math benchmark assessment (ex: Acadience) will show that 70% of students in grades K-5 have foundational math skills.

Action Step	Anticipated Start/Completion Date		
Provide professional development to teachers focused on the use and monitoring of independent leveled practice using Waggle or similar program.	2026-08-24	2027-03-15	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Elementary Principals	Waggle training	Yes	No
Action Step	Anticipated Start/Completion Date		
Implement regular opportunities (i.e. 30-60 minutes each week) for independent leveled practice for students.	2026-08-26	2029-05-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Principals	Waggle or similar program, schedule to allow for regular implementation	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Regular implementation of leveled independent math practice	Elementary Principals will monitor quarterly using usage data reports from relevant systems and observation data.

## Action Plan For: Align Classroom Practices to Science of Reading

### Measurable Goals:

- By 2029, all grade levels, 4-HS, will show at least a year's worth of growth on PVAAS ELA growth measures.

Action Step	Anticipated Start/Completion Date

Provide ongoing professional development to teachers focused on science of reading and structured literacy practices		2026-08-24	2029-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent	IU8 trainer, Science of Reading and Structured Literacy training resources	Yes	No
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Adopt a new reading program K-2 which aligns to the Science of Reading		2026-10-15	2027-03-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent, K-3 Principal	Program samples, PA SOR resources	No	Yes
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels.		2026-08-24	2029-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent, All Principals	Literacy strategy materials (ex: Collins Writing, Penn Literacy Network, B-D-A strategies)	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
-K-2 Reading Program Adoption -Professional development focused on Science of Reading -Implementation of expectations for reading and writing in the content area	Assistant to the Superintendent and All Principals will monitor quarterly using classroom observations, teacher anecdotal feedback, and lesson plans

### Action Plan For: Implement Reading Interventions for Struggling Readers

<b>Measurable Goals:</b>
• By 2029, all grade levels, 4-HS, will show at least a year's worth of growth on PVAAS ELA growth measures.

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
Ongoing implementation of the MTSS process K-12 to identify struggling readings, prescribe appropriate interventions, and	2026-08- 2029-05-

monitor progress. The data will also be used to measure the overall effectiveness of intervention programs.		26	31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Director of Special Education	Benchmark data, team meetings, and tiered interventions	No	No
<b>Action Step</b>			<b>Anticipated Start/Completion Date</b>
Implementation of tiered interventions for struggling readers.		2026-08-26	2029-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Principals, Director of Special Education	Explicit and structured tiered interventions (ex: Sound Partners, Read Naturally, Sonday, Lexia, Reading Mastery, etc.).	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Tiered system of interventions Regular monitoring of student progress and effectiveness of interventions	Director of Special Education and Principals will monitor each semester at scheduled MTSS meetings using data reports showing student progress.

### Action Plan For: Attendance Improvement Process

<b>Measurable Goals:</b>
• By 2029, the percentage of K-12 students with regular attendance will be at least 90%.

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Use attendance improvement process to identify barriers to regular attendance for students at-risk and provide supports and services as applicable to address those barriers.	2026-08-24	2029-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	
Building Principals, School Social Worker	Attendance Improvement Plans and Resources from Attendance Works	
<b>Action Step</b>	<b>Anticipated</b>	

			Start/Completion Date
Implement ongoing messaging and school practices that communicate the importance of school attendance.			2026-08-24 2029-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Building Principals	Resources from Attendance Works	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance improvement plans and attendance messaging	Building Principals and Assistant to the Superintendent will monitor attendance plans, messaging, and attendance data bi-annually.

### Action Plan For: Physical Safety Measures

#### Measurable Goals:

- In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.

Action Step	Anticipated Start/Completion Date		
Complete annual overall assessments of physical safety for each school building and implement physical safety improvements as needed.	2026-07-01	2029-05-31	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Safety Coordinator	School safety assessment rubrics	No	No
Action Step	Anticipated Start/Completion Date		
Continue implementation and regular training for district Threat Assessment Teams.	2026-07-01	2029-05-31	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Safety Coordinator	C-STAG or similar threat assessment training	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Physical safety measures implemented Use of Threat Assessment process as appropriate	School Safety Coordinator and Superintendent will bi-annually monitor using safe schools and training data reports.

## Action Plan For: Safety and Mental Health Related Trainings

### Measurable Goals:

- In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.

