

Midd-West SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	116555003	
Address 1		
8 Dock Hill Road		
Address 2		
City	State	Zip Code
Middleburg	PA	17842
Chief School Administrator		Chief School Administrator Email
Mr Joe Stroup		stroup.joe@mwsd.cc
Single Point of Contact Name		
Dr. Dane S. Aucker		
Single Point of Contact Email		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Mrs. Erin Slater	Supervisor of Special Education	Mid-West School District	sheedy.erin@mwsd.cc
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LEA Profile

The Midd-West School District is a large, rural school district situated in the western half of Snyder County, Pennsylvania. It is made up of four school buildings, including two K-5 elementary schools, West Snyder Elementary School and Middleburg Elementary School. The district also hosts a 6 and 7 middle school, the Midd-West Middle School, and a grades 8-12 high school, Midd-West High School. Three of the buildings including an elementary school, the middle school, and high school are located on the same campus in Middleburg, Pennsylvania, while West Snyder Elementary School is located 12 miles away in Beaver Springs.

There are a lot of agrarian and manufacturing interests and related employment available in the Midd-West School District. However, we also are located very near to several universities (Susquehanna, Bucknell, and Bloomsburg) and cultural centers that provide district residents a unique perspective desiring a quality education while still preparing them for the many manufacturing and agrarian related jobs in the area.

The Midd-West School District is one of the top employers located within in the school district boundaries employing approximately 304 staff members to serve approximately 2,000 students. Approximately 24% of our student population is serviced through an IEP or other type of student agreement. This diversity of student needs require instruction that is differentiated and tailored to a number of levels within the same classroom.

Mission and Vision

Mission

We are the educational leaders and professionals in our community. As such, we have a great responsibility not only to produce future productive citizens for this community, but to model how to deal with people effectively. Because our final product is the successful person, we must partner with students, parents, community members, colleagues, and all other individuals in the community effectively to achieve this. We believe: Our school community must nurture the intellectual, social, emotional, and physical well-being of students. Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success. All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect and value the unique needs of each learner. Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all. We make resources available to provide all students with the opportunity to achieve their educational and career goals. We are accountable to the students, families and the communities we serve. Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

Vision

Learning is a dynamic social process that requires interaction, collaboration, and a systematic approach. When individuals within our organization are internally motivated, results and process oriented, conscientious communicators, creative problems solvers, and put other people first everyone's learning experience and work experience can be favorably impacted so they can be part of a Quality Education for All, for Life! The vision of the Midd-West School District can be summarized as "a thorough education, done properly, with a purpose." Our vision includes... a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student use of teaching strategies based on "what works"/ research. a seamless system of assessment used by teachers to design instruction. highly qualified teachers who focus on personal professional development to increase student achievement. highly qualified leaders who are future focused, proactive and consistent. a high level of stakeholder involvement and support. safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community. cutting-edge technology used to advance educational goals.

Educational Values

Students

Students are our greatest resource and our ultimate finished product. In order to turn them into productive citizens, we must strive to build relationships, demonstrate empathy, and model selflessness.

Staff

We take care of our colleagues and respect their effort because our work environment and end products are better as a result of working together.

Administration

We take care of our colleagues and respect their effort because our work environment and end products are better as a result of working together.

Parents

The family unit is our second greatest asset. This must be harnessed to support the growth and development of our students.

Community

The community is whom we serve as we produce future citizens and leaders of that community. The support and collaboration with the community is necessary in making this a viable process.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All students group at Mid-West High School in ELA/Literature met the standard demonstrating growth.	The academic growth score for MWHS was 70.5 which is above the statewide growth standard of 70.0
All students group at Mid-West High School in Science/Biology met the standard demonstrating growth.	The academic growth score for MWHS was 71.0 which is above the statewide growth standard of 70.0
All students group at Mid-West High School met the performance standard for regular attendance.	The percent of students not chronically absent for MWHS was 84.2% which is above the state average of 73.9%.
Mid-West Middle School - Academic Growth Expectations in ELA/Literature	All student group exceeds the standard demonstrating growth.
Mid-West Middle School - Academic Growth Expectations in Mathematics/Algebra 1.	All student group meets the standard demonstrating growth.
Mid-West Middle School - Percent regular attendance	All student group meets performance standard for regular attendance.
Middleburg Elementary School - Academic Growth Expectations in Mathematics/Algebra 1	All student group exceeds the standard demonstrating growth.
Middleburg Elementary School - Percent regular attendance	All student group meets performance standard.
Middleburg Elementary School - Percent career standards benchmark	All student group exceeds performance standard.
West Snyder Elementary School - Academic growth expectations in ELA/Literature	All student group meets the standard demonstrating growth.
West Snyder Elementary School - Academic growth expectations in Mathematics/Algebra 1	All student group meets the standard demonstrating growth.
West Snyder Elementary School - Percent career standards benchmark	All student group exceeds performance standard.

Challenges

Indicator	Comments/Notable Observations
Mid-West High School - Percent Proficient/Advanced in ELA/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target.

Mid-West High School - Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target.
Mid-West High School - Academic Growth Expectations in Mathematics/Algebra 1	All Student Group Did Not Meet the Standard Demonstrating Growth.
Mid-West Middle School - Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target.
Mid-West Middle School - Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target.
Middleburg Elementary School - Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target.
Middleburg Elementary School - Academic Growth Expectations in English Language Arts/Literatures	All Student Group Did Not Meet the Standard Demonstrating Growth.
Middleburg Elementary School - Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target.
West Snyder Elementary School - Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target.
West Snyder Elementary School - Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target.

