

**Somerset Area SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Somerset Area School District		108567703
<b>Address 1</b>		
645 South Columbia Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Somerset	PA	15501
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Krista Mathias		kmathi@sasd.us
<b>Single Point of Contact Name</b>		
Trevor Anderson		
<b>Single Point of Contact Email</b>		
tander@sasd.us		
<b>Single Point of Contact Phone Number</b>		
8144443232		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Krista Mathias	Administrator	Somerset Area School District	kmathi@sasd.us
Erick Fish	Administrator	Somerset Area School District	efish@sasd.us
Scott Shirley	Administrator	Junior-Senior High School	sshirl@sasd.us
Lance McGough	Administrator	Junior-Senior High	lmcgou@sasd.us
Josh Spangler	Administrator	Maple Ridge Elementary	jspang@sasd.us
Trevor Anderson	Administrator	Somerset Area School District	tander@sasd.us
John Barth	Board Member	Somerset Area School District	john.c.barth@gmail.com
Ella Lauri	Staff Member	Junior-Senior High School	elauri@sasd.us
Allison Heiple	Staff Member	Maple Ridge Elementary	alheip@sasd.us
Spencer Brougher	Community Member	Community Member	unionandmain15501@gmail.com
Ashley Shumaker	Parent	Parent	Anshumaker@gmail.com
Luann Barron	Parent	Parent	Barron1987@gmail.com
Marc Cacciotti	Administrator	Eagle View Elementary	mcacci@sasd.us

## LEA Profile

Somerset Area School District is a suburban school district located approximately 65 miles southeast of Pittsburgh and 135 miles west of Harrisburg. The District lies between the Laurel Mountains on the west and the Allegheny Mountains on the east. It is bisected by the Pennsylvania Turnpike. Somerset Area School District Township, with a total population of approximately 21,173 serves Somerset Borough (population 6,144), Somerset Township (population 12,122), Jefferson Township (population 1,238), and Lincoln Township (population 1,669). According to the recent census, our region is one of the few in the area that has experienced slight gains in population, yet the enrollment in the Somerset Area School District has experienced a decline. The region's main industries include agriculture, mining, manufacturing, several light industries, and tourism. A variety of ski resorts and recreational parks are found within a 20-mile radius. The Somerset Historical Society, located in Lincoln Township, and the Philip Dressler Center for Laurel Arts, located in Somerset Borough, promote the community's rich heritage. A number of universities, colleges, and business schools are located within close proximity, including Allegany College of Maryland, which is located in Somerset Township.

The Somerset Area School District encompasses 156 square miles and is comprised of three buildings that are located in one Borough. The Junior and Senior High Schools share a campus and house grades six through twelve. Eagle View Elementary School houses grades three, four, and five. Maple Ridge Primary School houses pre-kindergarten, kindergarten, grade one, and grade two.

It is notable that the Somerset Area School District closed two elementary buildings in 2010 and consolidated those students into the three remaining buildings in the Borough. This consolidation allowed for a more consistent use of facilities and a more collaborative teaching and learning atmosphere.

## Mission and Vision

### **Mission**

Success for all.

### **Vision**

The Somerset Area School District strives to provide meaningful teaching and learning in a caring, nurturing educational community.

## Educational Values

### Students

Achievement: Students should work to their fullest potential to achieve their absolute best. Commitment: Students should commit to all requirements/expectations, always giving 100% effort. Responsibility/Accountability: Students should take responsibility for their actions and develop the capability to take accountability for both their work and actions. Integrity: Students should act with integrity and honesty both in and outside of the classroom setting. Respect: Students should have respect for themselves and others to ensure the other core principles and values can be upheld. Work Ethic: Students must possess a strong work ethic, with grit and the willingness to try in the face of adversity.

### Staff

Adaptability/Flexibility: Teachers should have the ability to adapt to any/all circumstances. They need to be willing and able to adjust to changing situations and varying student needs. Consistency: Teachers should remain consistent. The rules they establish should pertain to all students, so they are clearly aware of their expectations behaviorally as well as academically. Respect: Teachers should have respect for themselves, their students, their colleagues and their entire district. Teachers should be leaders and respect is a key foundation. Empathy: Teachers should possess empathy. Students all have individual needs that vary significantly from one student to the next. Teachers need to be realistic with their expectations and should be able to adapt based upon students' individual needs. Communication: Teachers should be effective communicators. They should relay relevant information to students and parents in a timely manner. Differentiation: Teachers must be able to differentiate their teaching style and methods to best meet the needs of all students of varying backgrounds and levels. Maintain High Expectations: Teachers should hold high expectations for their students. In order to accelerate students and maintain high achievers, teachers need to set the bar to that level and communicate these expectations to students. Connections: Teachers should help students build connections across curricular areas, but they should also focus on preparing students to take their knowledge and skillsets and function productively in society.

