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Profile and Plan Essentials

LEA Type		AUN
Salisbury-Elk Lick School District		108567004
Address 1		
196 Smith Avenue		
Address 2		
City	State	Zip Code
Salisbury	PA	15558
Chief School Administrator		Chief School Administrator Email
Joseph Renzi		renzij@selsd.com
Single Point of Contact Name		
Joseph Renzi		
Single Point of Contact Email		
renzij@selsd.com		
Single Point of Contact Phone Number		
18146622733		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joe Renzi	Administrator	Superintendent/Elementary Principal	renzij@selsd.com
Jason Collier	Administrator	High School Principal	collierj@selsd.com
Pam Baer	Board Member	District	Pam.Baer@blueridgeriskpartners.com
Frances George	Board Member	District	george5050@verizon.net
Brandi Bender	Board Member	District	bkbender2010@hotmail.com
Jeff Maust	Board Member	District	chefjeff0815@gmail.com
Angie Rowland	Community Member	District	arowland@somersettrust.com
Michelle Maust	Parent	District	Michellemaust@gmail.com
Kelly Edwards	Staff Member	Elementary Teacher	edwardsk@selsd.com
Kim Miller	Staff Member	Elementary Teacher	millerk@selsd.com
Donna Robertson	Administrator	Special Education Coordinator	robertsond@selsd.com
Evet Wilson	Staff Member	School Counselor	wilsones@selsd.com
Jennifer Enos	Staff Member	High School Business Teacher	jennifer.enos@selsd.com
Kimberly Raygor	Staff Member	Middle School English Teacher	kimberly.raygor@selsd.com
Rebecca Sleeman	Parent	Salisbury-Elk Lick School Dist	rebecca.sleeman@garrettcountysschools.org
Hannah Short	Staff Member	Special Education High School Teacher	shorth@selsd.com
Nolan Easton	Student	Salisbury-Elk Lick School Dist	25eastnola@selsd.com
Nora Sleeman	Student	Salisbury-Elk Lick School Dist	28sleenora@selsd.com
Italia Sines	Student	Salisbury-Elk Lick School Dist	29sineital@selsd.com
Melissa Easton	Staff Member	School Counselor	eastonm@selsd.com
Carissa Brant	Staff Member	Middle School Math	brantc@selsd.com
Jayla Maley	Student	Salisbury-Elk Lick School District	25malejayl@selsd.com

LEA Profile

The Salisbury-Elk Lick School District is in the southern part of Somerset County, near the Maryland border. The small town atmosphere and beautiful landscape provide a unique way of life for the proud people of Salisbury Borough and Elk Lick Township.

Our school district has two buildings: a K-6 Elementary School and a 7-12 High School. Currently we have 257 students and employ 57 full time staff members. The school district not only serves as an educational institution, but also serves as the center of the community where people gather to support our students and enjoy community time together.

Perhaps the greatest advantage to a small school is the individual attention each student receives. With an 8:1 student/teacher ratio, our district has been able to meet the needs of all learners and provide a personalized learning path for all students.

Our school board and community continues to prioritize the safety and security of students and staff by upgrading our buildings and technology capabilities to maintain a safe and healthy learning environment

Our school is dedicated to keeping strong family values while pursuing current advancements in education and technology. We believe student achievement is a result of a united effort between the home and school and we welcome parent involvement in all of our programs and activities.

The district maintains a rigorous standards-based curriculum and has consistently demonstrated achievement on state assessments. In previous years, our school district met or exceeded goals for student achievement, attendance, and high graduation rates. Our school has been honored to have been named a Title I Distinguished school and earned a Bronze Medal from US News and World Report.

The Salisbury-Elk Lick School District has always been proud to serve the students of our community, prepare them to be college and career ready upon graduation, and encourage all of them to be contributing members of society.

Mission and Vision

Mission

The mission of the Salisbury-Elk Lick School District is to support students to become resilient individuals who demonstrate confidence and know their self-worth. Students will be empowered with the tools needed to reach their life goals through hard work, determination, and inspiration.