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

Strengths

Indicator Mid-West High School - ELA/Literature Growth Grade Level(s) and/or Student Group(s) All Student group is 70.5 White student group is 70.0	Comments/Notable Observations Both groups either meet or exceed the statewide growth standard of 70.0.
Indicator Mid-West High School - Science/Biology Growth Grade Level(s) and/or Student Group(s) All student group is 71.0 White student group is 70.5	Comments/Notable Observations Both groups exceeded the statewide growth standard of 70.0.
Indicator Mid-West High School - Career Standards Benchmark Grade Level(s) and/or Student Group(s)	Comments/Notable Observations All groups exceeded the statewide average of 89.6% and the statewide performance standard of 98%.

<p>All student group is 100%. White student group is 100% Economically disadvantage group is 100%. Student with disability group is 100%</p>	
<p>Indicator Mid-West High School - Graduation Rate - All student group meets interim goal/improvement target Grade Level(s) and/or Student Group(s) All student group is 88.1% White student group is 89.5%</p>	<p>Comments/Notable Observations Both groups exceeded the statewide average of 87.0%.</p>
<p>Indicator Mid-West High School - Industry Based Learning Grade Level(s) and/or Student Group(s) All student group is 77.6% White student group is 77.7% Economically disadvantage group is 78.3% Students with disabilities group is 85.7%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average of 32.8% and the performance standard of 30.7%.</p>
<p>Indicator Mid-West Middle School - English Language Arts/Literature Growth Grade Level(s) and/or Student Group(s) All student group is 95.0% White student group is 96.0% Economically disadvantage student group is 79.0% Students with disabilities group is 78.0%.</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average growth score of 75.4% and growth standard of 70.0%.</p>
<p>Indicator Mid-West Middle School - Mathematics/Algebra Growth Grade Level(s) and/or Student Group(s) All student group is 77.0% White student group is 76.0% Economically disadvantage student group is 72.0%</p>	<p>Comments/Notable Observations All students exceeded the statewide growth standard of 70.0%.</p>
<p>Indicator Mid-West Middle School - Regular Attendance Grade Level(s) and/or Student Group(s) All student group is 90.1% White student group is 90.8% Economically disadvantage group is 86.7% Students with disabilities group is 91.3%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average of 73.9%.</p>
<p>Indicator Middleburg Elementary School - Science/Biology Performance Grade Level(s) and/or Student Group(s) All student group is 72.5% White student group is 72.1%</p>	<p>Comments/Notable Observations Both groups exceeded the statewide average of 58.9%.</p>
<p>Indicator Middleburg Elementary School - Mathematics/Algebra Growth</p>	<p>Comments/Notable Observations</p>

<p>Grade Level(s) and/or Student Group(s) All student group is 100.0% White student group is 100.0% Economically disadvantage group is 79.0% Students with disabilities group is 73.0%</p>	<p>All student groups exceeded the statewide average growth score of 74.9% and the growth standard of 70.0%.</p>
<p>Indicator Middleburg Elementary School - Science/Biology Growth Grade Level(s) and/or Student Group(s) All student group is 79.0% White student group is 79.9% Economically disadvantage group is 72.0% Students with disabilities group is 71.0%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide growth standard of 70.0%.</p>
<p>Indicator Middleburg Elementary School - Career Standards Benchmark Grade Level(s) and/or Student Group(s) All student group is 100.0% White student group is 100.0% Economically disadvantage group is 100.0% Students with disabilities group is 100.0%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average of 89.6% and the performance standard of 98.0%.</p>
<p>Indicator West Snyder Elementary School - Science/Biology Performance Grade Level(s) and/or Student Group(s) All student group is 75.9% White student group is 74.5%</p>	<p>Comments/Notable Observations Both student groups exceeded the statewide average of 58.9%.</p>
<p>Indicator West Snyder Elementary School - ELA/Literature Growth Grade Level(s) and/or Student Group(s) All student group is 79.0% White student group is 78.0% Economically disadvantage group is 79.0% Students with disabilities group is 77.0%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average growth score of 75.4% and the growth standard of 70.0%.</p>
<p>Indicator West Snyder Elementary School - Science/Biology Growth Grade Level(s) and/or Student Group(s) All student group is 100.0% White student group is 98.0%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average growth score of 74.7% and the growth standard of 70.0%.</p>
<p>Indicator West Snyder Elementary School - Career Standards Benchmark Grade Level(s) and/or Student Group(s) All student group is 100.0% White student group is 100.0% Economically disadvantage group is 100.0% Students with disabilities group is 100.0%</p>	<p>Comments/Notable Observations All student groups exceeded the statewide average of 89.6% and the performance standard of 98.0%.</p>