### Administration

The administration should form mutually respectful relationships and foster high-levels of involvement and collaboration from all stakeholder groups. It is the responsibility of the administration to lead the way to our District's vision and goals. Effective communication, consistency, a willingness to learn, and the ability to provide support at all levels are key for a successful school administration.

### Parents

Communication, involvement, and respect are key for parents and their child's school district. Parents play such an incredibly valuable role in a child's success in the classroom. Parent involvement is the key to success in and out of the classroom and the threshold to their futures. Parents need to support their children with educational expectations, as well as after school activities. It is crucial for school's to have open and consistent communication with parents to share information, collaborate and brainstorm if issues arise, and model mutual respect. In addition, parents are expected to provide for the hygiene and nutritional needs of their children as well as create a home environment that allows for adequate rest, study time, and physical wellness a child needs to be a successful student.

### Community

Community members should work actively with the schools to help form alliances to encourage a better society of future adults. Just like parents, open and consistent lines of communication are key. In today's world, social media can help bridge this gap and create a connection when community members do not have students currently in the school system. Our communities will only grow and thrive if we all embrace the changes in society and education. The world is constantly evolving and we need to ensure our students are ready for whatever life brings them. Our students need a global view of the world, and our community can help support this effort.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
ELA Growth Score of 89 at Eagle View.	ELA growth is usually a strength for us.
Math Growth Score of 92 at Eagle View	This is very encouraging because we have recently fully aligned with a new math curriculum at the elementary.
College and Career percentage of 99-100 at Eagle View and the JSH	This is very encouraging because we implemented a consistent K-12 Digital College and Career Readiness programming and curriculum over the last 2-3 years.
JSH ELA achievement percentage of 71.3%	This is about 15% higher than the state average.
ELA Growth Score of 92 at the JSH	This is about 17% higher than the state average.
Math Growth Score of 78.	This is encouraging because we have been focusing on alignment of our math curriculums.

#### Challenges

Indicator	Comments/Notable Observations
Only 77.5% and 83.4% not Chronically Absent at the JSH and Maple Ridge, respectively.	Attendance is something that continues to be an area of improvement for us.
JSH Math Achievement is only 46.2%	This is higher than the state average, but not a percentage we are comfortable with.
JSH Science achievement of 62.2%	This is higher than the state average, but not a percentage we are comfortable with.
Science Growth at the JSH is only 68.5.	This is lower than the state average.

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

#### Strengths

<b>Indicator</b> Math growth <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-5 Economically Disadvantaged	<b>Comments/Notable Observations</b> 100% growth score for this subgroup.
<b>Indicator</b> Math Growth <b>Grade Level(s) and/or Student Group(s)</b> JSH Combined Ethnicity	<b>Comments/Notable Observations</b> 81% Growth Score for this subgroup.

### Challenges

<b>Indicator</b> JHSH Science Growth <b>Grade Level(s) and/or Student Group(s)</b> JHSH Science Growth	<b>Comments/Notable Observations</b> Economically Disadvantaged and Combined Ethnicity Growth Scores were only 58 and 69, respectively.
<b>Indicator</b> Attendance <b>Grade Level(s) and/or Student Group(s)</b> JHSH	<b>Comments/Notable Observations</b> All of our subgroups were below the goal/interim target.

### 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.

ELA Growth Score of 89 at Eagle View.
College and Career percentage of 99-100 at Eagle View and the JHSH
ELA Growth Score of 92 at the JHSH

#### 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.

Only 77.5% and 83.4% not Chronically Absent at the JHSH and Maple Ridge, respectively.
JHSH Science achievement of 62.2%
Science Growth at the JHSH is only 68.5.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
DIBELS	Growth on DIBELS assessments continues to be positive. Our primary grades are seeing the largest gains since March of 2020.
Guided Reading Assessments	We have been utilizing GRAs for years at the elementary. We are continuing to see slow but steady growth since March of 2020.
IXL	IXL is a newly implemented learning platform K-12. Initial feedback from teachers and students is positive. Students are showing growth within the program in ELA, Math, and Science (grades 5, 8, and Keystone Bio).