Vision

Working in partnership with our families, businesses, and community to support a future-ready school that inspires a culture of continuous improvement, prioritizes student-centered learning, and responds proactively to workforce needs, societal changes, and emerging new technology.

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Educational Values

Students

Students will take responsibility to identify goals and strive to achieve those goals by putting forth their best effort on a daily basis. They will exhibit positive and productive behaviors that show respect for others and in turn support classmates in achieving their goals. Students will take ownership for their actions and engage in solution-minded practices to resolve situations that they can learn from and grow.

Staff

Staff, with support from administration, will identify the needs of students and adapt teaching as necessary to reach those students where they are as learners and care for them as individuals. They will provide meaningful lessons that are relevant to, and prepare students for, their futures. They will be trained in PBIS and acknowledge students who exhibit good character. They will communicate with families to establish a strong home-to-school connection. Our staff will use trauma informed practices to create a culture of care to ensure students are healthy physically, mentally, and emotionally.

Administration

Administration will provide support to teachers and staff members in regard to curriculum development and student discipline. This support includes equipment, resources, and training. They will seek out opportunities for students and make decisions that place student education and social/emotional well-being at the highest level of importance. They will maintain the health, safety, and security of all members of the school district. Administration will help provide communication and mediation opportunities to families.

Parents

Parents will play an active role in providing positive support for their student's education and extracurricular activities, both during and after school hours. Parents will effectively communicate and collaborate with school administrators and teachers to ensure the well-being and success of their children

Community

Community members and businesses will work closely with administrators, staff, and school organizations to provide support for academic and extracurricular programs. Our community members and businesses will invest in the future of the school by providing opportunities that aim to create capable, contributing members of Salisbury and the surrounding area.

Other (Optional)

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Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness	
Graduation Rate	
School mental health with adding additional counselor and increasing support network outside of school.	

Challenges

Indicator	Comments/Notable Observations
Improving K-12 Schoolwide attendance to meet the state goal.	
Increase Middle School Level Math scores grades 5-8	
Increasing student participation in additional curriculum offerings and more rigorous pathways to career exploration.	

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

Strengths

Indicator Elementary Science Grade Level(s) and/or Student Group(s) Fourth Grade	Comments/Notable Observations This has been a positive strength. The test is moving to Fifth grade.
Indicator Eighth Grade ELA scores Grade Level(s) and/or Student Group(s) 8	Comments/Notable Observations Our scores have been positive for this grade level.

Challenges

Indicator Improving ELA scores Grade Level(s) and/or Student Group(s) 5-7	Comments/Notable Observations Adding PSSA Prep courses.
Indicator Improving Math scores and classroom grades Grade Level(s) and/or Student Group(s) 5-8	Comments/Notable Observations Focusing on improving our Math program and student scores.

Indicator Improving Keystone Algebra scores Grade Level(s) and/or Student Group(s) 8-10	Comments/Notable Observations Improving our preparation time for students. Adding a Keystone Recovery course.
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Summary