Action Step	Anticipated Start/Completion Date		
Conduct annual physical safety trainings, emergency response trainings, and drill activities	2026-08-24	2029-05-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Safety Coordinator	PDE Act 55 guidelines	Yes	No
Action Step	Anticipated Start/Completion Date		
Conduct annual training for school staff related to mental health and social/emotional learning.	2025-08-24	2029-05-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent - School Psychologist	PDE Act 55 guidelines and resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Trainings conducted on regular basis (ex: annually)	Safety and Security Coordinator and Assistant to the Superintendent shall monitor the action plan on an annual basis using training records and participant surveys.

## Action Plan For: Social and Emotional Learning for Students

### Measurable Goals:

- In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.

Action Step	Anticipated Start/Completion Date		
Map and implement a sequence of social-emotional learning activities for students K-12.	2027-08-25	2029-05-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Psychologist, Assistant to the Superintendent,	Second Step, Lifeskills Training, Health curriculum, School	No	No

Building Principals	Counselor lessons		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation map of social-emotional learning lessons/activities K-12	School Psychologist and Assistant to the Superintendent will monitor implementation twice annually (winter and spring) using teacher lesson plans, classroom observations, and anecdotal feedback from teachers.

### Action Plan For: Mental Health Supports and Services

Measurable Goals:	
<ul style="list-style-type: none"> <li>In 2029, school climate survey data will show all neutral or favorable scores as measured by the PA School Climate Survey.</li> </ul>	

Action Step	Anticipated Start/Completion Date		
Use the SAP process to provide appropriate referral services for mental health supports to students and families. Provide access to district resources as appropriate to facilitate access to these services.	2026-08-27	2029-05-31	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Psychologist	Referral sources, access to virtual mental health services, school based counseling as funding and staffing permit	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Appropriate referrals for mental health services	School Psychologist and SAP teams will review referrals and student progress for students quarterly using SAP data.



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use of Math Data for Improvement	Classroom teacher review and analysis of Winter Benchmark Data can correlate to student participation in fluency instruction/practice and leveled practice. This data will be used to help measure student response to these Tier 1 practices.
Math Fluency Instruction and Practice	Provide professional development to classroom teachers focused on effective practices for increasing math fact fluency.
Leveled Math Practice	Provide professional development to teachers focused on the use and monitoring of independent leveled practice using Waggle or similar program.
Align Classroom Practices to Science of Reading	Provide ongoing professional development to teachers focused on science of reading and structured literacy practices
Align Classroom Practices to Science of Reading	Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels.
Physical Safety Measures	Continue implementation and regular training for district Threat Assessment Teams.
Safety and Mental Health Related Trainings	Conduct annual physical safety trainings, emergency response trainings, and drill activities
Safety and Mental Health Related Trainings	Conduct annual training for school staff related to mental health and social/emotional learning.

### Math Data Analysis

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Classroom teacher review and analysis of Winter Benchmark Data can correlate to student participation in fluency instruction/practice and leveled practice. This data will be used to help measure student response to these Tier 1 practices.</li> </ul>		
<b>Audience</b>		
K-5 Teachers		
<b>Topics to be Included</b>		
Benchmark data analysis, including student subgroups, and correlational data to participation in fluency instruction and leveled independent practice		
<b>Evidence of Learning</b>		
Data analysis statements		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent	2027-01-11	2027-02-26

## Learning Format

Type of Activities	Frequency
Workshop(s)	Twice per year (one benchmark data, one correlational analysis)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Effective Practices for Building Math Fluency

<b>Action Step</b>	<ul style="list-style-type: none"> <li>Provide professional development to classroom teachers focused on effective practices for increasing math fact fluency.</li> </ul>			
<b>Audience</b>				
K-5 Teachers				
<b>Topics to be Included</b>				
Effective strategies to help all students build math fluency				
<b>Evidence of Learning</b>				
Implementation of fact fluency strategies in classrooms as evidenced by lesson plans and classroom observations				
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>		
Assistant to the Superintendent	2026-08-24	2029-05-31		

## Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing short sessions (1 x quarter with modeling)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Leveled Math Practice Implementation and Monitoring

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Provide professional development to teachers focused on the use and monitoring of independent leveled practice using Waggle or similar</li> </ul>

program.		
<b>Audience</b>		
K-6 teachers		
<b>Topics to be Included</b>		
Strategies to incorporate leveled practice time in classrooms, implementation and monitoring strategies for leveled practice		
<b>Evidence of Learning</b>		
Teacher implementation and monitoring of leveled math practice activities.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent	2026-08-24	2029-05-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Ongoing (1 x semester)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Science of Reading/Structured Literacy

