

## **NAZARETH AREA SD**

One Education Plaza

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

The mission of the NASD, a catalyst for excellence in education, is to develop students through rigorous educational and co-curricular programs into critical, reflective thinkers with the knowledge and skills to communicate effectively, to integrate technology for learning, and to contribute to an ever-changing, diverse community.

### **VISION STATEMENT**

Focus on Learning, Build Character, Shape the Future. The Nazareth Area School District's vision is to inspire students to become innovative, collaborative, and constructive citizens who embrace diversity, value education and honesty, develop a strong work ethic, and a sense of responsibility, that challenges them to be leaders in a global society.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe: Education is a lifelong process through which all students grow to become responsible, contributing citizens of an ever-changing global society. As a citizen, each student has a right to a free public education, to voice their opinion in a respectful manner, and to be free from discrimination. Furthermore, students have human rights as persons and participants in the educational community. These rights include the right to be treated with dignity and the right to contribute to the educational process. Students demonstrate an understanding and respect for the rights of others through their conduct and attitude in the classroom, on the playing field, and out in the community.

### **STAFF**

We believe: Education is a lifelong process to prepare all students to become responsible, contributing citizens of an ever-changing global society. 1. Instructional strategies should accomplish these goals: a. Recognize diverse learning styles and the needs of all students. b. Challenge all students to develop to their fullest potential. 2. The responsibility for education should be shared among students, families, educators, and the community. 3. Assessment is an ongoing process that measures, reinforces, and guides instruction using a variety of methods with high expectations for all. 4. All students and staff should be provided with a safe and secure school environment. 5. By holding students to high academic standards, they will be equipped with the necessary knowledge, communication skills, and attitudes to pursue further education and/or enter the workplace. We further believe that all students can learn and that learning is a shared responsibility in a community of lifelong learners. We also believe in the inherent worth of every individual and that everyone in our community deserves to be treated with dignity and respect. This belief forms our standard of social conduct. Finally, we believe that the community is made up of diverse individuals living in a competitive environment and working together for the betterment of the entire community.

### **ADMINISTRATION**

Administrators understand the importance of the school experience for every student and their families. Therefore, administrators agree to the necessity of providing a high-quality curriculum and instruction in a safe, supportive and effective learning environment that enables our students to grow and learn and ultimately meet their post-secondary goals. Administrators believe this can be accomplished by ensuring that

every student's individual needs are met through access to quality learning experiences in a safe, positive, and healthy learning environment in which meaningful communication with families is fostered in a purposeful and productive manner.

## **PARENTS**

Families understand that participation in their student's educational experiences will help their students achieve their post-secondary goals through rigorous education tailored to their individual needs. Families believe in developing critical, reflective thinkers that can communicate effectively and contribute in a meaningful way to an ever-changing community. Families acknowledge the importance of their involvement in supporting their students in their educational journey.