Challenges

Indicator	Comments/Notable Observations
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<p>Mid-West High School - English Language Arts/Literature, Mathematics/Algebra, Science/Biology Performance</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>ELA: All student group is 58.6% White student group is 59.,5% Economically disadvantage group is 49.1% Student with disabilities group is 7.0% Mathematics: All student group is 25.9% White student group is 26.4% Economically disadvantage group is 13.9% Student with disabilities group is 0.0% Science: All student group is 57.0% White student group is 57.7% Students with disabilities is 12.3%</p>	<p>Although the all student group exceeded the statewide average of 54.5% in ELA, it did not meet the 2033 goal of 81.1%. Additionally, Math did not meet the state average of 38.3% and 58.9% in science nor did both subjects meet the statewide 2033 goal of 71.8% and 83.0% respectively.</p>
<p>Indicator</p> <p>Mid-West High School - Mathematics/Algebra Growth</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>All student group is 50.0% White student group is 50.0% Economically disadvantage group is 52.0% Student with disabilities group is 62.0%</p>	<p>Comments/Notable Observations</p> <p>The growth score was not met for the average being 74.9% in mathematics by the state average and the 2033 goal of 70.0%.</p>
<p>Indicator</p> <p>Mid-West Middle School - English Language Arts/Literature, Mathematics/Algebra Performance</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>ELA: All student group is 58.5% White student group is 58,5% Economically disadvantage group is 48.1% Student with disabilities group is 14.5% Mathematics: All student group is 46.7% White student group is 47.5% Economically disadvantage group is 34.1% Student with disabilities group is 6.6%.</p>	<p>Comments/Notable Observations</p> <p>Although the all student group exceeded the statewide average of 54.5% in ELA, it did not meet the 2033 goal of 81.1%. Additionally, Math did also meet the state average of 38.3% and but did both subjects did not meet the statewide 2033 goal of 81.1% and 71.8% respectively.</p>
<p>Indicator</p> <p>Middleburg Elementary School - English Language Arts/Literature, Mathematics/Algebra Performance</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>ELA: All student group is 52.9% White student group is 52.8% Economically disadvantage group is 46.2% Student with disabilities group is 17.9% Mathematics: All student group is 48.1% White student group is 49.2% Economically disadvantage group is 38.6% Student with disabilities group is 10.3%.</p>	<p>Comments/Notable Observations</p> <p>Although the all student group exceeded the statewide average of 54.5% in ELA, it did not meet the 2033 goal of 81.1%. Additionally, Math did also meet the state average of 38.3% and but did both subjects did not meet the statewide 2033 goal of 81.1% and 71.8% respectively.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>West Snyder Elementary School - English Language Arts/Literature, Growth</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>All student group is 50.0% White student group is 50.0% Economically disadvantage group is 50.0% Student with disabilities group is 50.0%</p>	<p>None of the student groups met the statewide average growth score of 75.4% and the standard of growth at 70.0%.</p>
<p>Indicator</p> <p>West Snyder Elementary School - English Language Arts/Literature, Mathematics/Algebra Performance</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>ELA: All student group is 59.0% White student group is 58.4% Economically disadvantage group is 51.6% Student with disabilities group is 19.4% Mathematics: All student group is 48.2% White student group is 47.8% Economically disadvantage group is 45.3% Student with disabilities group is 19.4%.</p>	<p>Comments/Notable Observations</p> <p>Although the all student group exceeded the statewide average of 54.5% in ELA, it did not meet the 2033 goal of 81.1%. Additionally, Math did also meet the state average of 38.3% and but did both subjects did not meet the statewide 2033 goal of 81.1% and 71.8% respectively.</p>

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.

Mid-West High School - Career Standards Benchmark
Mid-West Middle School - English Language Arts/Literature Growth
Middleburg Elementary School - Mathematics/Algebra Growth
West Snyder Elementary School - Career Standards Benchmark

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.

Mid-West High School - English Language Arts/Literature, Mathematics/Algebra, Science/Biology Performance
Mid-West Middle School - English Language Arts/Literature, Mathematics/Algebra Performance
Middleburg Elementary School - English Language Arts/Literature, Mathematics/Algebra Performance
West Snyder Elementary School - English Language Arts/Literature, Growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Linkit/CDT	CDT assessments are utilized in grades 6-11 and have been an accurate predictor of proficiency on state PSSA and Keystone.
MAP	MAP assessments are utilized at elementary level. Data from MAP testing shows 69% of all district elementary level students will score proficient or better on Math PSSA assessment.
Study Island	Utilized at all levels as an intervention and as a practice application, teachers indicated this data source is a valuable identifier of needs and strengths.
Dibels	Utilized to determine tier 2 and tier 3 interventions for elementary students. The interventions vary from year to year depending upon the Dibels data.
LEXIA	Placement test which shows what grade level students are at. As students progress, teachers can see what specific reading skills students are working on. The students can also see their progress on their skills for each level.
Exact Path	Middle level ELA teachers utilize Exact Path to determine RTII needs.

English Language Arts Summary

Strengths

Dibels reporting identifies students who are not making progress and are then given intensified instruction.
MAP data indicates 69.0% of all district elementary level students will score proficient or better on ELA PSSA assessment as of the first round of administration.
Keystone Literature proficiency was 66.7% as compared to the state average of 53.3% for the 2024 Assessment.
Middle school all student group and white student group showed significant growth while economically disadvantage and students with disabilities sub group showed moderate growth.

Challenges

Writing needs to be established as the highest priority goal in the Midd-West School District
33% of elementary students predicted to score proficiency on the ELA PSSA
In all grade levels, the district is not on track to meet the 2033 goals based on our overall student performance.

Mathematics

Data	Comments/Notable Observations
Linkit/CDT	Accurate predictor of proficiency on state PSSA and Keystone Assessments.

MAP	Accurate predictor of proficiency on state PSSA and Keystone Assessments. and 66% on Math PSSA assessment.
Study Island	Application which allows students to work on skills in specific subject areas.
ALEKS	Provides interventions intended on addressing math anchor specific skills.
Get More Math	Supplemental program utilized at the middle level in grades 5-7.
Spring Math	Utilized at the primary elementary level. Math fact fluency program.
Reflex Math	Utilized in elementary K-5 for a fact fluency program.

Mathematics Summary

Strengths

Student projected proficiency on Linkit Form A was 9% and by form C it was 36% on Keystone Algebra with the final percentage proficiency being 47.7%
MAP Data in Math is showing that the same cohort of students from last year to this year have grown on an average of 15% from last year to this year.
Students in Get More Math have exceeded their weekly goals of points per week.
High school has out performed their previous year's PSSA and Keystone scores with 32% to 39.4% in PSSAs and 25.9% to 47.7% in Keystone Algebra.