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Provide ongoing professional development to teachers focused on science of reading and structured literacy practices</li> <li>Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels.</li> </ul>		
<b>Audience</b>		
K-12 Teachers		
<b>Topics to be Included</b>		
Science of Reading principles and strategies, structured literacy		
<b>Evidence of Learning</b>		
Implementation of evidence-based science of reading strategies in classrooms		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent	2026-08-24	2029-05-31

## Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (approximately 1x quarter)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Literacy Strategies for All Classrooms

<b>Action Step</b>	<ul style="list-style-type: none"> <li>• Refocus on effective literacy strategies for reading and writing in the content area with expectations for implementation across all classrooms and grade levels.</li> </ul>	
<b>Audience</b>	K-12 Teachers	
<b>Topics to be Included</b>	Effective reading and writing strategies for implementation in all classrooms- Collins Writing, B-D-A format, engagement activities	
<b>Evidence of Learning</b>	Implementation of effective reading and writing strategies across content classrooms	
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2026-08-24	2029-05-29

## Learning Format

Type of Activities	Frequency
Workshop(s)	Short - 1x semester refresher workshops
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

## Safety and Security Trainings

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Conduct annual physical safety trainings, emergency response trainings, and drill activities</li> <li>• Continue implementation and regular training for district Threat Assessment Teams.</li> </ul>		
<b>Audience</b>		
All Staff		
<b>Topics to be Included</b>		
Threat Assessment, Emergency Response, Safety		
<b>Evidence of Learning</b>		
Implementation of appropriate safety and security protocols		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
School Safety Coordinator	2026-08-24	2029-05-29

## Learning Format

Type of Activities	Frequency

Workshop(s)	At least 1x annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Mental Health Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Conduct annual training for school staff related to mental health and social/emotional learning.</li> </ul>		
<b>Audience</b>		
All Staff		
<b>Topics to be Included</b>		
Trauma Informed Practices--Suicide Awareness, Prevention and Postvention--Mental Health First Aid--Nonviolent Crisis Prevention and Intervention--Verbal de-escalation techniques		
<b>Evidence of Learning</b>		
Implementation of responses appropriate to address needs of students		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
School Psychologist, Director of Special Education, Assistant to the Superintendent	2025-08-24	2029-05-31

## Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

## Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	

**This Step Meets the Requirements of State Required Trainings**

Common Ground

## Communications Activities

Math Data Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>End of year data analysis and reporting to determine if increase in fact fluency instruction/practice and leveled practice are resulting in student math progress. Data to be shared at annual schoolwide planning meetings and adjustments to instructional practices to be made accordingly.</li> </ul>	All Staff- Schoolwide planning committees- school board	Math data analysis report showing aggregate (non-personally identifiable) progress towards increasing math fluency.	Assistant to the Superintendent	05/25/2027	06/29/2029
Communications					
Type of Communication	Frequency				
Presentation	1x annually				

Reading Program Adoption					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Adopt a new reading program K-2 which aligns to the Science of Reading	All K-2 staff and families	Adoption of reading program, alignment to science of reading	Assistant to the Superintendent- K-3 Principal	03/15/2027	09/15/2027
Communications					
Type of Communication		Frequency			
Posting on district website		Once			
Newsletter		Spring and Fall			

Attendance Matters					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All staff, students, families	Importance of regular school attendance	Building Principals	08/27/2026	05/31/2029
Communications					
Type of Communication		Frequency			
Newsletter		Monthly			
Posting on district website		At least annually			
Other		Ongoing			

Threat Assessment					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Continue implementation and regular training for district Threat Assessment Teams.	All staff and families	Overview of threat assessment process for general public and availability of district threat assessment teams	School Safety Coordinator	08/24/2026	05/31/2029
Communications					
Type of Communication		Frequency			
Newsletter		Annual			
Posting on district website		Annual			

SAP and Student Services					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Use the SAP process to provide appropriate referral services for mental health supports to students and families. Provide access to district resources as appropriate to facilitate access to these services.</li> </ul>	K-12 staff, students, and families	SAP process and referral services	School Psychologists and SAP team leaders	08/24/2026	05/31/2029
Communications					
Type of Communication	Frequency				
Presentation	Annually				
Newsletter	Annually				
Other	Annually				