## **COMMUNITY**

As a Nazareth Area School District community, we believe that education is a lifelong process to prepare all students to become responsible, contributing citizens in an ever-changing global society. As a community, we also believe each student has a right to a free public education that supports them in achieving their post-secondary goals and developing into these productive citizens within our community.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Adam McGlynn	Board Member	Board Member/Nazareth Area School District
Mr. Greg Leh	Board Member	Board President/Nazareth Area School District
Ms. Kathryn Roberts, Esq.	Board Member	Board Member/Nazareth Area School District
Ms. Kelly Apruzzi	Administrator	Elementary Principal/Kenneth Butz Elementary School
Mr. Mike Santos	Administrator	Elementary Principal/Lower Nazareth Elementary School
Mr. Alan Davis	Administrator	Secondary Principal/Nazareth Area High School
Ms. Amy Tashner	Administrator	Secondary Assistant Principal/Nazareth Area High School
Mr. Matt Wehr	Administrator	Secondary Assistant Principal/Nazareth Area High School
Dr. Joseph Yanek	Administrator	Elementary Principal/Nazareth Area Intermediate School
Dr. Robert Bauder	Administrator	Secondary Principal/Nazareth Area Middle School
Mr. John Fidelibus	Administrator	Secondary Assistant Principal/Nazareth Area Middle School
Mr. William Mudlock	Administrator	Elementary Principal/Shaffer Elementary School
Mr. AJ Kise	Administrator	Director of Special Education & Alternative Education/Nazareth Area School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Dr. Dennis Riker	Administrator	Superintendent until 6/30/2022/Nazareth Area School District
Dr. Isabel Resende	Administrator	Assistant Superintendent/Nazareth Area School District
Mr. John Eates	Administrator	Assistant Director of Information Technology /Nazareth Area School District
Mr. Mike Fahey	Administrator	Senior Application/Network Administrator/Nazareth Area School District
Mr. Mike Uelses	Administrator	Director of Information Technology/Nazareth Area School District
Mr. Ken Jordan	Parent	Nazareth Area High School
Ms. Lori De Rea	Parent	Nazareth Area Intermediate School
Ms. Angela Connell	Community Member	Nazareth Area Middle School
Ms. Katiera Grundy	Parent	Nazareth Area Middle School
Ms. Jessica Dieck	Community Member	Kenneth Butz Elementary School
Mr. Marques Grundy	Parent	Nazareth Area Middle School
Ms. Tracey Reilly	Community Member	Nazareth Area Middle School
Ms. Melissa Ide	Parent	Nazareth Area High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Mr. Eric Hicks	Parent	Shafer Elementary School
Mr. Mike Woodland	Community Member	Local Business Owner/Nazareth Area High School
Ms. Julie Kaniper	Parent	Kenneth Butz Elementary School
Ms. Jamie Freidel	Community Member	Shafer Elementary School
Ms. Katie Zaremba	Parent	Shafer Elementary School
Ms. Misty Hicks	Parent	Shafer Elementary School
Ms. Heather Heimer	Community Member	Nazareth Area School District
Ms. Melissa Kalinoski	Board Member	Board Vice President/Nazareth Area School District
Ms. Noelle Kondikoff	Administrator	Director of Elementary Teaching & Learning/Nazareth Area School District
Mr. Nick Caruso	Parent	Lower Nazareth Elementary School
Ms. Susy Whitney	Parent	Kenneth Butz Elementary School
Ms. Lauren Woodall	Staff Member	Counselor/Nazareth Area High School
Ms. Courtney Quinn	Staff Member	Psychologist/Nazareth Area Middle School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ms. Nancy Teague	Community Member	Lower Nazareth Elementary School
Ms. Sharon Strausser	Staff Member	Technology Specialist/Nazareth Area High School
Ms. Janelle Roberts	Staff Member	Secondary Teacher/Nazareth Area High School
Ms. Tammy Drugatz	Staff Member	Counselor/Nazareth Area Intermediate School
Mr. Taylor Nielsen	Parent	Lower Nazareth Elementary School
Ms. Michelle Marchese	Staff Member	Psychologist/Kenneth Butz Elementary School
Ms. Melissa Whitman	Staff Member	Technology Specialist/Nazareth Area Intermediate School & Shafer Elementary School
Ms. Aly Warner	Community Member	Lower Nazareth Elementary School
Ms. Shawn Kimberly Kocher	Staff Member	Technology Specialist/Lower Nazareth Elementary School & Kenneth Butz Elementary School
Mr. Scott Stump	Staff Member	Elementary Teacher/Kenneth Butz Elementary School
Ms. Pam Vlasaty	Administrator	Director of Pupil Services/Nazareth Area School District
Ms. Tara Treon	Staff Member	Elementary Teacher/Kenneth Butz Elementary School
Mr. Matthew Velekei	Staff Member	Elementary Teacher/Lower Nazareth Elementary School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Dr. April Silimperi	Staff Member	Elementary Teacher/Lower Nazareth Elementary School
Ms. Adele Mitch	Staff Member	Secondary Teacher/Nazareth Area High School
Mr. Mark Sterkenburg	Staff Member	Elementary Teacher/Nazareth Area Intermediate School
Ms. Christina Ehrets	Staff Member	Special Education Teacher/Nazareth Area Intermediate School
Ms. Wendy Thomas	Staff Member	Reading Specialist/Nazareth Area Intermediate School
Ms. Deb Frace	Staff Member	Special Education Teacher/Nazareth Area Middle School
Mr. Chris Knecht	Staff Member	Secondary Teacher/Nazareth Area Middle School
Ms. Jordan Domanski	Staff Member	Elementary Teacher/Shافر Elementary School
Ms. Laurie Ann Conklin	Staff Member	Elementary Teacher/Shافر Elementary School
Ms. Erin Kemmerer	Staff Member	Reading Specialist/Shافر Elementary School
Ms. Leslie Collins	Staff Member	Teacher of the Gifted/Nazareth Area Intermediate School & Shafer Elementary School
Ms. Michele Danyi	Staff Member	Special Education Teacher/Kenneth Butz Elementary School
Ms. Stephanie Buckman	Staff Member	Special Education Teacher/Nazareth Area Middle School
Sofia Forgione	Student	Nazareth Area High School
Joshua Doule	Student	Nazareth Area High School