### English Language Arts Summary

#### Strengths

Our MTSS programming in our elementary continues to be a wonderful aspect of our overall approach to promoting student success.
We recently adjusted 7th and 8th grade English and Reading into one, combined ELA block. Early data is showing progress in these grades.
Early signs point to IXL being a very good addition to our instructional resources.

#### Challenges

Text Dependent Analysis continues to be a challenge in grades 4-8. An additional challenge is the fact that all state assessments will be digital next year, which adds typing to our list.
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### Mathematics

Data	Comments/Notable Observations
Spring Math	We have been utilizing Spring Math in our elementary for 3 years. We are seeing success in our primary grades, but the program has become a little stagnant in grades 3-5.
IXL	IXL is a newly implemented learning platform K-12. Initial feedback from teachers and students is positive. Students are showing growth within the program in ELA, Math, and Science (grades 5, 8, and Keystone Bio).

### Mathematics Summary

#### Strengths

Early signs point to IXL being a very good addition to our instructional resources.
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#### Challenges

Similar to the ELA concern about testing being digital next year. We'll continue to work with our students, specifically on improving their open-ended responses in digital format.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
IXL	IXL is a newly implemented learning platform K-12. Initial feedback from teachers and students is positive. Students are showing growth within the program in ELA, Math, and Science (grades 5, 8, and Keystone Bio).
CDTs	CDTs were administered in grades 5, 8, and al Keystone bio classes. We will need to continue to make adjustments as we shift to the new science standards.

## Science, Technology, and Engineering Education Summary

### Strengths

Our hands-on science kits at the elementary seem to be preparing our students well for the new standards. Our elementary science scores have consistently been 85%+ proficient and advanced.

Early signs indicate the IXL will have a positive impact on student learning across ELA, Math, and Science.

### Challenges

Making the final shifts to the new standards continues to be something we are focusing on. This includes aligning our STEM classes to the new Technology and Engineering standards.

We have always scored well on the 4th grade Science PSSA. The shift to the test being taken in 5th grade is an unknown and potential challenge for us.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Smart Futures	We implemented Smart Futures across the board with great success. Not only does it provide high quality learning experiences for our students in this area, it stores all artifacts for each standard as required by the state.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI/NIMS	Our career and technology programming continues to be a priority for us. Most recently we have over 23% of students scoring competent or advanced on the NOCTI/NIMS. Also, over 33% of students earned industry-recognized credentials, and over 37% completed work-based learning experiences.

### 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

**False** Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PAYS Survey	The most recent PAYS survey highlighted some areas of mental health need for our students. This continues to be a priority for us.
Student Risk Screener Scales (SRSS)	These screeners are very valuable within our PBIS programming at the elementary. It helps to identify students in need and allows our staff to better provide support.
Surveys	Our district continues to survey members of our educational community. We rely on this feedback to make adjustments.

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

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

Data	Comments/Notable Observations
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Citizenship Exam	During last year's administration of this exam, only 4 students out of more than 125 failed to pass. This includes a variety of honors, academic, and concept level students.
Youth and Government	Our Youth and Government program continues to provide excellent opportunities for our students. Most recently, our students were elected at the conference in Harrisburg for the following positions: Blue Senate Committee Chair Blue Associate Justice of the PA Supreme Court Gold House Committee Chair Gold Associate Justice of the PA Supreme Court Gold Lieutenant Governor Youth Governor.

### 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

Mount Aloysius College

#### Agreement Type

Dual Credit

#### Program/Course Area

AP Biology, AP Calculus, AP Statistics, AP Chemistry  
CP Economics Honors Economics

Honors Anatomy & Physiology

Honors Physics I

Honors Adv. College Algebra

#### Uploaded Files

Mount Aloysius.pdf

#### Partnering Institution

St. Francis University

#### Agreement Type

Dual Credit

#### Program/Course Area

AP Environmental Science, Forensic Science

#### Uploaded Files

Saint Francis.pdf

**Partnering Institution**

Seton Hill University

**Agreement Type**

Dual Credit

**Program/Course Area**

CP Spanish III, Honors Spanish IV

**Uploaded Files**

Seton Hill.pdf

**Partnering Institution**

Penn Highlands Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

French II Honors French IV Honors Adv. College Algebra Honors Lab Bio AP Statistics AP US History Honors Government CP Economics Honors Economics CP Intro to Psychology CP Intro to Sociology

**Uploaded Files**

Penn Highlands.pdf

**Partnering Institution**

Allegheny College of Maryland

**Agreement Type**

Dual Credit

**Program/Course Area**

AP US History, AP English IV, Honors Government

## Uploaded Files

ACM.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.

