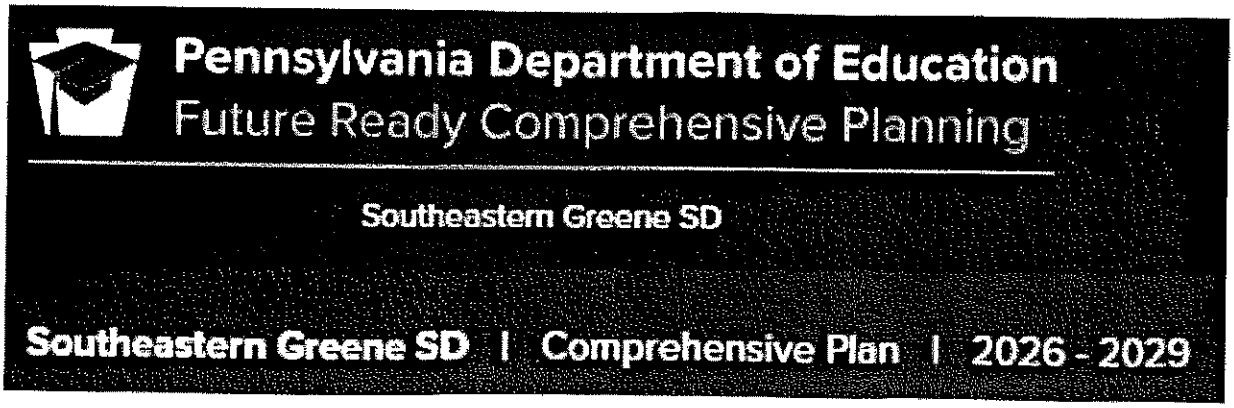


Draft for Public Review & Comment

Suggested SEGSD Comprehensive Plan for 2026-2029

Review Period 2/13/2026-3/15/2026

Contact for Questions – Mr. Scott E Sinn, Director of Curriculum & Instructional Programs

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School Board Approval Date: March 16, 2026

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
High participation in rigorous courses at the high school which includes AP and Honors courses.	Would addition of more courses correlate to better attendance?
Mathematics proficiency shows relative strength at the elementary level.	Continue work with subgroups in math.
Small district size with close student–teacher relationships that support personalized instruction.	Continue to foster these relationships with non-teaching opportunities in the buildings.
Additional dual enrollment offering (statistics) this school year through articulation agreement with Carlow University.	Consider other higher ed institutes for dual enrollment participation.
Students with disabilities demonstrate lower academic achievement at the elementary level.	Continue to look at services and supplements.
Students considered economically disadvantaged demonstrate lower academic achievement at the elementary level.	Data may be skewed a bit by some parents opting out of completing and submitting financial status paperwork.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Continue looking for and securing outside sources of funding to supplement state, federal, and local funding.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Chronic absenteeism (33.4 %) at Bobtown Elementary and (44.6%) at Mapletown High School.	District-wide problem that needs to be addressed	Yes	Chronic absenteeism is a significant barrier to student achievement and overall school success. A substantial percentage of students are missing 10% or more of instructional days, resulting in lost academic learning time, decreased engagement, lower academic performance, and negative impacts long-term student outcomes. Current attendance data indicates persistent attendance gaps

