Profile and Plan Essentials

LEA Type		AUN	
School District		117416103	
Address 1			
515 W Central Ave			
Address 2			
City	**State**	**Zip Code**	
South Williamsport	PA	17702	
Chief School Administrator		**Chief School Administrator Email**	
Dr Eric Briggs		ebriggs@swasd.org	
Single Point of Contact Name			
Dr. Eric Briggs			
Single Point of Contact Email			
ebriggs@swasd.org			
Single Point of Contact Phone Number			
5703271581			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Eric Briggs	Administrator	SWASD - Superintendent	ebriggs@swasd.org
Mr. Nathan Miller	Board Member	SWASD	nmiller@swasd.org
Mr. Steve Rupert	Board Member	SWASD	srupert@swasd.org
Mr. Jason Young	Board Member	SWASD	dcramer@swasd.org
Mr. Todd Engel	Board Member	SWASD - Board President	tengel@swasd.org
Mr. Jesse Smith	Administrator	SWASD - HS Principal	jsmith@swasd.org
Mrs. Maria Pierce	Administrator	SWASD - Student Services / RRR Principal	mpierce@swasd.org
Ms. Dyan Frame	Administrator	SWASD - CENT Principal	dframe@swasd.org
Ms. Kristin Bastian	Administrator	SWASD - Special Education	kbastian@swasd.org
Mr. Dwight Woodley	Administrator	SWASD - Innovative Learning	dwoodley@swasd.org
Cheryl Loudenslager	Staff Member	SWASD - ELE Teacher / Parent	claudenslager@swasd.org
Emanuel Tsikitas	Staff Member	SWASD - SEC Teacher / Parent	mtsikitas@swasd.org
Christy Lusk	Parent	Parent	lusky1@verizon.net
Jodi Nolan	Parent	Parent - PTO	jnolan@swasd.org
Tom Henderson	Community Member	Resident	pt-jan@juno.com
Kendall Smith	Student	SWASD - Student Rep	27ksmith@swasd.org
Madeline Pinkerton	Student	SWASD - Student Rep	26mpinkerton@swasd.org

LEA Profile

The South Williamsport Area School District encompasses 36 square miles and covers four municipalities along the Susquehanna River in Lycoming County in the north central region of Pennsylvania. It includes the townships of Susquehanna and Armstrong and the boroughs of South Williamsport and DuBoistown.

Geographically, the district is located in the Susquehanna River Valley directly south of Williamsport, approximately eighty-four miles north of Harrisburg and sixty-five miles from the New York border. The major highways through the area are East/West U.S. Route 1-180/220 and North/South State Route 15. Most of the land use of the district is mixed use pasture, agricultural, and woodland area with a significant amount of state and municipal land ownership.

The district's resident population, according to federal census data, has declined from 9,400 (2000), 9,268 (2010). The District, like the community it serves, is predominantly white (91%). Other ethnicities comprise the remainder of the population with Hispanic and Black Americans forming the largest groups.

The district is comprised of three physical buildings. Central Elementary houses grades K-4. Rommelt Elementary houses the district office and grades 5 and 6. The Junior/Senior High School houses grades 7-12. Effective the start of the 2025-2026 school year, the district will be closing down the Rommelt Elementary School and relocating the 5th grade to Central Elementary School and the 6th grade to the South Williamsport Junior/Senior High School.

At the end of the 2023-2024 school year, student census was 1,189. Enrollment numbers in the past few years are as follows: 2017-2018 (1,245), 2018-2019 (1,273), 2019-2020 (1,279), 2020-2021 (1,230), and 2021-2022 (1,208). Data provided by McKissick Architecture as part of a district-wide feasibility study indicated stabilized enrollment for the next decade. Projections from PDE are as follows:

2024-2025 - 1,157

2025-2026 - 1,116

2026-2027 - 1,100

2027-2028- 1,078

2028-2029 - 1,054

2029-2030 - 1,053

2030-2031 - 1,023

2031-2032 - 1,003

However, with the pandemic, the district saw its student population decline and approximately 200 students move to on-line; 160 of those students were in the district cyber school program. The average class size is 90. The smallest class is 8th grade with 78 students and the largest class is 7th grade with 104 students. Grade enrollments are as follows (as of November 2024):