Our Youth and Government program continues to be a huge success for our students. It provides wonderful experiences for them in and outside the traditional classroom setting.
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Our career readiness program has made great strides with the additional of Smart Futures. This was an area of focus during our last Comprehensive Plan cycle.
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We offer a variety of AP courses for our SH students. This provides students and their parents with a great opportunity to earn college credits at a very reasonable price.
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### 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.

Creating a school culture and having support in place to promote overall mental health and wellness remain areas of focus for us.
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PBIS has been a wonderful addition to our elementary and JH settings, however, we are continuing to grow and develop the program to meet our students' needs.
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School safety is an ongoing priority for our district.
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## 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.

Throughout our needs assessment, we take into account all students, their progress, and note areas of need.
Historically, our students show nice progress on the WIDA. They often score the best in the reading and listening comprehension domain.
Our JH special education population made enough progress on attendance, achievement, and career readiness goals to move our of designated status.

Challenges

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

Our economically disadvantaged students are below grade level on our DIBELS assessment at a higher percentage than their peers.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Supporting our special education students is always a priority for us. With the way in which we include students, professional development takes place each year that includes both regular and special education teachers to best support student needs.
Title 1 Program	We have a very involved Title I program at our elementary building. We continue to focus on increasing the number of students who reach grade-level.
Student Services	NA
K-12 Guidance Plan (339 Plan)	Smart Futures has been a wonderful addition to our overall 339 plan.
Technology Plan	After shifting to a 1:1 environment at the beginning of the pandemic, we have been able to build and sustain that program over the last couple of years.
English Language Development Programs	NA

### Strengths

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

### 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.

## 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	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	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	Emerging
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	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	Emerging
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
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

### 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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
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
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

## 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
ELA Growth Score of 89 at Eagle View.	False
College and Career percentage of 99-100 at Eagle View and the JHSH	True
ELA Growth Score of 92 at the JHSH	False
Our MTSS programming in our elementary continues to be a wonderful aspect of our overall approach to promoting student success.	True
We recently adjusted 7th and 8th grade English and Reading into one, combined ELA block. Early data is showing progress in these grades.	False
Early signs point to IXL being a very good addition to our instructional resources.	False
Early signs point to IXL being a very good addition to our instructional resources.	True
Our hands-on science kits at the elementary seem to be preparing our students well for the new standards. Our elementary science scores have consistently been 85%+ proficient and advanced.	False
Early signs indicate the IXL will have a positive impact on student learning across ELA, Math, and Science.	False
Our Youth and Government program continues to be a huge success for our students. It provides wonderful experiences for them in and outside the traditional classroom setting.	False
Our career readiness program has made great strides with the additional of Smart Futures. This was an area of focus during our last Comprehensive Plan cycle.	True
Throughout our needs assessment, we take into account all students, their progress, and note areas of need.	False
Historically, our students show nice progress on the WIDA. They often score the best in the reading and listening comprehension domain.	False
Our JH special education population made enough progress on attendance, achievement, and career readiness goals to move our of designated status.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Ensure effective, standards-aligned curriculum and assessment	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
We offer a variety of AP courses for our SH students. This provides students and their parents with a great opportunity to earn college credits at a very reasonable price.	False

## Challenges

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

Strength	Check for Consideration in Plan
Only 77.5% and 83.4% not Chronically Absent at the JHSH and Maple Ridge, respectively.	True
JHSH Science achievement of 62.2%	True
Science Growth at the JHSH is only 68.5.	True
Text Dependent Analysis continues to be a challenge in grades 4-8. An additional challenge is the fact that all state assessments will be digital next year, which adds typing to our list.	False
Similar to the ELA concern about testing being digital next year. We'll continue to work with our students, specifically on improving their open-ended responses in digital format.	False
Making the final shifts to the new standards continues to be something we are focusing on. This includes aligning our STEM classes to the new Technology and Engineering standards.	False
We have always scored well on the 4th grade Science PSSA. The shift to the test being taken in 5th grade is an unknown and potential challenge for us.	False
Creating a school culture and having support in place to promote overall mental health and wellness remain areas of focus for us.	True
Our economically disadvantaged students are below grade level on our DIBELS assessment at a higher percentage than their peers.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Coordinate and monitor supports aligned with students' and families' needs	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
PBIS has been a wonderful addition to our elementary and JH settings, however, we are continuing to grow and develop the program to meet our students' needs.	False
School safety is an ongoing priority for our district.	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.