<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Gracy Franco Prasana	Student	Nazareth Area High School
Victoria de Bruyn	Student	Nazareth Area High School
Kylie Schmidt	Student	Nazareth Area High School
Fatima Adnane	Student	Nazareth Area High School
Dr. Richard Kaskey	Administrator	Superintendent of Schools as of July 1, 2022/Nazareth Area School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Address student readiness for the next level in math by focusing on improvements in curriculum, instruction, assessment, placement, and remediation/intervention.	Mathematics
Address the instruction model for the integration of technology by progressing into the "Transformation" stage of the SAMR Model (Modification and Redefinition).	Essential Practices 1: Focus on Continuous Improvement of Instruction
Address and meet students' needs by coordinating support services.	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math curriculum review and evaluation in Kindergarten through Algebra I in high school.	2022-08-23 - 2025-06-30	Directors of Teaching and Learning	1. PA Standard Aligned System 2. PA Standards in Mathematics 3. Yearly student performance data 4. Math program/resources
Professional learning opportunities on evidence-based practices for teaching mathematics like, but not limited to: a. Feedback b. Math Discourse c. Formative Assessment d. Problem-solving	2022-08-23 - 2025-06-30	Directors of Teaching and Learning	1. National Council of Teachers of Mathematics (NCTM) 2. Math Coaching and modeling 3. Math program - specific supports
Structured remediation and intervention programs and frameworks in math.	2022-08-23 - 2025-06-30	Directors of Teaching and Learning	1. Response to Instruction and Intervention (RTII) expectations. 2. Evidenced-based research programs 3. Tutoring framework 4. RTII Specialists 5. Math Coaches and Math Teacher Leaders

### Anticipated Outcome

1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.

### Monitoring/Evaluation

Monitoring of student performance on curriculum-based measures on unit and topic assessments, minimally on a monthly basis. Monitoring of students on criterion-based and norm-referenced measures, minimally once per trimester. Evaluation of student performance on PA Standardized Assessments.

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## Evidence-based Strategy

Evidence-based Technology Integration Framework (SAMR)

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Practices - Technology Integration	Increase the frequency of instructional practices that use technology for project-based learning and authentic learning experiences and assessments as measured by teacher surveys, student artifacts, and classroom observational practices from the baseline data in the 2022-2023 school year through the 2024-2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional learning opportunities on evidence-based practices for the integration of technology at the "Transformation" level of the SAMR framework that include, but are not limited to: a. SAMR Model b. Project-Based Learning/Authentic Learning Experiences & Assessments	2022-08-23 - 2025-06-30	Directors of Teaching and Learning Technology Specialists	1. International Society for Technology in Education 2. Technology Coaching and modeling 3. Power User Groups 4. SAMR Framework Resources 5. Schoology 6. Nearpod

## Anticipated Outcome

Increased frequency of instructional practices that use technology for project-based learning and authentic learning experiences and assessments.

### Monitoring/Evaluation

1. Teacher surveys, administered minimally once per year. 2. Student artifacts. 3. Classroom observational practices (Walkthroughs, Formal Observations). 4. SAMR Evaluation Tool.