Strengths

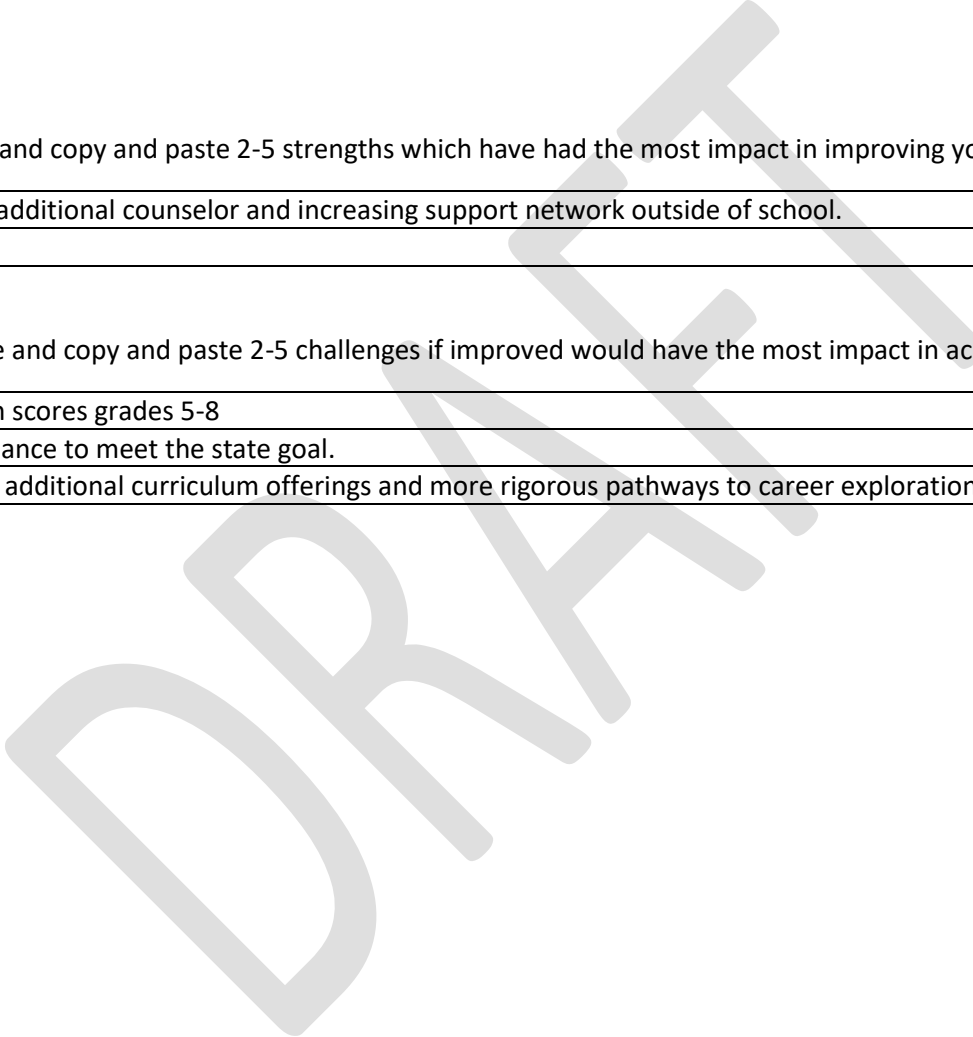
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

School mental health with adding additional counselor and increasing support network outside of school.
Graduation Rate

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.

Increase Middle School Level Math scores grades 5-8
Improving K-12 Schoolwide attendance to meet the state goal.
Increasing student participation in additional curriculum offerings and more rigorous pathways to career exploration.



Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSAs	ELA data shows that the district needs to improve in grades 5-7. Other grades do fairly well.
Local Curriculum Assessments	Grades are good in ELA.
Keystone/PSAT/SAT	Literature keystones are good. PSATs and SATs tend to show higher verbal scores.

English Language Arts Summary

Strengths

Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.
The district has maintained three English teachers in the high school.

Challenges

Providing additional ELA support and reinforcement periods to grades 3-8 is a challenge that would impact ELA.
Education of families on the impact of text-based phone communication on ELA skills learning.

Mathematics

Data	Comments/Notable Observations
PSSA	Math data shows that our students struggle in math from grades 5-9.
Local Curriculum Assessments	Math grades are weaker than in other subjects across the board.
Keystone/PSAT/SAT	The algebra keystones tend to show poor scores. PSATs and SATs also tend to show weaker math scores than verbal.

Mathematics Summary

Strengths

Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.
Math tutoring program in the high school.
Small class sizes in the high school.

Challenges

Align our Science curriculum to meet new state science standards and provide a comprehensive picture of our math and science curriculum.
Improve student motivation in math classes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Science data shows that our students do fairly well here.
Local Curriculum Assessments	Our science grades are lower than ELA and social students but higher than math.
Biology Keystone	Biology Keystone scores tend to be above the state average.