K - 89

1st - 86

2nd - 92

3rd - 87

4th - 80

5th - 91

6th - 91

7th - 104

8th - 78

9th - 98

10th- 101

11th - 85

12th - 91

The district's 2024-2025 annual budget is $22.1 million. As in Pennsylvania, the number of students qualifying as economically disadvantaged is rising with a current rate at 48.1% in the district. The district currently employs 158 staff across professional and support service areas. There are currently 86 FTE teaching and non-teaching professionals and 8 administrators with supervisory responsibilities.

The school is instructionally focused on serving the needs of all students. The core curriculum consists of English Language Arts and Math in the early elementary program. The district has made a major emphasis training staff to implement the Amplify CKLA curriculum in grades K- 5. During the 2024-2025 school year, the district will pilot the Amplify CKLA program in grades 6-8. Science and Social Studies is imbedded in the Amplify CKLA curriculum in grades K-5. English as a stand-alone subject begins in 7th grade. Beyond the core curriculum, elementary students participate in a rotation of fine-arts, STEM program, and Second Step (SEL Curriculum). As students progress through the junior/senior high school, more diverse elective programs are available.

Advance track and Advanced Placement courses are also available in math, English, history, and science, and computer programming. High school students can also choose from dual enrollment courses through Penn College NOW, Lackawanna College, and the early start program through Commonwealth University

The district supports a full inclusion program for diverse learners. By offering a full continuum of programs for students with special needs from life-skills to itinerant support, the district strives to educate all students in the regular education classroom when appropriate.

The district also operates a K-12 cyber learning option called Mountie Academy. The academy was launched to offer an educational alternative to residents seeking greater flexibility to scheduling. Between 2018-2020, the district enrolled around 45 students in this program. During the pandemic it ballooned to 160 students. Currently, we have about 60 students in our cyber academy.

Mission and Vision

Mission

The South Williamsport Area School District will provide a safe, caring, and challenging learning environment for every student, every day.

Vision

A community of learning where creativity, discovery, exploration, and innovation are supported by: a rigorous standards aligned core curriculum and robust career preparation pathways for a changing world; strategic investments in facilities and programs that enhance student opportunities, support community involvement, and promote local economic growth; routine analysis of academic and financial data to inform decisions; a balanced commitment to emotional well-being, social skills development, critical thinking, and academic achievement.

Educational Values

Students

South Williamsport School District students will: value integrity, compassion, empathy, and respect towards all; grow academically though creativity, discovery, exploration, and innovation; embrace the opportunities and responsibilities as members of local communities and citizens of a global society.

Staff

South Williamsport School District staff will: promote a safe and caring school environment where every student is challenged; inspire all students to meaningfully engaged in curricular and extra-curricular opportunities; strive for continuous improvement of the school community.

Administration

South Williamsport School District administrators will: through leadership teams, create a safe, caring, and challenging environment for working and learning; effectively advance the vision of the district; inspire others to pursue continuous improvement.

Parents

South Williamsport School District families will: ensure that students come to school daily, on-time, and ready to learn; engage in regular and supportive student-centered communication with school staff; encourage and support the active participation of students in school opportunities.

Community

South Williamsport School District community will: serve as mentors and role models for students; encourage students to become active contributing members of their local communities; proactively communicate with Board representatives to ensure the realization of the District's vision and the fulfillment of its mission.

Other (Optional)

The South Williamsport School District Board of Directors will support the mission and vision of the school by: advocating earnestly for public education as a keystone of democracy; leading responsibly through active participation in board meetings; governing effectively through adherence to established rules and procedures for board operations; planning thoughtfully through comprehensive strategic planning; evaluating continuously through data informed decisions; communicating clearly through open, honest, and respectful dialog; acting ethically.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent of students who attained proficient or advanced at Central Elementary met the interim target and increased their overall performance in Math from year to year	
All Student Group met the Standard Demonstrating Growth in the area of Math at Central Elementary	
All Student Group met the Standard for College and Career Measures - Rommelt	
All student group increased the student performance in math and ELA at Rommelt Elementary	
All Student Group met the Standard Demonstrating Growth in ELA at the high school	
All Student Group met 2033 Statewide Goal for percent of the 4-year cohort graduation	
In all three buildings, the overall student attendance rate increased from the prior year.	