### Evidence-based Strategy

Coordinated Evidence-based Student Supports for Learning

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Support Systems	Ensure that the intellectual, emotional, physical, and social needs of students are coordinated to support their learning as measured by an increase in positive student perception on surveys of the school experience.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.	2022-08-23 - 2025-06-30	Director of Pupil Services	1. MTSS Framework a. Child Study Team b. Social Worker(s) c. Positive behavior instructional resources 2. Training in Trauma Informed Practices. 3. Community partners and related services.

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports Needed**

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**Anticipated Outcome**

1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals.

**Monitoring/Evaluation**

1. Classroom observational practices (Walkthroughs). 2. PDE Climate Survey/Building-based surveys, administered minimally once per year.  
3. Discipline Referral Data.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)</p>	<p>Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)</p>	<p>Professional learning opportunities on evidence-based practices for teaching mathematics like, but not limited to:            a. Feedback b. Math Discourse c. Formative Assessment d. Problem-solving</p>	<p>08/23/2022 - 06/30/2025</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the frequency of instructional practices that use technology for project-based learning and authentic learning experiences and assessments as measured by teacher surveys, student artifacts, and classroom observational practices from the baseline data in the 2022-2023 school year through the 2024-2025 school year. (Instructional Practices - Technology Integration)</p>	<p>Evidence-based Technology Integration Framework (SAMR)</p>	<p>Professional learning opportunities on evidence-based practices for the integration of technology at the "Transformation" level of the SAMR framework that include, but are not limited to: a. SAMR Model b. Project-Based Learning/Authentic Learning Experiences &amp; Assessments</p>	<p>08/23/2022 - 06/30/2025</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Ensure that the intellectual, emotional, physical, and social needs of students are coordinated to support their learning as measured by an increase in positive student perception on surveys of the school experience. (Student Support Systems)	Coordinated Evidence-based Student Supports for Learning	Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.	08/23/2022 - 06/30/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)	Evidence-based	Math curriculum review and	08/23/2022
	Instructional Practices (Feedback, Math Discourse, and Formative Assessment)	evaluation in Kindergarten through Algebra I in high school.	- 06/30/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)	Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)	Structured remediation and intervention programs and frameworks in math.	08/23/2022 - 06/30/2025

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

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### **Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The Nazareth Area School District has met its technology plan goal of providing every student K-12 with access to a device.

The Nazareth Area School District fosters a culture of high expectations for all students.

The Nazareth Area School District uses data-driven decision-making for the allocation of resources to support teaching and learning.

The Nazareth Area School District coordinates fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

The economically disadvantaged subgroup achieved a five-year graduation rate of 95.2%, exceeding the statewide average for all students of 89.5%.

At the Nazareth Area High School, the subgroup of students with disabilities achieved a career standards benchmark of 98.1% exceeding the overall high school score of 95.7% and exceeding the statewide average of 86.2%.

In grade 5, the College and Career Standards Benchmark

### Challenges

Providing frequent and consistent digital citizenship training for students and families.

Building consistent and meaningful use of technology across the district.

Improving instructional practices by using technology more effectively for authentic student problem-solving and project-based learning.

Understanding and meeting the academic and social-emotional needs of all students.

Continuing to coordinate and monitor supports aligned with students' and families' needs as those needs increase.

Implementing more evidence-based instructional strategies and assessments that foster high expectations for all students.

Only 3.3% of students with disabilities scored proficient or advanced on the Math PSSA in grades 7-8.

The economically disadvantaged subgroup of students at LNES achieved 20% proficiency on the PSSA in math, below the

## Strengths

exceeded the state benchmark with a score of 97.9%.

In grade 8, the College and Career Standards Benchmark exceeded the state benchmark with a score of 92.5%.

In grade 11, the College and Career Standards Benchmark exceeded the state benchmark with a score of 95.7%.

Students in all three elementary school buildings achieved a level of proficiency in the ELA PSSA greater than 63% proficient. and advanced compared to the statewide average of 55% proficient or advanced.