Science, Technology, and Engineering Education Summary

Strengths

Fourth grade test scores are well above state average.
Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.
Science scores in the high school tend to be above average.
Very small classes for chemistry, physics, anatomy & physiology, and chemistry 2.

Challenges

Collaboration between science teachers in both schools to improve overall science instruction.
More exploration opportunities for students in which they are able to apply the scientific method. This might be done by incorporating the technology education department in science instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures software	Students in grades K-7 have completed this material, and this helps inform conversations. Older students haven't been given the chance yet to fully complete this work.
Survey of former students.	This is planned, starting at the end of this school year.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Occupational Advisory Committee recommendations from meetings	Work mentoring participating, program attendance, student success in programs, are all high.
CTE Audit in October 2024	Very few recommendations indicated that our programs are doing very well.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Program participation rates	Band in grades 7-12 has experienced a significant decline in student members. The high school musical is healthy and thriving. Art club shows reasonable membership. Journalism membership is low.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Program membership rates.	Membership in all of the FCS courses is at high levels, showing considerable success for the program.

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Penn Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Psychology, Sociology, Accounting, College Algebra

Uploaded Files

Penn Highlands Dual Credit Agreement May 24.pdf

Partnering Institution

Garret Community College

Agreement Type

Dual Credit

Program/Course Area

A good list in the agreement of options for students.

Uploaded Files

Garrett College Articulation Agreement 24.pdf

Partnering Institution

Northwestern Ohio

Agreement Type

Other

Program/Course Area

Power Equipment

Uploaded Files

Salisbury Elk-Lick HS UNHO Articulation (2).pdf

Partnering Institution

Delwaare Valley

Agreement Type

Other

Program/Course Area

Advanced Vet Science and Agricultural Mechanization

Uploaded Files

SELSD and Delaware Valley.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.

FCS programs are having considerable success.
CTE programs are having significant success.
High school musical is successful.

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.

Band and extra curricular participation is low.

The Smart Futures program needs to be better integrated into the school district to better help students.

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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Student data	There are no ELL students at SELSD currently.

Students with Disabilities

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

Data	Comments/Notable Observations
Parent/Teacher/Student Surveys	In the high school, students with disabilities are thriving and are well integrated into the standard curriculum.
Parent/Teacher/Student Surveys	Several younger elementary school students have needs beyond what the school is equipped to manage. A plan is being developed to manage these students, either through placement elsewhere or with additional staff.
Parent/Teacher/Student Surveys	The majority of elementary school students with disabilities are thriving and improving academically.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index	Economically disadvantaged students do significantly worse on state assessments than the general population. We must continue efforts to support all of our students to meet their needs.

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.

Elementary school students with disabilities are thriving in most cases.
High school students with disabilities are thriving.

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.

Several high need students in the elementary school need either more teacher support or a placement outside of the school district.
Economically disadvantaged students score more poorly on standardized tests.

Designated Schools

There are no Designated Schools.

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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Submitted and approved in FRCPP
Title 1 Program	Our elementary is a schoolwide K-6 program. It falls under Tier 2 of our MTSS
Student Services	We contract with IU8 for a social worker. Our SAP team networks with county and state resources to provide as many additional supports as possible to our students and families.
K-12 Guidance Plan (339 Plan)	Submitted and approved in FRCPP
Technology Plan	We have a local Technology Adoption Cycle we utilize to keep the most current technology in the hands and students and staff and also to maintain the most up to date cyber security.
English Language Development Programs	We are part of the ESL Consortium through IU8 and also have a full-time certified ELL teacher.

Strengths

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

K-6 Title I program.
Our counseling program.

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.

Strengthening our relationship with CYS and YAP to help improve student attendance.
Using technology to help us move from a more knowledge based assessment framework to a more competency-based framework.