Challenges

As shown by the MAP Data, students in grades Kindergarten and 2nd at Middleburg Elementary are showing achievement but no growth.
Growing students in the high school level is well below growth standard expectation in all student group categories, white student group, economically disadvantaged, and students with disabilities.
Overall student performance in the high school level is well below performance standard expectation in all student group categories, white student group, economically disadvantaged, and students with disabilities.
7th Grade Pre Algebra has a higher than average percentage of teacher turn over/retention thus not allowing teachers to refine skills and deliver sound, quality instruction but instead needing to learn students, processes, and grow as an educator.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Linkit/CDT	Accurate predictor of proficiency on state PSSA and Keystone Assessments.
Study Island	Application which allows students to work on skills in specific subject areas.

Science, Technology, and Engineering Education Summary

Strengths

Students are homogeneously grouped in accelerated biology classes and have higher enrollment in higher level science classes, additionally Advanced Placement courses are offered at the high school level to further accelerate students in the science fields.
Low turn over of staff at the middle school level allows for consistency in curriculum delivery.
PSSA data projections show students are projected to finish with 66% of the student group at proficiency level.
Projected proficiency for the Keystone Biology was 44% based on the final assessment in Linkit, however, the final percentage of proficiency ended being 51.8%.

Challenges

Science education is currently integrated into the elementary curriculum in other subject areas and does not have time to be fully integrated in a daily schedule. An explicit Science curriculum based on the STEELS standards is in the process of being created.
Economically disadvantaged (66.5%) and students with disabilities (68.0%) did not meet growth target at the high school and has shown a historically decrease over 3 years from 87% to 66.5%.
Relatively newer high school science department with inexperience teaching content. With more experience and professional development will help deliver desired outcomes and results.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Career planning application utilized by all students at Midd-West School District.
Nocti Exam	An American certifying body that tests students on their abilities to perform the skills needed in a career.
Workforce Employer Input	Several meetings with our Career and Technical School along with input from local business owners indicates that many students coming out of high school lack essential qualities.
ASVAB	The Armed Services Vocational Aptitude Battery helps students understand their strengths in vocational areas for future career considerations.
CUEC - Bloomsburg University	On average 20-25 students enroll in the dual credit program during their senior year to earn college credits.
PSAT	MWSD pays for all 10th grade students' initial exam cost.
SUN Area Technology Center	On average 60-70 students enroll in the vocational program during their senior year at the CTC.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Nocti Exam	An American certifying body that tests students on their abilities to perform the skills needed in a career.
Ag Mechanics	Ag Mechanics is a PDE approved program offered in the Midd-West High School.
Ag Science	Ag Science is a PDE approved program offered in the Midd-West High School.

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)

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

Data	Comments/Notable Observations
Civics Exam	District overall average on the 23-24 Civics Exam was an 93.42% and 29 total students received a perfect score. The most ever in a year.

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

Commonwealth University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Midd-West SD - Fully Executed Commonwealth University.pdf

Partnering Institution

Susquehanna University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Susquehanna University.pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

lack 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.

District overall average on the 23-24 Civics Exam was an 93.42%.
26 students at Midd-West HS are enrolled in Work Study and are exploring job opportunities under the safety net of the Work Study Program and learning valuable employability and life skills.
29 of the total students taking the Civics assessment attained a perfect score. The most perfect scores in a single year of administration.
7 of the 11 students taking the NOCTI written exam scored advanced in the 2024 school year.

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.

Two students scored Basic on the 2024 written NOCTI exam.
Students graduating high school lack essential qualities employers are seeking including a lack of work ethic, ability to meet timelines, ability to work as part of a team, problem solving skills, and communication skills.
11 of the 11 students taking the Production Agriculture exam scored basic overall.

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.

Students with Disabilities and Economically Disadvantaged at Middleburg Elementary School showed a year's worth of growth in mathematics.

Students with Disabilities and Economically Disadvantaged at West Snyder Elementary School showed a year's worth of growth in ELA and mathematics.
Students with Disabilities and Economically Disadvantaged at West Snyder Elementary School showed over a year's worth of growth in Science.

Challenges

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

Student with Disabilities and Economically Disadvantage Student groups are performing below state expectations in all tested subjects across the District.
Student with Disabilities and Economically Disadvantage Student groups are not showing growth that is at the expected state rate in thee secondary levels of reading and math.
Students are entering kindergarten with lower overall school readiness skills and abilities.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We have seen an increase in special education evaluation numbers, and we have established MTSS systems across the District.
Title 1 Program	We are constantly looking at our Title 1 program and data to improve.
Student Services	
K-12 Guidance Plan (339 Plan)	Report has helped us establish internships, align career readiness activities, and establish community partnerships.
Technology Plan	Plan supports the use of technology throughout the district and provides guidance to employees, students, and families.
English Language Development Programs	Historically, MWSD has a low student count of identified students in this category. Continued focus on our EL programs and progress of students.

Strengths

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

Counseling services has increased over the years with an additional member for SAP/Mental Health.
Technology department has crated a cyclical replacement cycle for all things technology to help ensure the district is not burdened with the needs to purchase multiple high-cost expenditures at once.
Title I program has a well developed bank of interventions that allow staff to customize intervention instruction to the needs of the students.