Overall, SASD is in a very good position, but it is clear through our needs assessment that we have some areas of focus. We knew for a few years that the shift to the new science standards would be a process. Even though we have begun this process, we still have things to adjust and improve. Also, school safety and developing a school culture that promotes wellness and community continue to be a priority for the district.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Only 77.5% and 83.4% not Chronically Absent at the JSH and Maple Ridge, respectively.	Our overall daily attendance is not bad from a percentage standpoint(around 95%), however, the percentage of chronically absent students a problem that needs address.	True
JSH Science achievement of 62.2%		True
Science Growth at the JSH is only 68.5.		False
Creating a school culture and having support in place to promote overall mental health and wellness remain areas of focus for us.		False
School safety is an ongoing priority for our district.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
College and Career percentage of 99-100 at Eagle View and the JSH	This was a huge improvement since part of our previous comprehensive plan.
Our MTSS programming in our elementary continues to be a wonderful aspect of our overall approach to promoting student success.	
Early signs point to IXL being a very good addition to our instructional resources.	We are looking forward to seeing the overall impact of IXL.
Our career readiness program has made great strides with the additional of Smart Futures. This was an area of focus during our last Comprehensive Plan cycle.	
Ensure effective, standards-aligned curriculum and assessment	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improve attendance by reducing the number of chronically absent students in all buildings.
	Finish alignment of K-12 curriculum to the new science standards, with a particular focus on the Technology and Engineering category.
	Review, adjust, and practice safety plans and protocols for the well-being of all students and staff.



## Goal Setting

Priority: Improve attendance by reducing the number of chronically absent students in all buildings.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
SASD will improve overall attendance by improving the percentage of students who are not chronically absent to 85% or higher.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Chronic Absenteeism		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase the percentage of students who are not chronically absent to 80% or higher across the district.	Increase the percentage of students who are not chronically absent to 82.5% or higher across the district.	SASD will improve overall attendance by improving the percentage of students who are not chronically absent to 85% or higher.

Priority: Review, adjust, and practice safety plans and protocols for the well-being of all students and staff.

<b>Outcome Category</b>		
School Safety		
<b>Measurable Goal Statement (Smart Goal)</b>		
Complete ongoing analysis of safety protocols and protective actions and train staff each year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Update safety protocols and train staff.		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Complete ongoing analysis of safety protocols and protective actions and train staff each year.	Complete ongoing analysis of safety protocols and protective actions and train staff each year.	Complete ongoing analysis of safety protocols and protective actions and train staff each year.

Priority: Finish alignment of K-12 curriculum to the new science standards, with a particular focus on the Technology and Engineering category.

<b>Outcome Category</b>		
STEM		
<b>Measurable Goal Statement (Smart Goal)</b>		
Develop a fully aligned science curriculum, including technology and engineering, to the new PA STEELS Standards.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
STEELS Standards Alignment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Finish alignment in the following categories: Life Science and Environmental Literacy & Sustainability, Physical Sciences, and Earth	Finish alignment to all Technology and Engineering	Develop a fully aligned science curriculum, including technology and engineering, to the new PA STEELS

& Space Sciences.

standards.

Standards.

## Action Plan

### Measurable Goals

Chronic Absenteeism	Update safety protocols and train staff.
STEELS Standards Alignment	

### Action Plan For: Ongoing School Safety Professional Development and Training

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Complete ongoing analysis of safety protocols and protective actions and train staff each year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Needs Assessment		2025-06-02	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Erick Fish, School Safety Coordinator	Annual School Safety Reports, School Safety and Security Practices Report, School Safety Manual, and shared PD document.	No	No
Action Step		Anticipated Start/Completion Date	
Ongoing professional development for all staff.		2025-08-25	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Erick Fish, School Safety Coordinator	School Safety Manual, Local law enforcement for certain drills, resources from School Safety Coordinator Trainings, Vector Solutions	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We will continue to meet all requirements related to Act 55. Overall, all staff will be fully trained with our most up-to-date safety protocols. Successful safety drills completed at all buildings including lockdown drills, active shooter response drills, intruder drills with the IT department, fire drills, severe weather drills, lockout drills, and shelter in place drills.	We understand that our plans and protocols will continue to evolve as technology develops and new guidance and research becomes available. The following data will be used to monitor and evaluate the effectiveness of our safety efforts: After-drill summaries, School Safety and Security Practices Report, Safe Schools Reports, and student/staff/parent/community surveys.