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

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

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

Our school Leadership team has worked collaboratively with school partners and community partners to work toward the goal of continuous improvement.
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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

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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
School mental health with adding additional counselor and increasing support network outside of school.	True
Graduation Rate	False
Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.	True
The district has maintained three English teachers in the high school.	False
Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.	False
Math tutoring program in the high school.	False
Small class sizes in the high school.	True
Fourth grade test scores are well above state average.	False
Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.	False
Science scores in the high school tend to be above average.	False
Very small classes for chemistry, physics, anatomy & physiology, and chemistry 2.	False
FCS programs are having considerable success.	False
CTE programs are having significant success.	True
High school musical is successful.	False
Elementary school students with disabilities are thriving in most cases.	False
High school students with disabilities are thriving.	False
K-6 Title I program.	False
Our counseling program.	False
Our school I Leadership team has worked collaboratively with school partners and community partners to work toward the goal of continuous improvement.	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
Increase Middle School Level Math scores grades 5-8	True

Improving K-12 Schoolwide attendance to meet the state goal.	False
Increasing student participation in additional curriculum offerings and more rigorous pathways to career exploration.	False
Providing additional ELA support and reinforcement periods to grades 3-8 is a challenge that would impact ELA.	False
Education of families on the impact of text-based phone communication on ELA skills learning.	False
Align our Science curriculum to meet new state science standards and provide a comprehensive picture of our math and science curriculum.	True
Improve student motivation in math classes.	False
Collaboration between science teachers in both schools to improve overall science instruction.	False
More exploration opportunities for students in which they are able to apply the scientific method. This might be done by incorporating the technology education department in science instruction.	False
Band and extra curricular participation is low.	True
The Smart Futures program needs to be better integrated into the school district to better help students.	True
Several high need students in the elementary school need either more teacher support or a placement outside of the school district.	False
Economically disadvantaged students score more poorly on standardized tests.	False
Strengthening our relationship with CYS and YAP to help improve student attendance.	False
Using technology to help us move from a more knowledge based assessment framework to a more competency-based framework.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase Middle School Level Math scores grades 5-8		True
Align our Science curriculum to meet new state science standards and provide a comprehensive picture of our math and science curriculum.		True
Band and extra curricular participation is low.		True
The Smart Futures program needs to be better integrated into the school district to better help students.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
School mental health with adding additional counselor and increasing support network outside of school.	
Departmentalizing the upper grades of the elementary to allow one teacher to focus on this discipline with two grade levels.	
Small class sizes in the high school.	
CTE programs are having significant success.	
Our school I Leadership team has worked collaboratively with school partners and community partners to work toward the goal of continuous improvement.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Add diagnostic testing to increase student data and provide teachers common planning time to review data and plan instruction accordingly.
	Have teachers collaborate quarterly on math curriculum and new science STEELS standards.
	Increase and promote student involvement in extracurriculars to help educate the whole child and to engage our community in our school activities.
	Elementary students will be introduced to the Smart Futures program and process. Students in grades 7 through 12 will receive Smart Futures programming integrated into goal planning opportunities with staff support.

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Goal Setting

Priority: Add diagnostic testing to increase student data and provide teachers common planning time to review data and plan instruction accordingly.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state.		
Measurable Goal Nickname (35 Character Max)		
Diagnostic Math Testing		
Target Year 1	Target Year 2	Target Year 3
Identify a research-based diagnostic test (e.g. CDTs or Firefly or MAP testing) that takes 40 minutes or less for mathematics to use. Each teacher gives test twice throughout the year.	100% of students will continue to take the diagnostic test, and we will collect the data.	Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state.		
Measurable Goal Nickname (35 Character Max)		
Time for Diagnostic Test Training and Collaboration		
Target Year 1	Target Year 2	Target Year 3
All of our math teachers in the district will meet quarterly to be trained and to collaborate to analyze data that is collected through the diagnostic tests.	All of our math teachers in the district will meet quarterly to be trained and to collaborate to analyze data that is collected through the diagnostic tests.	Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state.