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's counseling department along with social services has 6 out of 7 counselors with less than 2 years of counseling experience as a school counselor/ social worker.
Technology rate of change places a need for continual funding for technology projects which could continue to place a financial burden on the District.
The District would struggle to meet the demands of technology upgrades without E-rate funding.
We are continuing to try to provide interventions for students who are not making progress with Tier 1 instruction in grades K-5 and the percentage of students in Tiers 2 and 3 is higher than average.

Mental Health services are limited in the region to help provide students with proper supports outside of school.

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	Operational

Implement Data-Driven Human Capital Strategies

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

Foster a vision and culture of high expectations for success for all students, educators, and families.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Challenges

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

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Coordinate and monitor supports aligned with students' and families' needs.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Mid-West High School - Career Standards Benchmark	True
Mid-West Middle School - English Language Arts/Literature Growth	True
Middleburg Elementary School - Mathematics/Algebra Growth	True
West Snyder Elementary School - Career Standards Benchmark	True
Dibels reporting identifies students who are not making progress and are then given intensified instruction.	False
MAP data indicates 69.0% of all district elementary level students will score proficient or better on ELA PSSA assessment as of the first round of administration.	False
Keystone Literature proficiency was 66.7% as compared to the state average of 53.3% for the 2024 Assessment.	False
Middle school all student group and white student group showed significant growth while economically disadvantage and students with disabilities sub group showed moderate growth.	False
Student projected proficiency on Linkit Form A was 9% and by form C it was 36% on Keystone Algebra with the final percentage proficiency being 47.7%	False
MAP Data in Math is showing that the same cohort of students from last year to this year have grown on an average of 15% from last year to this year.	False
Students in Get More Math have exceeded their weekly goals of points per week.	False
Students are homogeneously grouped in accelerated biology classes and have higher enrollment in higher level science classes, additionally Advanced Placement courses are offered at the high school level to further accelerate students in the science fields.	False
Low turn over of staff at the middle school level allows for consistency in curriculum delivery.	False
High school has out performed their previous year's PSSA and Keystone scores with 32% to 39.4% in PSSAs and 25.9% to 47.7% in Keystone Algebra.	False
PSSA data projections show students are projected to finish with 66% of the student group at proficiency level.	False
District overall average on the 23-24 Civics Exam was an 93.42%.	False

26 students at Midd-West HS are enrolled in Work Study and are exploring job opportunities under the safety net of the Work Study Program and learning valuable employability and life skills.	False
29 of the total students taking the Civics assessment attained a perfect score. The most perfect scores in a single year of administration.	False
7 of the 11 students taking the NOCTI written exam scored advanced in the 2024 school year.	False
Students with Disabilities and Economically Disadvantaged at Middleburg Elementary School showed a year's worth of growth in mathematics.	False
Projected proficiency for the Keystone Biology was 44% based on the final assessment in Linkit, however, the final percentage of proficiency ended being 51.8%.	False
Students with Disabilities and Economically Disadvantaged at West Snyder Elementary School showed a year's worth of growth in ELA and mathematics.	False
Students with Disabilities and Economically Disadvantaged at West Snyder Elementary School showed over a year's worth of growth in Science.	False
Counseling services has increased over the years with an additional member for SAP/Mental Health.	False
Technology department has crated a cyclical replacement cycle for all things technology to help ensure the district is not burdened with the needs to purchase multiple high-cost expenditures at once.	False
Title I program has a well developed bank of interventions that allow staff to customize intervention instruction to the needs of the students.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True

Challenges

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

Strength	Check for Consideration in Plan
Midd-West High School - English Language Arts/Literature, Mathematics/Algebra, Science/Biology Performance	False
Midd-West Middle School - English Language Arts/Literature, Mathematics/Algebra Performance	False
Middleburg Elementary School - English Language Arts/Literature, Mathematics/Algebra Performance	False
West Snyder Elementary School - English Language Arts/Literature, Growth	False

Writing needs to be established as the highest priority goal in the Midd-West School District	False
33% of elementary students predicted to score proficiency on the ELA PSSA	False
In all grade levels, the district is not on track to meet the 2033 goals based on our overall student performance.	True
	False
As shown by the MAP Data, students in grades Kindergarten and 2nd at Middleburg Elementary are showing achievement but no growth.	False
Growing students in the high school level is well below growth standard expectation in all student group categories, white student group, economically disadvantaged, and students with disabilities.	False
Science education is currently integrated into the elementary curriculum in other subject areas and does not have time to be fully integrated in a daily schedule. An explicit Science curriculum based on the STEELS standards is in the process of being created.	True
Economically disadvantaged (66.5%) and students with disabilities (68.0%) did not meet growth target at the high school and has shown a historically decrease over 3 years from 87% to 66.5%.	False
Overall student performance in the high school level is well below performance standard expectation in all student group categories, white student group, economically disadvantaged, and students with disabilities.	False
7th Grade Pre Algebra has a higher than average percentage of teacher turn over/retention thus not allowing teachers to refine skills and deliver sound, quality instruction but instead needing to learn students, processes, and grow as an educator.	False
Two students scored Basic on the 2024 written NOCTI exam.	False
Students graduating high school lack essential qualities employers are seeking including a lack of work ethic, ability to meet timelines, ability to work as part of a team, problem solving skills, and communication skills.	True
11 of the 11 students taking the Production Agriculture exam scored basic overall.	False
Student with Disabilities and Economically Disadvantage Student groups are performing below state expectations in all tested subjects across the District.	False
Relatively newer high school science department with inexperience teaching content. With more experience and professional development will help deliver desired outcomes and results.	False
Student with Disabilities and Economically Disadvantage Student groups are not showing growth that is at the expected state rate in thee secondary levels of reading and math.	True
The District's counseling department along with social services has 6 out of 7 counselors with less than 2 years of counseling experience as a school counselor/ social worker.	False
Technology rate of change places a need for continual funding for technology projects which could continue to place a financial burden on the District.	False
The District would struggle to meet the demands of technology upgrades without E-rate funding.	False

We are continuing to try to provide interventions for students who are not making progress with Tier 1 instruction in grades K-5 and the percentage of students in Tiers 2 and 3 is higher than average.	False
Mental Health services are limited in the region to help provide students with proper supports outside of school.	False
Students are entering kindergarten with lower overall school readiness skills and abilities.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
Coordinate and monitor supports aligned with students' and families' needs.	True

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.