			among identified student groups, suggesting systemic challenges related to engagement, family communication, and tiered intervention supports. Addressing chronic absenteeism is essential to improving academic growth, closing achievement gaps, and ensuring equitable access to instruction for all students.
Decreased growth (64.7%) with ELA scores.	What are the underlying reasons for lack of growth ?	No	
Many students who are below grade level do not achieve a year's growth which contributes to future lack of growth and academic achievement.	What are the underlying reasons for lack of growth ?	No	
Many students with a learning disability show lack of academic progress in ELA, especially in later grades.	Early Reading skills need to be addressed in the early grades.	No	
Most students with chronic attendance issues are unable to participate in the district's more rigorous ELA courses.	An increase in student attendance could lead to more participation in rigorous courses.	Yes	The high school currently lacks sufficient participation in rigorous, standards-aligned coursework to fully meet the academic needs and postsecondary aspirations for students with chronic attendance issues. Data suggests that when students are provided with meaningful, challenging learning opportunities aligned to college and career pathways, engagement and attendance improve. Expanding access to rigorous courses—including advanced academics, dual enrollment, career and technical education pathways, and project-based learning opportunities—is essential to increasing student engagement, strengthening attendance rates, and improving overall academic outcomes.
AP math instructors left the district at the end of the 2025 school year.	Many of the reasons for this are out of the district's	No	

	control		
New math teacher hires do not have AP teaching experience.	Additional professional development may be needed.	No	
Many students not demonstrating reading proficiency in grades K-2.	This may be the biggest reasons contributing to some of the other noted challenges.	Yes	A significant number of students in kindergarten through second grade are not demonstrating grade-level reading proficiency as measured by local benchmark assessments and early literacy indicators. Foundational skill gaps in phonemic awareness, phonics, fluency, vocabulary, and comprehension are limiting students' ability to access grade-level content and placing them at risk for ongoing academic difficulty. Early literacy data indicates inconsistencies in instructional practices, intervention delivery, and progress monitoring across grade levels. Strengthening core Tier I instruction, implementing evidence-based literacy practices, and ensuring timely, targeted intervention are critical to improving early reading outcomes and preventing long-term achievement gaps.
Many students not demonstrating a year's reading growth in grades K-2.	This may be the biggest reasons contributing to some of the other noted challenges.	No	

Priority: A significant number of students in kindergarten through second grade are not demonstrating grade-level reading proficiency as measured by local benchmark assessments and early literacy indicators. Foundational skill gaps in phonemic awareness, phonics, fluency, vocabulary, and comprehension are limiting students' ability to access grade-level content and placing them at risk for ongoing academic difficulty. Early literacy data indicates inconsistencies in instructional practices, intervention delivery, and progress monitoring across grade levels. Strengthening core Tier I instruction, implementing evidence-based literacy practices, and ensuring timely, targeted intervention are critical to improving early reading outcomes and preventing long-term achievement gaps.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early Literacy	By the end of the 2028–2029 school year, at least 85% of students in kindergarten through second grade will demonstrate grade-level proficiency in reading as measured by district benchmark assessments and aligned early literacy indicators. Additionally, identified student subgroups will demonstrate proportional growth, reducing proficiency gaps by at least 50% from the 2023–2024 baseline.	Early Literacy Intervention	By the end of the 2026–2027 school year, the percentage of K–2 students meeting or exceeding benchmark in reading will increase by at least 10 percentage points from the prior year, as measured by fall-to-spring benchmark assessment data. Each grade level will demonstrate measurable growth in foundational literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.	By the end of the 2026–2027 school year, the percentage of K–2 students meeting or exceeding benchmark in reading will increase by at least 15 percentage points from the prior year, as measured by fall-to-spring benchmark assessment data. Each grade level will demonstrate measurable growth in foundational literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.	By the end of the 2028–2029 school year, at least 85% of students in kindergarten through second grade will demonstrate grade-level proficiency in reading as measured by district benchmark assessments and aligned early literacy indicators. Additionally, identified student subgroups will demonstrate proportional growth, reducing proficiency gaps by at least 50% from the 2023–2024 baseline.