Priority: Elementary students will be introduced to the Smart Futures program and process. Students in grades 7 through 12 will receive Smart Futures programming integrated into goal planning opportunities with staff support.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
100% of elementary school students will work in the Smart Futures program and show progress in identifying a career that is specific to their interests and abilities.		
Measurable Goal Nickname (35 Character Max)		

Elementary Career Identification		
Target Year 1	Target Year 2	Target Year 3
All elementary school students will receive instruction in Smart Futures.	Students will continue to receive instruction in Smart Futures.	100% of elementary school students will work in the Smart Futures program and show progress in identifying a career that is specific to their interests and abilities.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
100% of high school students will meet with assigned mentor to review career goals and Smart Futures data.		
Measurable Goal Nickname (35 Character Max)		
Career - Smart Futures		
Target Year 1	Target Year 2	Target Year 3
Train high school staff in Smart Futures.	Implement Smart Futures in the Goals Planning & Mentoring Program.	100% of high school students will meet with assigned mentor to review career goals and Smart Futures data.

Priority: Have teachers collaborate quarterly on math curriculum and new science STEELS standards.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Math and science teachers collaborate quarterly on curriculum.		
Measurable Goal Nickname (35 Character Max)		
STEM		
Target Year 1	Target Year 2	Target Year 3
Schedule staff development time for math and science teachers to review curriculum and map out a future plan for courses and curriculum.	Continue year 1 target and survey families to gather data on changing curriculum and moving from a knowledge based assessment to a competency-based assessment.	Math and science teachers collaborate quarterly on curriculum.

Priority: Increase and promote student involvement in extracurriculars to help educate the whole child and to engage our community in our school activities.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Every student will participate in one or more school extracurricular activities or clubs.		
Measurable Goal Nickname (35 Character Max)		
Extracurricular Activities		

Target Year 1	Target Year 2	Target Year 3
80% of all high school students participate in one or more extracurricular activities or clubs.	90% of all high school students participate in one or more extracurricular activities or clubs.	Every student will participate in one or more school extracurricular activities or clubs.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
The high school band will have a minimum of 20 active students. Two additional opportunities for performances will be incorporated into the band program each year.		
Measurable Goal Nickname (35 Character Max)		
Band Participation		
Target Year 1	Target Year 2	Target Year 3
Junior High School band will have a minimum of 14 active students. The high school band will have a minimum of 12 students.	Junior High School band will have a minimum of 18 active students. The high school band will have a minimum of 15 students. One additional performance will be incorporated into the band program each year.	The high school band will have a minimum of 20 active students. Two additional opportunities for performances will be incorporated into the band program each year.

Action Plan

Measurable Goals

Diagnostic Math Testing	Time for Diagnostic Test Training and Collaboration
Elementary Career Identification	Career - Smart Futures
STEM	Extracurricular Activities
Band Participation	

Action Plan For: Use MAP testing, Firefly, or CDTs

Measurable Goals:
<ul style="list-style-type: none"> • Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state. • Test scores in math show improvement in all grades. Specifically, our students will be in the 50th percentile or greater in the state.

Action Step		Anticipated Start/Completion Date	
Choose between Firefly, CDTs, and MAP testing (or others) for math teachers to use to gather data.		2025-05-19	2025-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jason Collier / Principal	None.	No	No
Action Step		Anticipated Start/Completion Date	
Implement the tests that we chose.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jason Collier / Principal	Kaylyn - IT, Evet - Counselor, Melissa - Counselor	Yes	No
Action Step		Anticipated Start/Completion Date	
Allot time for teachers to collaborate and analyze the data.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Joe Renzi / Superintendent	Kaylyn - IT, Administration	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers address deficiencies in student understanding so that students' math scores on the PSSA improve.	Leadership team, twice per year when diagnostic tests are given. Review the data and discuss with teachers.

Action Plan For: PA Career Standards embedded in Smart Futures program.

Measurable Goals:

- 100% of elementary school students will work in the Smart Futures program and show progress in identifying a career that is specific to their interests and abilities.
- 100% of high school students will meet with assigned mentor to review career goals and Smart Futures data.