Challenges

Indicator	Comments/Notable Observations
All Student Group did not meet the Standard Demonstrating Growth in ELA at Central Elementary School	
All Student Group did not meet the Standard Demonstrating Growth in the area of Mathematics at Rommelt Elementary School	
All Student Group did not meet the Performance Standard for regular attendance in all three schools	This was the case in all three school buildings, however, all three building saw growth in attendance rate.
All Student Group did not meet Interim Goal/Improvement Target for proficient or advanced in Math/Algebra	We have begun the implementation of a new 6th grade math curriculum that now aligns with the 7th and 8th grade curriculum.

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

Strengths

Indicator	Comments/Notable Observations
Indicator English Language Arts/Literature - All Student Group did not meet Interim Goal/Improvement Target - Central **Grade Level(s) and/or Student Group(s)** All subgroups improved in their performance from the prior year's data	**Comments/Notable Observations**
Indicator Mathematics/Algebra - Economically Disadvantaged Group met Interim Goal/Improvement Target - Central **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Economically Disadvantaged	

Challenges

Indicator	
Did not meet the Standard Demonstrating Growth in ELA at Central Elementary **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** Dropped from 71% to 68%
Indicator Mathematics/Algebra - All subgroups performance decreased from the year before **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged, White	**Comments/Notable Observations**

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.

Percent of students who attained proficient or advanced at Central Elementary met the interim target and increased their overall performance in math from year to year
In all three buildings, the overall student attendance rate increased from the prior year.
All Student Group met the Standard for College and Career Measures - Rommelt

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.

All Student Group did not meet Performance Standard for regular attendance in all three schools
All Student Group did not meet the Standard Demonstrating Growth in ELA at Central Elementary School

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Firefly	The district will be using this for the first time in the 2024-2025 school year.
Acadiance	This data is reviewed three times a year.

English Language Arts Summary

Strengths

The district has established a core curriculum for grades K-8th
The schedule in our K-5 building allows for time for core ELA instruction, WIN time, and time for students to receive differentiated Title I support to ensure students become fluent, comprehendible readers.
The teachers have received high quality professional learning from the curriculum developers and IU #17.

Challenges

The core instructional time does not provide us the full 2 hours as called for by the curriculum.
Because the building only has one administrator, it is a challenge to be able to do leadership audits as needed to ensure the curriculum is being implemented with fidelity during core instructional time.
Does the district allocate the resources it has to best meet student academic needs?

Mathematics

Data	Comments/Notable Observations
Illustrative Math	K-8 and Algebra
Firefly	The district will be using this for the first time in the 2024-2025 school year.

Mathematics Summary

Strengths

The district has a core curriculum in place.
The teachers have received high quality professional learning from the curriculum developers.

Challenges

The district could use additional professional learning in this area.
The district does not have a Title I math program and therefore the students cannot receive this resource.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Project Lead the Way	This is a newly purchased curriculum that is being used for the first time in the 2024-2025 school year.

Science, Technology, and Engineering Education Summary

Strengths

The district has a core curriculum in this area in grades K-6.

Challenges

The students only receive 30-40 minutes of instruction in this area a week.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness portfolio	SMART Futures

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

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

US Government, Sociology, Ecology, Statistics, Advanced Algebra, English, Psychology, Algebra, Calculus, Physiology

Uploaded Files

South Williamsport Area SD Dual Enrollment Agreement.pdf

Summary

Strengths

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

The district has done a great job increasing the dual enrollment opportunities for students in the South Williamsport Area School District.
The school district now has a system in place (Smart Futures) to support students in their career and college benchmarking

Challenges

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

The district would like to enter more dual enrollment agreements.

Equity Considerations

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

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

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.