Our Keystone Algebra I high school students scored an academic growth score of 77. This exceeds the statewide average growth score of 75.3 as well as the statewide growth standard of 70.

Across all grade levels, the ELA assessed population met the PVAAS growth measure as of the data available to the comprehensive planning committee in 2022.

Student performance on the Keystone English Literature exam was above the Keystone PVAAS growth measure as of the data available to the comprehensive planning committee in 2022.

Student performance on PA State Standardized assessments (PSSA & Keystone) for ELA exceeded the state-wide average at all

## Challenges

statewide average of 37.3%

16.7% of the students with disabilities subgroup at the Nazareth Area High school achieved proficient or advanced on the Biology Keystone.

At the Nazareth Area Intermediate School 23.0% of the Hispanic subgroup achieved proficient or advanced on the Math PSSA.

In grade 8, the score for the College and Career Standards Benchmark did not meet the state performance benchmark of 98%.

In grade 8, the students with disabilities subgroup achieved a Career Standard Benchmark of 80% which is below the statewide average of 86.2%

The high school four-year cohort for graduation rate was 81% for the economically disadvantaged subgroup, below the statewide average and goal.

At the Nazareth Area Middle School, attendance for the Economically Disadvantaged subgroup was 71.5%, well below the schoolwide average of 83.4%.

Grade 5 ELA PSSA performance did not reach the PVAAS annual growth expectation.

## Strengths

assessed grade levels as of the data available to the comprehensive planning committee in 2022.

Across all grade levels, the Math PSSA assessed population performed above the PVAAS growth measure as of the data available to the comprehensive planning committee in 2022..

In grade 5 and grade 6, the PVAAS growth measure for math scored well above the annual growth expectations as of the data available to the comprehensive planning committee in 2022.

Grade 4 PSSA Science assessed students met the annual growth expectations in PVAAS.

Grade 8 PSSA Science assessed students met the annual growth expectations in PVAAS as of the data available to the comprehensive planning committee in 2022.

Students taking the Keystone Biology exam met the annual growth expectations in PVAAS as of the data available to the comprehensive planning committee in 2022.

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## Challenges

Grade 7 ELA PSSA performance did not reach the PVAAS annual growth expectation.

The number of students who scored proficient or advanced on the Algebra I Keystone exam decreased by over 18%.

Students' Math PSSA performance across all grade levels (grades 3-8) decreased significantly.

The percentage of students scoring proficient and advanced on the Grade 8 PSSA in Science decreased by 11%.

The percentage of students scoring proficient and advanced on the Biology Keystone decreased by over 20%.

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## Most Notable Observations/Patterns

The Comprehensive Planning Committee conducted a needs assessment that generated many notable observations. The highest priority items identified by the committee were: 1. Understanding and meeting the needs of all students. 2. Creating opportunities for staff to collaborate across grade levels (vertical articulation). 3. Building greater consistency in the use of technology between schools and teachers. 4. Developing authentic assessments and project-based work. 5. Improving math performance in grades K-12.

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### Challenges

### Discussion Point

### Priority for Planning

The number of students who scored proficient or advanced on the Algebra I Keystone exam decreased by over 18%.

The hypothesized root cause for this decrease is tied to student readiness for the academic rigor of this gateway course, as some students are potentially lacking foundational skills in math. Also tied to student readiness is the need to refine student placement and address learning gaps.

Students' Math PSSA performance across all grade levels (grades 3-8) decreased significantly.

The hypothesized root cause for this decrease is tied to students potentially lacking foundational skills in math due to learning gaps and curriculum alignment.

Building consistent and meaningful use of technology across the district.

The hypothesized root cause for this area of challenge is that the use of technology has increased rapidly over time and may have resulted in inconsistent implementation of technology in the classroom.