Action Step		Anticipated Start/Completion Date	
Elementary counselor pushes into grades 2-6 classrooms to help students get familiar with their interests, abilities, and what career pathways are available.		2025-08-25	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Easton - Counselor	Smart Futures Software, Kaylyn - IT, Evet Wilson	No	No
Action Step		Anticipated Start/Completion Date	
Use 7th grade orientation time to ensure that those students complete Smart Futures software and provide students guidance.		2025-08-25	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evet Wilson - Counselor	Smart Futures Software, Kaylyn - IT, Melissa Easton	No	No
Action Step		Anticipated Start/Completion Date	
One clubs period each week, counselor will work with one grade at a time, grades 8-12, to work on Smart Futures curriculum.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evet Wilson - Counselor	Smart Futures Software, Kaylyn - IT, Melissa Easton, Jason Collier - Principal	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Elementary students show evidence of a career idea by 6th grade. High school students complete Smart Futures software and their completed portfolio outlines an anticipated plan for post-graduation.	Counselors monitor students throughout the school year by working with them in grade-level groups.

Action Plan For: Implement STEELS standards.

Measurable Goals:
<ul style="list-style-type: none"> • Math and science teachers collaborate quarterly on curriculum.

Action Step	Anticipated Start/Completion Date

Provide collaboration time for teachers quarterly to sequence math and science curricula and to incorporate STEELS standards.		2025-08-25	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Joe Renzi / Superintendent	IU8	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Full implementation of STEELS standards and sequencing of curricula is completed.	Quarterly monitoring by principals and superintendent to evaluate progress.

Action Plan For: Show increase in band and extracurricular activity participation.

Measurable Goals:
<ul style="list-style-type: none"> The high school band will have a minimum of 20 active students. Two additional opportunities for performances will be incorporated into the band program each year. Every student will participate in one or more school extracurricular activities or clubs.

Action Step	Anticipated Start/Completion Date		
1st day of high school - clubs signups. Make it more personalized by utilizing upperclassmen to promote the clubs. Provide incentive for each student to "try" at least one activity.	2025-08-25	2028-05-26	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jason Collier / Principal	Evet Wilson	No	No
Action Step	Anticipated Start/Completion Date		
Incorporate pep rallies for clubs and activities - not just sports. Include 5th & 6th grades in attendance.	2025-08-25	2028-05-26	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evet Wilson / Counselor	Melissa Easton, Joe Renzi, Jason Collier	No	No
Action Step	Anticipated Start/Completion Date		
Generate support from parents and the community for band/music.	2025-08-25	2028-05-26	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jason Collier / Principal	Admin Team	No	Yes
Action Step	Anticipated Start/Completion Date		

Start band lessons in 4th grade.		2025-08-25	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Joe Renzi/Elem. Principal	Band Teacher	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase band participation and all students participating in at least one extracurricular or club activity.	Quarterly Review by Admin Team of participation.

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use MAP testing, Firefly, or CDTs	Implement the tests that we chose.
Use MAP testing, Firefly, or CDTs	Allot time for teachers to collaborate and analyze the data.
Implement STEELS standards.	Provide collaboration time for teachers quarterly to sequence math and science curricula and to incorporate STEELS standards.

Diagnostic testing training on analyzing results and making data driven decisions.

Action Step		
<ul style="list-style-type: none"> Allot time for teachers to collaborate and analyze the data. 		
Audience		
Teachers in grades 3-6 and school Leadership Tem.		
Topics to be Included		
Analyzing data and implementing research-based strategies to target instruction to increase student achievement on standardizes assessments.		
Evidence of Learning		
Student performance day shows 10% or better growth during the period of targeted instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
High School Principal	2025-08-25	2026-05-29

Learning Format

Type of Activities	Frequency
Workshop(s)	4-6 times during the first year of implementation.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

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Communications Activities

Reach out to parents & community					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and the broader community	Importance of band for kids and for our community. Intention of school district to provide more performances around the area.	Jason Collier / H.S. Principal	08/25/2025	05/29/2026
Communications					
Type of Communication			Frequency		
Posting on district website			Quarterly.		
Email			Once each semester		
Letter			Once at beginning of year.		
Other			Quarterly post on school Facebook page.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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