Goal Setting

Priority: Chronic absenteeism is a significant barrier to student achievement and overall school success. A substantial percentage of students are missing 10% or more of instructional days, resulting in lost academic learning time, decreased engagement, lower academic performance, and negative impacts long-term student outcomes. Current attendance data indicates persistent attendance gaps among identified student groups, suggesting systemic challenges related to engagement, family communication, and tiered intervention supports. Addressing chronic absenteeism is essential to improving academic growth, closing achievement gaps, and ensuring equitable access to instruction for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	By the end of the 2028–2029 school year, the district will reduce the overall percentage of students identified as chronically absent (missing 10% or more of instructional days) by at least 50% from the 2023–2024 baseline, with measurable reductions among all identified student subgroups, as evidenced by local attendance data and state reporting metrics.	Student Attendance / Student Success	By the end of the 2026–2027 school year, the district will reduce the percentage of students identified as chronically absent by at least 10% from the previous year's rate, as measured by end-of-year attendance reports.	By the end of the 2027–2028 school year, the district will reduce the percentage of students identified as chronically absent by at least 10% from the previous year's rate, as measured by end-of-year attendance reports.	By the end of the 2028–2029 school year, the district will reduce the overall percentage of students identified as chronically absent (missing 10% or more of instructional days) by at least 50% from the 2023–2024 baseline, with measurable reductions among all identified student subgroups, as evidenced by local attendance data and state reporting metrics.

Priority: The high school currently lacks sufficient participation in rigorous, standards-aligned coursework to fully meet the academic needs and postsecondary aspirations for students with chronic attendance issues. Data suggests that when students are provided with meaningful, challenging learning opportunities aligned to college and career pathways, engagement and attendance improve. Expanding access to rigorous courses—including advanced academics, dual enrollment, career and technical education pathways, and project-based learning opportunities—is essential to increasing student engagement, strengthening attendance rates, and improving overall academic outcomes.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Rigorous Courses of Study Section	By the end of the 2028–2029 school year, the high school will increase overall student participation in rigorous, standards-aligned coursework (Advanced Placement, dual enrollment, honors courses, career and technical education pathways, and project-based learning experiences) by at least 20% from the 2023–2024 baseline. Additionally, at least 50% of students identified with chronic attendance concerns will demonstrate a measurable increase in enrollment and successful completion of at least one rigorous course aligned to a college and career pathway.	Rigorous Coursework Offerings	By the end of the 2026–2027 school year, the high school will increase enrollment in rigorous coursework by at least 5% from the previous year, with at least a 2.5% increase in participation among students identified as chronically absent. Students enrolled in newly expanded rigorous pathways will demonstrate improved attendance rates compared to the prior year.	By the end of the 2027–2028 school year, the high school will increase enrollment in rigorous coursework by at least 10% from the previous year, with at least a 5% increase in participation among students identified as chronically absent. Students enrolled in newly expanded rigorous pathways will demonstrate improved attendance rates compared to the prior year.	By the end of the 2028–2029 school year, the high school will increase overall student participation in rigorous, standards-aligned coursework (Advanced Placement, dual enrollment, honors courses, career and technical education pathways, and project-based learning experiences) by at least 20% from the 2023–2024 baseline. Additionally, at least 50% of students identified with chronic attendance concerns will demonstrate a measurable increase in enrollment and successful completion of at least one rigorous course aligned to a college and career pathway.

Action Plan for: Rigorous Coursework Incentive

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Rigorous Coursework Offerings	Implement targeted recruitment efforts to encourage underrepresented and at-risk students to enroll in rigorous coursework. Identify students with chronic absenteeism and conduct individualized academic pathway planning meetings.	Course enrollment reports, master schedule analysis, postsecondary partnership agreements

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a program audit of current AP, honors, dual enrollment, and CTE, to identify gaps and barriers to access. Expand course offerings aligned to high-demand career pathways and postsecondary readiness indicators. Develop new dual enrollment partnerships with local colleges and universities. Increase availability of industry-recognized credential programs within CTE pathways. Revise the master schedule to reduce conflicts and increase student access to advanced coursework.	08/24/2026	06/01/2029	Bart Donley, High School Principal	Dual enrollment agreements, staffing allocations, professional development funds, scheduling software	No	Yes