One area MWSD faces along with other districts is the lack of certified educators to fill the openings across the district at hard to fill areas such as high school level sciences, mathematics, ELA. In addition to the district need of certified special education teachers k-12, counselors. The same cannot be said as it was once before for elementary certified educators, however, the challenge of pk-4 and 5-8 certifications hinder the District's ability to strategically allocate staff based on certifications at the elementary level.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In all grade levels, the district is not on track to meet the 2033 goals based on our overall student performance.	The level the state has established for the year 2033 seems to be unreasonable in the fact that all student's are not on track to meet this goal and the goal appears to be adjusted based on student performance.	True
Science education is currently integrated into the elementary curriculum in other subject areas and does not have time to be fully integrated in a daily schedule. An explicit Science curriculum based on the STEELS standards is in the process of being created.	Continued writing of curriculum based on the new standards needs to be completed.	True
Students graduating high school lack essential qualities employers are seeking including a lack of work ethic, ability to meet timelines, ability to work as part of a team, problem solving skills, and communication skills.	Skills are not addressed or taught to the level necessary for students to incorporate them into their everyday lives. There is a lack of expectations for these "soft skills" in the school system.	False
Student with Disabilities and Economically Disadvantage Student groups are not showing growth that is at the expected state rate in thee secondary levels of reading and math.	As a District, we are working on these sub group identifications as a collective unit through the Special Education Plan.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	In the field of education, there are currently not enough educators graduating and coming into the field so it is a competitive market. Graduating educators are in high demand and several factors can influence a new teacher's choice of districts.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	The work study program the District offers is unique in that it offers class credit in addition to exploring careers outside of the classroom in an authentic setting. One of the goals of the experience is to improve students' employability skills and core values like worth ethic, time on task, being punctual, etc. In addition, the Snyder County Conservation District also partners with the school district to provide opportunities for students to	True

	learn about the environment through multiple avenues like the Envirothon, 2nd grade Community Day, and Outdoor Education for the 5th grade students.	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	The District adopted a policy on external communication with families to use the same platform across the District. The program, Thrillshare Rooms, offers the two way communication between the District and parents. Overall, both the District and provider are still working to overcome some challenges with the program and make it more user friendly for both parties.	False
Coordinate and monitor supports aligned with students' and families' needs.	The District offers a wide range of outside, supplemental services to students' and families needs. No longer is the District only the educational experts, now we are the central hub for all things associated with students including counseling, therapy, family supports, etc.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Midd-West High School - Career Standards Benchmark	
Midd-West Middle School - English Language Arts/Literature Growth	Growth across multiple subject areas is somewhat seen as more favorable for certain groups of students who may never be able to show proficiency but can show growth.
Middleburg Elementary School - Mathematics/Algebra Growth	
West Snyder Elementary School - Career Standards Benchmark	
Foster a vision and culture of high expectations for success for all students, educators, and families.	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Using our strengths in this area, we can create an action plan to move forward and foster the skills that are needed and desired.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	We are very strategic in the expense category in the district from all revenue streams. We do not spend, just for the sake of spending. We are conscious of our needs and are creative in the solutions generated through a team discussion.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to grow our students in pursuit of academic excellence and eliminate barriers to student achievement and performance.
	Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2026. The new curriculum will identify what students will know and be able to do at each grade level.
	The recruitment and retention of high-quality leaders and teachers must be a focal point for the Mid-West School District. An emphasis on developing welcoming and supportive relationships with new employees must be a priority. The adoption of a retention plan for new employees should be considered as part of the district's induction program for teachers and leaders.
	Educating students is no longer conducted in isolation, rather through experiences outside of the school setting or authentic experiences inside the school that offer practical, real world scenarios to have students grow and develop life long learning.

Goal Setting

Priority: We will continue to grow our students in pursuit of academic excellence and eliminate barriers to student achievement and performance.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 27-28 year, the Mid-West School District will utilize data to help deliver tiered intervention through the MTSS model to specifically target student deficiencies through instruction in whole group, small group, and station rotation teaching. This specific method of intervention encompasses all students regardless of race, students with an IEP, or even economically disadvantage students.		
Measurable Goal Nickname (35 Character Max)		
Intervention and Instruction		
Target Year 1	Target Year 2	Target Year 3
The district will utilize the MTSS model in the elementary school for all students in K-5 in both math and language arts which includes hybrid learning to deliver specific interventions based on student needs.	The station rotation model will continue to evolve and be utilized in the MTSS model and regular classroom instruction in the middle and high school levels with the help and support of outside resources.	By the end of the 27-28 year, the Mid-West School District will utilize data to help deliver tiered intervention through the MTSS model to specifically target student deficiencies through instruction in whole group, small group, and station rotation teaching. This specific method of intervention encompasses all students regardless of race, students with an IEP, or even economically disadvantage students.