All resources provided in the district are available to all students regardless of race, ethnicity, and socio-economic status

Challenges

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

The district continues to struggle to get students who need a variety of resources to attend school on a regular basis.
The district struggles from time to time to place students in the most appropriate placement based on social, emotional, and behavioral needs.
The administration is working on expanding the PBIS system so the district will have this framework for grades K-12.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district continues to struggle to find placements for more intense special education students. The district is also looking for ways to better support the department administratively.
Title 1 Program	The district is currently using funding in this area to support student academic needs through teacher salary and behavioral health support (Justice Works) contract.
Student Services	The district continues to see an uptick in the number of homeless students in the district. There also seems to be a rise of students who are transient.
K-12 Guidance Plan (339 Plan)	The district continues to look at ways to improve the career benchmark artifact collection process and focus on ensuring that all students can graduate through one of the five PDE graduation pathways through supporting students in this area starting in the 9th grade.
Technology Plan	The district is currently building a professional learning pathway for the teaching staff of grades 6-12 for the 2025-2026 school year. The district is also continuing to look at ways to make technological improvements in the area of school safety.
English Language Development Programs	The district continues to use the certified staff to meet all needs of the ELL population.

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 has had to be creative in creating partnerships and using outside agency resources to assist in meeting the behavioral and mental health needs of some of the most challenging students.
The district has a strong Title One program which is supported by the Acadiance data provided three times a year for all students K-6.
The district is currently building a professional learning pathway for the teaching staff of grades 6-12 for the 2025-2026 school year. The district is also continuing to look at ways to make technological improvements in the area of school safety.

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.

If we could develop/partner with an agency to provide educational placements in the least restrictive environment for some of our students with disabilities, an increase of academic and/or social emotional performance may increase throughout the district.
In order to improve/updates some areas in our technology plan, the distrcit will be faced with difficult financial decisions on how to proceed forward on what they can/cannot afford.

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	Exemplary
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	Emerging

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	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

The district has a curriculum in math and ELA that is standards-aligned and based on research based best practices.
Central Elementary does a great job incorporating families with after school events (PBIS Nights, Title I Night) to improve family engagement.

The district always considers the financial implications of decisions being made when looking to explore all aspects of the educational environment (curriculum, safety, technology, etc.)

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.

Time is limited for the district in order to provide professional learning opportunities for our staff each year due to increased demands of required trainings by PDE.

As demands increase in the areas above, fiscal constraints continue to be a barrier for the students to move forward in some areas.

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
Percent of students who attained proficient or advanced at Central Elementary met the interim target and increased their overall performance in math from year to year	False
In all three buildings, the overall student attendance rate increased from the prior year.	False
All Student Group met the Standard for College and Career Measures - Rommelt	False
The district has established a core curriculum for grades K-8th	False
The schedule in our K-5 building allows for time for core ELA instruction, WIN time, and time for students to receive differentiated Title I support to ensure students become fluent, comprehendible readers.	True
The teachers have received high quality professional learning from the curriculum developers and IU #17.	False
The district has a core curriculum in place.	False
The teachers have received high quality professional learning from the curriculum developers.	False
The district has a core curriculum in this area in grades K-6.	False
The district has done a great job increasing the dual enrollment opportunities for students in the South Williamsport Area School District.	True
The school district now has a system in place (Smart Futures) to support students in their career and college benchmarking	False
All resources provided in the district are available to all students regardless of race, ethnicity, and socio-economic status	False
The district has had to be creative in creating partnerships and using outside agency resources to assist in meeting the behavioral and mental health needs of some of the most challenging students.	False
The district has a strong Title One program which is supported by the Acadiance data provided three times a year for all students K-6.	False
The district is currently building a professional learning pathway for the teaching staff of grades 6-12 for the 2025-2026 school year. The district is also continuing to look at ways to make technological improvements in the area of school safety.	False
The district has a curriculum in math and ELA that is standards-aligned and based on research based best practices.	True
Central Elementary does a great job incorporating families with after school events (PBIS Nights, Title I Night) to improve family engagement.	False
The district always considers the financial implications of decisions being made when looking to explore all aspects of the educational environment (curriculum, safety, technology, etc.)	False