### Action Plan For: School Climate Regional Network through IU08

<b>Measurable Goals:</b>
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- SASD will improve overall attendance by improving the percentage of students who are not chronically absent to 85% or higher.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop School Climate Team		2025-04-01	2025-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Emily McMahon/Director of Student Services and Trevor Anderson/Assistant Superintendent	Regional Network Manual	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Experience School Climate Regional Network PD through IU08		2025-05-09	2025-05-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Jennifer Anderson/IU08	Regional Network Manual	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop surveys for all stakeholder groups and plan for distribution/collection.		2025-05-12	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Emily McMahon/Director of Student Services and Trevor Anderson/Assistant Superintendent	Regional Network Manual	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop Action Plan based on results		2025-09-29	2025-11-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Emily McMahon/Director of Student Services and Trevor Anderson/Assistant Superintendent	Survey Results, Regional Network Manual	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement Action Plan		2026-01-19	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Emily McMahon/Director of Student Services and Trevor Anderson/Assistant Superintendent	Survey Results, Regional Network Manual	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monitor impact of plan, reflect, and make adjustments, as needed.		2026-08-31	2027-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Emily McMahon/Director of Student Services and Trevor Anderson/Assistant Superintendent	Survey Results, Regional Network Manual	Yes	Yes

Superintendent	Manual		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
After the implementation of our action plan in response to the initial survey results, we'll utilize a second set of surveys to measure impact. Success will be higher scores/ratings in the areas on which the action plan is focused. In addition, we will analyze pre and post-attendance data. Success will be a reduction in the percentage of chronically absent students in all buildings.	The School Climate Team will implement a second set of surveys to all stakeholder groups after the action plan has been initiated. The general timeframe for this is during the 2026-2027 school year. We'll use these second sets of surveys to measure success against initial survey results. We'll also use the second round of surveys to reflect and make any necessary adjustments to our implemented action plan. Attendance data will be analyzed at the end of each school year.

[Action Plan For: Finish the development of a fully-aligned science curriculum.](#)

Measurable Goals:
<ul style="list-style-type: none"> <li>Develop a fully aligned science curriculum, including technology and engineering, to the new PA STEELS Standards.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Make adjustments to curriculum maps and assessments based on results from the new Science PSSA.		2025-09-01	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Trevor Anderson/Assistant Superintendent	Current curriculum maps and pacing guides, NGSS for each grade-level- SAS, PD from the IU08 curriculum specialists, EdInsight Reports	Yes	No
Action Step		Anticipated Start/Completion Date	
Unpack Technology and Engineering Standards in each grade band to identify gaps or areas of overlap within our curriculum. Adjust curriculum maps, as needed.		2025-09-01	2025-01-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Trevor Anderson/Assistant Superintendent	Current curriculum maps and pacing guides, NGSS for each grade-level- SAS, PD from the IU08 curriculum specialists	Yes	No
Action Step		Anticipated Start/Completion Date	
Implement supplemental lessons/units to address any gaps.		2026-01-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Trevor Anderson/Assistant Superintendent	Current curriculum maps and pacing guides, NGSS for each grade-level- SAS, PD from the IU08 curriculum specialists	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
<p>We began the process of aligning our curriculum to the new science standards 2 years ago. Even though we have made many adjustments and are in a good position overall, we will experience the new PSSA in grades 5 and 8 this spring. Based on those results, we'll make additional adjustments. Also, an area of focus for us is the technology and engineering category of standards since they are new to the state assessments. Success will be a full aligned curriculum to the new PA STEELS standards in grades K-12.</p>	<p>We'll meet as a science department regularly to make adjustments and analyze data. The administration and department chair will work with the teachers to identify areas of strength and need. We'll utilize supports from the IU for trainings, additional resources and materials, and networking opportunities.</p>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Ongoing School Safety Professional Development and Training	Ongoing professional development for all staff.
School Climate Regional Network through IU08	Experience School Climate Regional Network PD through IU08
School Climate Regional Network through IU08	Develop Action Plan based on results
School Climate Regional Network through IU08	Monitor impact of plan, reflect, and make adjustments, as needed.
Finish the development of a fully-aligned science curriculum.	Make adjustments to curriculum maps and assessments based on results from the new Science PSSA.
Finish the development of a fully-aligned science curriculum.	Unpack Technology and Engineering Standards in each grade band to identify gaps or areas of overlap within our curriculum. Adjust curriculum maps, as needed.