Priority: Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2026. The new curriculum will identify what students will know and be able to do at each grade level.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By the end of the 27-28 school year, all students in the Mid-West School District will be receiving high quality, regularly scheduled science instruction that is part of the daily schedule.		
Measurable Goal Nickname (35 Character Max)		
Science Instruction		
Target Year 1	Target Year 2	Target Year 3

Each grade level will understand the new STEELS standards and how they are needing to change their instruction to ensure the specific standards are taught in that year through professional development and curriculum revision.	All grade levels and teachers will have the necessary materials, resources, and professional development to support the high quality instruction that will be occurring in that grade level.	By the end of the 27-28 school year, all students in the Mid-West School District will be receiving high quality, regularly scheduled science instruction that is part of the daily schedule.
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Priority: The recruitment and retention of high-quality leaders and teachers must be a focal point for the Mid-West School District. An emphasis on developing welcoming and supportive relationships with new employees must be a priority. The adoption of a retention plan for new employees should be considered as part of the district’s induction program for teachers and leaders.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 27-28 school year, the Mid-West School District will employ high-quality leaders and teachers and will implement a retention plan to help retain high-quality teachers during their first 5 years of employment with the district.		
Measurable Goal Nickname (35 Character Max)		
Recruiting and Retention		
Target Year 1	Target Year 2	Target Year 3
In conjunction with the school climate survey, the district will utilize retention and exit surveys to collect job satisfaction data from new employees and employees leaving the district. The survey will be administered to any employee resigning and the feedback will be gathered to help coordinate a plan to help retain teachers.	The district will use the data obtained in target year one and subsequent years to develop and consistently revise a retention plan to address areas of need and expand on positive retentions that currently exist.	By the end of the 27-28 school year, the Mid-West School District will employ high-quality leaders and teachers and will implement a retention plan to help retain high-quality teachers during their first 5 years of employment with the district.

Priority: Educating students is no longer conducted in isolation, rather through experiences outside of the school setting or authentic experiences inside the school that offer practical, real world scenarios to have students grow and develop life long learning.

Outcome Category
Career Standards Benchmark
Measurable Goal Statement (Smart Goal)

By the end of the 27-28 school year, all students in the Mid-West School District will be developing age appropriate career readiness skills that will help them be successful post graduation through shared community experiences, career fairs, and authentic learning applications.

Measurable Goal Nickname (35 Character Max)

Career Readiness

Target Year 1

Students will learn about life after graduation and start mapping a plan to achieve that goal. Elementary will be exposure to a variety of careers, middle will be interest surveys, and high school will be course mapping.

Target Year 2

When students reach the high school, they will be identifying a career path of their interest and completing the necessary coursework to properly prepare them for life after graduation. This can look like taking specific CIP courses, Work Study, Sun-Tech, and/or dual enrollment courses with approved colleges/universities.

Target Year 3

By the end of the 27-28 school year, all students in the Mid-West School District will be developing age appropriate career readiness skills that will help them be successful post graduation through shared community experiences, career fairs, and authentic learning applications.

Action Plan

Measurable Goals

Intervention and Instruction	Recruiting and Retention
Science Instruction	Career Readiness

Action Plan For: MTSS and Hybrid Instruction

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 27-28 year, the Mid-West School District will utilize data to help deliver tiered intervention through the MTSS model to specifically target student deficiencies through instruction in whole group, small group, and station rotation teaching. This specific method of intervention encompasses all students regardless of race, students with an IEP, or even economically disadvantage students.

Action Step		Anticipated Start/Completion Date	
All K-5 teachers will be utilized the tiered MTSS model of intervention and station rotation.		2026-08-17	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Building Administrators	CSIU/PaTTAN Resources, Professional Readings, Literature related to instructional practices/Differentiation	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will be receiving specific interventions based on their need and will grow academically, emotionally, behaviorally, based on their areas of identified need.	Teachers surveys, observations, student achievement will all be monitored in order to determine the effectiveness instruction and intervention. Administrative observations will also be utilized where appropriate.

Action Plan For: Science Instruction

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 27-28 school year, all students in the Mid-West School District will be receiving high quality, regularly scheduled science instruction that is part of the daily schedule.

Action Step		Anticipated Start/Completion Date	
Science instruction will be specific to each grade level to address new STEEL standards and prepare students with necessary STEM knowledge.		2026-08-17	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Building Administrators, Subject area teachers	Curricular resources, planning time and possible financial costs for time spent by teacher outside of contractual time, STEEL standards, Outside support from IU and other experts	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All grade levels will be delivering science instruction on a daily basis according to the daily schedule. The science instruction will be based on specific grade level standards.	Teachers surveys, observations, student achievement will all be monitored in order to determine the instruction. Administrative observations will also be utilized where appropriate.

Action Plan For: Smart Futures and Career Readiness

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 27-28 school year, all students in the Mid-West School District will be developing age appropriate career readiness skills that will help them be successful post graduation through shared community experiences, career fairs, and authentic learning applications.