Challenges

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

Strength	Check for Consideration in Plan
All Student Group did not meet Performance Standard for regular attendance in all three schools	False
All Student Group did not meet the Standard Demonstrating Growth in ELA at Central Elementary School	False
The core instructional time does not provide us the full 2 hours as called for by the curriculum.	False
Because the building only has one administrator, it is a challenge to be able to do leadership audits as needed to ensure the curriculum is being implemented with fidelity during core instructional time.	True
Does the district allocate the resources it has to best meet student academic needs?	False
The district could use additional professional learning in this area.	False
The district does not have a Title I math program and therefore the students cannot receive this resource.	False
The students only receive 30-40 minutes of instruction in this area a week.	False
The district would like to enter more dual enrollment agreements.	False
The district continues to struggle to get students who need a variety of resources to attend school on a regular basis.	True
The district struggles from time to time to place students in the most appropriate placement based on social, emotional, and behavioral needs.	True
The administration is working on expanding the PBIS system so the district will have this framework for grades K-12.	False
If we could develop/partner with an agency to provide educational placements in the least restrictive environment for some of our students with disabilities, an increase of academic and/or social emotional performance may increase throughout the district.	False
In order to improve/updates some areas in our technology plan, the distrcit will be faced with difficult financial decisions on how to proceed forward on what they can/cannot afford.	False
Time is limited for the district in order to provide professional learning opportunities for our staff each year due to increased demands of required trainings by PDE.	False
As demands increase in the areas above, fiscal constraints continue to be a barrier for the students to move forward in some areas.	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.

1. Attendance 2. FAPE in the LRE 3. Putting systems of support in place to support staff and students 4. Professional Learning opportunities

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Because the building only has one administrator, it is a challenge to be able to do leadership audits as needed to ensure the curriculum is being implemented with fidelity during core instructional time.	The day to day operations of the elementary school make it very challenging for one administrator to oversee all the needs presented in today's elementary school setting.	True
The district continues to struggle to get students who need a variety of resources to attend school on a regular basis.	Students continue to be faced with barriers/struggles to attend school. Parents are often disengaged in the education process, and when resources are offered by the school or outside agency personnel, parents reject, do not understand, or do not respond to the resources.	True
The district struggles from time to time to place students in the most appropriate placement based on social, emotional, and behavioral needs.	The district struggles to find placement options for some students because of the limited placement options within the district and the county. Programs are full or students are rejected due to the severity of the needs of the students.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The schedule in our K-5 building allows for time for core ELA instruction, WIN time, and time for students to receive differentiated Title I support to ensure students become fluent, comprehendible readers.	With the closing of one elementary school, this will allow the district to re-allocate an administrator to the Central Elementary School allowing for an administrator to focus on social, emotional, and behavioral health issues while the other administrator will focus specifically on curriculum, instruction, and fidelity of the work we do in the classroom on a day to day basis
The district has done a great job increasing the dual enrollment opportunities for students in the South Williamsport Area School District.	If students come to school on a more regular basis, this may increase enrollment in dual enrollment courses which will positively impact our graduation pathways results and Future Ready PA Index.
The district has a curriculum in math and ELA that is standards-aligned and based on research based best practices.	If we can do a better job placing students in appropriate educational placements keeping FAPE and LRE as a top priority, academic growth and achievement scores will continue to grow as the core learning environment will become a more conducive environment for all students to learn.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district has to provide more administrative support to ensure the learning environment in all classrooms is always conducive to learning in the tier I core instructional setting for all grade levels K-12.

	The district will continue to develop partnerships and continue professional learning of staff to better support students and teachers, and equip teachers with the tools they need to provide interventions in their specific classroom learning environments.

Goal Setting

Priority: The district has to provide more administrative support to ensure the learning environment in all classrooms is always conducive to learning in the tier I core instructional setting for all grade levels K-12.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2027-2028 school year, staff will increase student growth and achievement in ELA incorporating at least three new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data, Acadiance data, and PSSA Results.
Measurable Goal Nickname (35 Character Max)
ELA Growth and Achievement

Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, staff will increase student growth and achievement in ELA incorporating at least one new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data Acadiance data, and PSSA Results.	By the end of the 2026-2027 school year, staff will increase student growth and achievement in ELA incorporating at least two new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data Acadiance data, and PSSA Results.	By the end of the 2027-2028 school year, staff will increase student growth and achievement in ELA incorporating at least three new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data, Acadiance data, and PSSA Results.