Improving instructional

The hypothesized root cause for this area of challenge is that we are still early in our



Challenges	Discussion Point	Priority for Planning
practices by using technology more effectively for authentic student problem-solving and project-based learning.	progression through the SAMR Model for Technology Integration (Substitution, Augmentation, Modification, and Redefinition). We have mastered the integration of technology through the enhancement (Substitution, Augmentation) of instruction but need to continue to grow into the transformation (Modification, and Redefinition) stages.	
Understanding and meeting the academic and social-emotional needs of all students.	The hypothesized root cause for this area of challenge is that student needs have increased over time in the general population, which has been compounded by the pandemic.	
Implementing more evidence-based instructional strategies and assessments that foster high expectations for all students.	The hypothesized root cause for this area of challenge is the need for diversifying our assessment suite, both formatively and summatively, and to leverage technology to provide real-time performance data that more accurately reflect student mastery of the material.	

## ADDENDUM B: ACTION PLAN

### Action Plan: Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)

Action Steps	Anticipated Start/Completion Date	
Math curriculum review and evaluation in Kindergarten through Algebra I in high school.	08/23/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Monitoring of student performance on curriculum-based measures on unit and topic assessments, minimally on a monthly basis. Monitoring of students on criterion-based and norm-referenced measures, minimally once per trimester. Evaluation of student performance on PA Standardized Assessments.	1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.	
Material/Resources/Supports Needed	PD Step	Comm Step
1. PA Standard Aligned System 2. PA Standards in Mathematics 3. Yearly student performance data 4. Math program/resources	no	yes

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**Action Steps****Anticipated Start/Completion Date**

Professional learning opportunities on evidence-based practices for teaching mathematics like, but not limited to: a. Feedback b. Math Discourse c. Formative Assessment d. Problem-solving

08/23/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Monitoring of student performance on curriculum-based measures on unit and topic assessments, minimally on a monthly basis. Monitoring of students on criterion-based and norm-referenced measures, minimally once per trimester. Evaluation of student performance on PA Standardized Assessments.

1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

1. National Council of Teachers of Mathematics (NCTM) 2. Math Coaching and modeling 3. Math program - specific supports

yes

no



**Action Steps****Anticipated Start/Completion Date**

Structured remediation and intervention programs and frameworks in math.

08/23/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Monitoring of student performance on curriculum-based measures on unit and topic assessments, minimally on a monthly basis. Monitoring of students on criterion-based and norm-referenced measures, minimally once per trimester. Evaluation of student performance on PA Standardized Assessments.

1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.

**Material/Resources/Supports Needed**

**PD Step**    **Comm Step**

1. Response to Instruction and Intervention (RTII) expectations. 2. Evidenced-based research programs 3. Tutoring framework 4. RTII Specialists 5. Math Coaches and Math Teacher Leaders

no    yes



## Action Plan: Evidence-based Technology Integration Framework (SAMR)

Action Steps	Anticipated Start/Completion Date		
Professional learning opportunities on evidence-based practices for the integration of technology at the "Transformation" level of the SAMR framework that include, but are not limited to: a. SAMR Model b. Project-Based Learning/Authentic Learning Experiences & Assessments	08/23/2022 - 06/30/2025		
Monitoring/Evaluation	Anticipated Output		
1. Teacher surveys, administered minimally once per year. 2. Student artifacts. 3. Classroom observational practices (Walkthroughs, Formal Observations). 4. SAMR Evaluation Tool.	Increased frequency of instructional practices that use technology for project-based learning and authentic learning experiences and assessments.		
Material/Resources/Supports Needed	PD Step	Comm Step	
1. International Society for Technology in Education 2. Technology Coaching and modeling 3. Power User Groups 4. SAMR Framework Resources 5. Schoology 6. Nearpod	yes	no	
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## Action Plan: Coordinated Evidence-based Student Supports for Learning