Action Step		Anticipated Start/Completion Date	
Smart Futures will be utilized in all grade levels K-12 to help students develop a sense of life after graduation from high school.		2025-08-18	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum and Instruction, Building Administrators	Smart Futures staff professional development, time in schedule to conduct instruction, Curricular resources, planning time and possible financial costs for time spent by teacher outside of contractual time, course standards, Outside support from IU and other experts	Yes	Yes
Action Step		Anticipated Start/Completion Date	
High school course mapping and student course work to fully prepare students for post high school. This can include but not limited to CIPs, Work Study, Dual Enrollment, Vocational School, tailored high school classes, etc.		2027-08-16	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Building Administrators	School Board Support, time to create revised course work, PDE support for credentialization, professional development, time in schedule to conduct instruction, Curricular resources, planning time and possible financial costs for time spent by teacher outside of contractual time, course standards, Outside support from IU and other experts	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Age appropriate career readiness instruction will be occurring in all grade levels.	Teachers surveys, observations, student achievement will all be monitored in order to determine the instruction. Administrative observations will also be utilized where appropriate.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS and Hybrid Instruction	All K-5 teachers will be utilized the tiered MTSS model of intervention and station rotation.
Science Instruction	Science instruction will be specific to each grade level to address new STEEL standards and prepare students with necessary STEM knowledge.
Smart Futures and Career Readiness	Smart Futures will be utilized in all grade levels K-12 to help students develop a sense of life after graduation from high school.
Smart Futures and Career Readiness	High school course mapping and student course work to fully prepare students for post high school. This can include but not limited to CIPs, Work Study, Dual Enrollment, Vocational School, tailored high school classes, etc.

Science Instruction

Action Step		
<ul style="list-style-type: none"> Science instruction will be specific to each grade level to address new STEEL standards and prepare students with necessary STEM knowledge. 		
Audience		
All K-12 educators		
Topics to be Included		
STEELS 3D Standards, Grade level specific STEEL standards, resource knowledge including but not limited to Discovery Education/Mystery Science, SAS		
Evidence of Learning		
Student achievement and growth on standardized tests and local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction/Building Administrators, Science department heads and teachers	2026-08-17	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Techer Inservice days as dictated by the school calendar.

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	morning professional development opportunities as dictated by the school calendar
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Career Readiness/Post-Secondary Transition to school, work, military

Action Step		
<ul style="list-style-type: none"> • Smart Futures will be utilized in all grade levels K-12 to help students develop a sense of life after graduation from high school. • High school course mapping and student course work to fully prepare students for post high school. This can include but not limited to CIPs, Work Study, Dual Enrollment, Vocational School, tailored high school classes, etc. 		
Audience		
All teachers, administrators, and guidance staff in the district		
Topics to be Included		
curriculum revision, student coaching, CIP development,		
Evidence of Learning		
Students graduating high school knowing a direction for a career path.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction/Building Administrators	2026-08-17	2028-06-01

Learning Format

Type of Activities	Frequency
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Collaborative curriculum development	Teacher Inservice days as dictated by the school calendar.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
Indicator 14 Pennsylvania Post School Outcomes Training	

Learning Format

Type of Activities	Frequency
Inservice day	Teacher Inservice days as dictated by the school calendar.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Perkins Postsecondary Approval in CATs	

MTSS and Hybrid Instruciton

Action Step		
<ul style="list-style-type: none"> • All K-5 teachers will be utilized the tiered MTSS model of intervention and station rotation. 		
Audience		
All teachers K-12		
Topics to be Included		
Tiered Interventions, Structure at each level		
Evidence of Learning		
Classroom Observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction/Building Administrators	2025-08-18	2028-06-01

Learning Format

Type of Activities	Frequency
Inservice day	as needed depending on school calendar
Observation and Practice Framework Met in this Plan	

<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	daily throughout the year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

MTSS					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All K-5 teachers will be utilized the tiered MTSS model of intervention and station rotation. 	All district professional staff and support positions	MTSS model, intervention strategies, intervention resources, data to support needed interventions	Director of Curriculum and Instruction, Building Administrators	08/17/2025	06/01/2028
Communications					
Type of Communication			Frequency		
Email			quarterly		

Hybrid Instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All K-5 teachers will be utilized the tiered MTSS model of intervention and station rotation. 	All district professional staff and support positions	station rotation, supports available, grouping of students, sharing resources/responsibilities.	Director of Curriculum and Instruction, Building Administrators	08/18/2025	06/01/2028
Communications					
Type of Communication			Frequency		
Email			quarterly		

Science Instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Science instruction will be specific to each grade level to address new STEEL standards and prepare students with necessary STEM knowledge. 	K-12 Teachers, Administrators, School Board, Parents	STEELS 3D Standards, STEM Topics and Activities	Director of Curriculum and Instruction, Building Administrators	08/17/2026	06/01/2028
Communications					
Type of Communication			Frequency		
Newsletter			quarterly		
Other			monthly		

Smart Futures					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Smart Futures will be utilized in all grade levels K-12 to help students develop a sense of life after graduation from high school. High school course mapping and student course work to fully prepare students for post high school. This can include but not limited to CIPs, Work Study, Dual Enrollment, Vocational School, tailored high school classes, etc. 	K-12 Teachers, Administrators, School Board, Parents	Career Readiness	Director of Curriculum and Instruction, Building Administrators, Guidance Department	08/17/2026	06/01/2028
Communications					
Type of Communication			Frequency		
Presentation			Beginning of Year Inservice		
Other			Weekly professional development meetings		

Career Readiness					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Smart Futures will be utilized in all grade levels K-12 to help students develop a sense of life after graduation from high school. High school course mapping and student course work to fully prepare students for post high school. This can include but not limited to CIPs, Work Study, Dual Enrollment, Vocational School, tailored high school classes, etc. 	K-12 Teachers, Administrators, School Board, Parents	Career Readiness, Smart Futures Resources	Director of Curriculum and Instruction, Building Administrators, Guidance Department	08/17/2026	06/01/2028
Communications					
Type of Communication			Frequency		
Presentation			Beginning of year presentation		
Other			Weekly Professional Development		
Newsletter			quarterly to parents		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">March 25, 2025 - Board Approval.pdf

Chief School Administrator	Date
Joe Stroup	2025-09-22