Priority: The district will continue to develop partnerships and continue professional learning of staff to better support students and teachers, and equip teachers with the tools they need to provide interventions in their specific classroom learning environments.

Outcome Category
School climate and culture
Measurable Goal Statement (Smart Goal)
By the end of the 2027-2028 school year, teachers will be provided four professional development opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 85% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.
Measurable Goal Nickname (35 Character Max)
Supporting Teachers of Students with Complex Support Needs

Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, teachers will be provided four professional development	By the end of the 2026-2027 school year, teachers will be provided four professional development	By the end of the 2027-2028 school year, teachers will be provided four professional development

opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 65% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.	opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 75% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.	opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 85% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.

Action Plan

Measurable Goals

ELA Growth and Achievement	Supporting Teachers of Students with Complex Support Needs

Action Plan For: Instructional Strategies

Measurable Goals:
• By the end of the 2027-2028 school year, staff will increase student growth and achievement in ELA incorporating at least three new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data, Acadiance data, and PSSA Results.

Action Step		Anticipated Start/Completion Date	
Staff will be provided professional learning opportunities from the IU, PATTAN, CKLA, or Illustrative Math for the 2025-2026 school year through the 2027-2028 school year.		2025-09-02	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Eric Briggs, Ms. Dyan Frame	Training consultants	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will provide evidence of said strategies used in daily lesson plans as monitored by informal observations conducted by administration.	Ms. Frame, Mrs. Pierce

Action Plan For: Poverty SImulation

Measurable Goals:
• By the end of the 2027-2028 school year, teachers will be provided four professional development opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 85% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.

Action Step	Anticipated Start/Completion Date	
Elementary staff will participate in a poverty simulation during the 2025-2026 school year.	2025-09-02	2026-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Dr. Eric Briggs	IU TAC staff	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff members will complete a post-survey, sharing results from the simulation.	post-survey

Action Plan For: behavioral support consultations for staff

Measurable Goals:
• By the end of the 2027-2028 school year, staff will increase student growth and achievement in ELA incorporating at least three new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data, Acadiance data, and PSSA Results. • By the end of the 2027-2028 school year, teachers will be provided four professional development opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex behavioral needs, with the goal of at least 85% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.

Action Step		Anticipated Start/Completion Date	
Staff will be trained in trauma informed care and how to support students who experience trauma in the classroom.		2025-09-02	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Eric Briggs	IU TAC, Redka, PATTAN	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informal classroom observation tools will reflect use of learned strategies/interventions.	Informal walk-through tool

Action Plan For: PBIS Tier I Team

Measurable Goals:
• By the end of the 2027-2028 school year, staff will increase student growth and achievement in ELA incorporating at least three new active learning strategies (e.g. Think Pair Share, Gallery Walks, in 80% of my Group/Collaborative Learning, Jig Saw, Exit Tickets, Small Groups), as measured classroom observation data, Acadiance data, and PSSA Results. • By the end of the 2027-2028 school year, teachers will be provided four professional development opportunities on classroom management, trauma informed education, supporting students with complex support needs, a poverty simulation, and will be provided strategies for students with complex

behavioral needs, with the goal of at least 85% of teachers reporting an improvement in their confidence and effectiveness in managing such behaviors, based on teacher completed surveys.

Action Step		Anticipated Start/Completion Date	
The high school will launch a PBIS Tier I team for the 2025-2026 school year.		2025-09-02	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Bollinger, Mr. Smith	PATTAN, IU Staff	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tier I team will develop a handbook and launch the program for students at the start of the 2025-2026 school year.	PBIS Fidelity Checklist/annually

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Strategies	Staff will be provided professional learning opportunities from the IU, PATTAN, CKLA, or Illustrative Math for the 2025-2026 school year through the 2027-2028 school year.
Poverty SImulation	Elementary staff will participate in a poverty simulation during the 2025-2026 school year.
behavioral support consultations for staff	Staff will be trained in trauma informed care and how to support students who experience trauma in the classroom.
PBIS Tier I Team	The high school will launch a PBIS Tier I team for the 2025-2026 school year.