### School Safety Trainings

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Ongoing professional development for all staff.</li> </ul>		
<b>Audience</b>		
All staff Students in grades PreK - 5 Students in grades 6-12		
<b>Topics to be Included</b>		
Safety protocol review (PreK - 5) Suicide Awareness and Prevention (Grades 6-12) School Safety and Security (Lockdown, Lockout, Shelter in Place, Evacuation, Active Shooter, Severe Weather) CPR. Bullying Awareness and Prevention. Substance Abuse Awareness Trauma Awareness Child Abuse Recognition		
<b>Evidence of Learning</b>		
Successful completion of trainings and drills School-level safety drill completion document and after-drill summaries Surveys Safe Schools Reporting		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Erick Fish/School Safety Coordinator	2025-09-01	2028-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>4a: Reflecting on Teaching</li> <li>4e: Growing and Developing Professionally</li> </ul>	

<ul style="list-style-type: none"> <li>• 4d: Participating in a Professional Community</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>
At Least 1-hour of Trauma-informed Care Training for All Staff

### Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4d: Participating in a Professional Community</li> <li>• 2c: Managing Classroom Procedures</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### School Climate Regional Network Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Experience School Climate Regional Network PD through IU08</li> <li>• Develop Action Plan based on results</li> <li>• Monitor impact of plan, reflect, and make adjustments, as needed.</li> </ul>		
<b>Audience</b>		
School Climate Leadership Team.		
<b>Topics to be Included</b>		
Overview of the Network, Development of the Survey, Analyzing Results, Developing Action Plan, Implementing Improvements, Monitoring Progress		
<b>Evidence of Learning</b>		
Pre and Post Surveys and a decrease in the percentage of chronically absent students in all buildings.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Emily McMahan/Director of Student Services Trevor Anderson/Assistant Superintendent	2025-04-01	2027-06-01

### Learning Format

Type of Activities	Frequency
Workshop(s)	Varies based on the needs of our team/district.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4c: Communicating with Families</li> </ul>	

- 4d: Participating in a Professional Community
- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport

**This Step Meets the Requirements of State Required Trainings**

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Curriculum Alignment Process

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Make adjustments to curriculum maps and assessments based on results from the new Science PSSA.</li> <li>• Unpack Technology and Engineering Standards in each grade band to identify gaps or areas of overlap within our curriculum. Adjust curriculum maps, as needed.</li> </ul>		
<b>Audience</b>		
Technology and Engineering and Science Teachers		
<b>Topics to be Included</b>		
Unpacking T&E Standards, Curriculum Analysis, Supplemental Materials		
<b>Evidence of Learning</b>		
Completed Curriculum Maps and new 5th and 8th grade science PSSA Scores		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Trevor Anderson/Assistant Superintendent	2025-04-01	2027-06-01

### Learning Format

Type of Activities	Frequency
Workshop(s)	2 Workshops to start and additional will be provided, based on need.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	

- 1c: Setting Instructional Outcomes

**This Step Meets the Requirements of State Required Trainings**

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1f: Designing Student Assessments</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

Annual Safety Reviews					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	School Safety Protocols	Erick Fish/School Safety Coordinator	09/01/2025	06/01/2028
Communications					
Type of Communication			Frequency		
Presentation			Annually		

School Climate Regional Network

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Develop surveys for all stakeholder groups and plan for distribution/collection.</li> <li>• Develop Action Plan based on results</li> <li>• Implement Action Plan</li> <li>• Monitor impact of plan, reflect, and make adjustments, as needed.</li> </ul>	Administration and Guidance Teams	School Climate Network Ongoing Support and Training	Jennifer Anderson/IU08	04/01/2025	06/01/2028
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			As needed		

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>