Action Steps	Anticipated Start/Completion Date	
Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.	08/23/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
1. Classroom observational practices (Walkthroughs). 2. PDE Climate Survey/Building-based surveys, administered minimally once per year. 3. Discipline Referral Data.	1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals.	
Material/Resources/Supports Needed	PD Step	Comm Step
1. MTSS Framework a. Child Study Team b. Social Worker(s) c. Positive behavior instructional resources 2. Training in Trauma Informed Practices. 3. Community partners and related services.	yes	
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)</p>	<p>Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)</p>	<p>Professional learning opportunities on evidence-based practices for teaching mathematics like, but not limited to:            a. Feedback            b. Math Discourse            c. Formative Assessment            d. Problem-solving</p>	<p>08/23/2022 - 06/30/2025</p>
<p>Increase the frequency of instructional practices that use technology for project-based learning and authentic learning experiences and assessments as measured by teacher surveys, student artifacts, and classroom observational practices from the baseline data in the 2022-2023 school year through the 2024-2025 school year. (Instructional Practices - Technology Integration)</p>	<p>Evidence-based Technology Integration Framework (SAMR)</p>	<p>Professional learning opportunities on evidence-based practices for the integration of technology at the "Transformation"</p>	<p>08/23/2022 - 06/30/2025</p>

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

		level of the SAMR framework that include, but are not limited to: a. SAMR Model b. Project-Based Learning/Authentic Learning Experiences & Assessments	
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Ensure that the intellectual, emotional, physical, and social needs of students are coordinated to support their learning as measured by an increase in positive student perception on surveys of the school experience. (Student Support Systems)

Coordinated Evidence-based Student Supports for Learning

Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.

08/23/2022 - 06/30/2025





## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Evidence-based Instructional Practices: Teaching the Diverse Learner in an Inclusive Setting	All Professional Staff in Kindergarten through grade 12	<p>1. Purposeful Feedback- providing specific and timely student feedback 2. Formative Assessment - monitoring student learning to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning by identifying students' strengths and target areas that need work. 3. Math Discourse - developing practices and instructional tools in mathematics that develop students' metacognitive skills - clarify understandings, construct convincing arguments, and develop the language to express mathematical ideas. 4. Problem-Solving - developing practices and instructional tools that develop students' ability to problem solve. Problem-solving provides students with opportunities to extend their learning into a real-world setting which makes learning more authentic. 5. Project-Based Learning &amp; Assessments - developing teaching strategy that focuses on real-world problems and challenges using problem-solving, decision-making, and investigative skills. 6. SAMR Model - developing educator digital literacy through the transformation of assignments, student learning activities, and assessments that connect learning with the real world and produce authentic outcomes. 7. Trauma-Informed Practices - developing an understanding of how trauma can impact learning and student behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students.</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>1. PROFESSIONAL DEVELOPMENT SESSION EVALUATIONS (Surveys and Questionnaires) a. measures participants' level of interest and reaction to the professional learning b. measures the extent to which the professional development has changed participants' skills, knowledge, or attitudes 2. CLASSROOM OBSERVATIONS (Walkthroughs and Formal Observations) a. measures whether the professional learning led to the transfer of skills and knowledge in the everyday environment of the classroom 3. STUDENT PERFORMANCE DATA a. alongside classroom observation data, measures whether professional learning and transfer of skills and knowledge in the classroom led to improved instructional practices resulting in increased student achievement.</p>	08/23/2022 - 06/30/2025	Assistant Superintendent and Directors of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
1f: Designing Student Assessments	Trauma Informed Training (Act 18)
3a: Communicating with Students	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
3b: Using Questioning and Discussion Techniques	
2b: Establishing a Culture for Learning	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1e: Designing Coherent Instruction

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)</p>	<p>Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)</p>	<p>Math curriculum review and evaluation in Kindergarten through Algebra I in high school.</p>	<p>2022-08-23 - 2025-06-30</p>
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized assessments (PSSA and Keystone) in math in all tested grade levels on a yearly basis from the baseline scores in the 2021-2022 school year through the 2024-2025 school year. (Math Performance)</p>	<p>Evidence-based Instructional Practices (Feedback, Math Discourse, and Formative Assessment)</p>	<p>Structured remediation and intervention programs and frameworks in math.</p>	<p>2022-08-23 - 2025-06-30</p>

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Achievement	School Board and Community Members	Student academic achievement data. Progress toward meeting the goals of the 2022-2025 Comprehensive Plan
Anticipated Timeframe	Frequency	Delivery Method
06/30/2023 - 06/30/2025	Twice a year for the duration of the Comprehensive Plan	Presentation
Lead Person/Position	Dr. Isabel C. Resende, Assistant Superintendent	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