Poverty SImulation

Action Step		
• Elementary staff will participate in a poverty simulation during the 2025-2026 school year.		
Audience		
Grades K-5 staff		
Topics to be Included		
Trauma and poverty		
Evidence of Learning		
post-survey of staff		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Eric Briggs	2025-09-02	2026-06-02

Learning Format

Type of Activities	Frequency
Inservice day	one time
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
• 2b: Establishing a Culture for Learning	
• 3c: Engaging Students in Learning	
• 1b: Demonstrating Knowledge of Students	
• 4e: Growing and Developing Professionally	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS Tier I Team

Action Step		
• The high school will launch a PBIS Tier I team for the 2025-2026 school year.		
Audience		
Grades 6-12 staff		
Topics to be Included		
PBIS Tier I		
Evidence of Learning		
Tier I Team will create the tools and resources for the high school to launch the Tier I program.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dr. Bollinger, Mr. Smith	2025-09-02	2028-06-01

Learning Format

Type of Activities	Frequency
Other	Team will meet twice a month.
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 1d: Demonstrating Knowledge of Resources • 2d: Managing Student Behavior • 1b: Demonstrating Knowledge of Students • 4e: Growing and Developing Professionally • 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Instructional Strategies to Improve Academic Growth and Achievement

Action Step		
• Staff will be provided professional learning opportunities from the IU, PATTAN, CKLA, or Illustrative Math for the 2025-2026 school year through the 2027-2028 school year.		
Audience		
K-12 Educators		
Topics to be Included		
ELA, Math		
Evidence of Learning		
Informal observations of classroom instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Dr. Bollinger, Mr. Smith, Mrs. Pierce, Ms. Frame	2025-09-02	2028-06-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3-4 times over the life of the plan
Observation and Practice Framework Met in this Plan	
3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 3a: Communicating with Students 1e: Designing Coherent Instruction 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Behavioral Consultations for staff

Action Step		
• Staff will be trained in trauma informed care and how to support students who experience trauma in the classroom.		
Audience		
K-12 staff		
Topics to be Included		
trauma informed care, suicide, mental health, ACE, impact on the brain from trauma		
Evidence of Learning		
informal and formal classroom observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. Smith, Dr. Bollinger, Mrs. Pierce, Ms. Frame	2025-09-02	2028-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	5-6 times a year over the life of the plan
Observation and Practice Framework Met in this Plan	
4f: Showing Professionalism 2c: Managing Classroom Procedures 2d: Managing Student Behavior	

• 1b: Demonstrating Knowledge of Students
• 2a: Creating an Environment of Respect and Rapport
This Step Meets the Requirements of State Required Trainings

Communications Activities

Instructional Strategies					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Staff will be provided professional learning opportunities from the IU, PATTAN, CKLA, or Illustrative Math for the 2025-2026 school year through the 2027-2028 school year.	staff and parents	specific training for staff	Dr. Eric Briggs	09/02/2025	06/01/2028

Communications	
Type of Communication	**Frequency**
Email	Week prior to the event
Letter	to parents prior to the event

Poverty Simulation					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	parents, community, local, regional, and state leaders (to participate in the event)	poverty	Dr. Eric Briggs	09/02/2025	06/02/2026

Communications	
Type of Communication	**Frequency**
Email	week before event to staff and month before to leaders
Posting on district website	week before event
Letter	to community members

Behavioral Support Consultations for Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	staff	information about the upcoming training	Dr. Eric Briggs	09/02/2025	06/01/2028

Communications	
Type of Communication	Frequency
Email	to staff

PBIS Tier 1 Team					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The high school will launch a PBIS Tier I team for the 2025-2026 school year.	high school staff, high school parents, community members	PBIS	Dr. Eric Briggs	08/19/2024	06/01/2028
Communications					
Type of Communication			**Frequency**		
Email			to staff		
Letter			to families		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date