Action Plan

Action Plan for: Evidence -Based Structured Literacy

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Early Literacy Intervention	Schedule protected intervention blocks at each grade level. Conduct biweekly progress monitoring for students receiving Tier II and weekly for Tier III.	Walkthrough data, coaching logs, PD attendance records, lesson plan reviews, benchmark growth data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Adopt and implement a Science of Reading–aligned core literacy framework emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Develop and implement clearly defined non-negotiables for Tier I literacy instruction across K–3 classrooms. Provide professional development in structured literacy practices and explicit instruction. Conduct quarterly walkthroughs using a literacy look-for tool to ensure consistency.	08/24/2026	06/12/2029	Scott Sinn, Director of Curriculum	Professional development funding, instructional materials, coaching support, literacy framework documents	Yes	No

Action Plan for: Multi-tiered Attendance Support System

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Student Attendance / Student Success	Establish building-level attendance incentives and recognition programs. Conduct school climate surveys to identify barriers to attendance. Establish building-level attendance incentives and recognition programs. Conduct school climate surveys to identify barriers to attendance.	Attendance team meeting minutes, intervention logs, quarterly attendance reports, climate survey results,

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop and implement a districtwide attendance framework aligned to MTSS. Define clear Tier I, Tier II, and Tier III attendance interventions with entry and exit criteria. Establish building-level attendance teams to review data biweekly. Standardize attendance documentation and intervention tracking protocols across schools.	08/24/2026	06/01/2029	Kimberly Tencer, Director of Pupil Services	Attendance tracking system, intervention documentation tools, clearly defined intervention system, scheduling for staff meetings.	No	Yes

Professional Development Activities

Structured Literacy

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Adopt and implement a Science of Reading–aligned core literacy framework emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Develop and implement clearly defined non-negotiables for Tier I literacy instruction across K–3 classrooms. Provide professional development in structured literacy practices and explicit instruction. Conduct quarterly walkthroughs using a literacy look-for tool to ensure consistency.	Kindergarten through Grade 3.	Science of Reading Foundations, Structured Literacy, Instructional Routines, Intervention Delivery, Data Analysis.	Ensure 100% of K–3 teachers complete Science of Reading training by October 2026. Implementation of intervention groups. Observation of instructional practices through formal and informal observations.	Scott Sinn, Director of Curriculum	10/02/2026	06/01/2029

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once per school year for a total of 3 days.	• 1a: Demonstrating Knowledge of Content and Pedagogy • 4e: Growing and Developing Professionally • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction	Structured Literacy

Communications Activities

Rigorous Coursework Annual Meeting					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Grades 8-11 (students & parents)	Host annual Course Selection Nights for students and families, including targeted breakout sessions focused on AP, dual enrollment, CTE pathways, and career-aligned programming.	Thomas Fink, Guidance Counselor	08/17/2026	08/13/2029

Communications	
Type of Communication	**Frequency**
Presentation	Once per school year

Rigorous Coursework Student/Family Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Grades 8-11 (students & parents)	Utilize multiple communication platforms (district website, school newsletters, social media, and parent portal) to promote rigorous coursework enrollment timelines and benefits.	Thomas Fink, Guidance Counselor	06/01/2026	08/12/2029

Attendance Improvement Program K-6

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Grades K-6 (students & parents)	Compulsory attendance regulations, correlation between regular attendance and student success, information regarding available supports, including counseling services, review of school attendance MTSS aligned program.	Richard Menear, Elementary Principal	09/07/2026	01/22/2029

Communications

Type of Communication	Frequency
Presentation	Once a year for K-6 student body and families & as needed for identified subgroups.

Attendance Improvement Program 7-12					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Grades 7-12 (students & parents)	Compulsory attendance regulations, correlation between regular attendance and student success, information regarding available supports, including counseling services, review of school attendance MTSS aligned program.	Bart Donley, High School Principal	09/07/2026	01/22/2029

Communications	
Type of Communication	**Frequency**
Presentation	Once a year for K-6 student body and families & as needed for identified subgroups.