

Benton Area SD

Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Benton Area School District		116191004
Address 1		
600 Green Acres Road		
Address 2		
City	State	Zip Code
Benton	PA	17814
Chief School Administrator		Chief School Administrator Email
James Geffken		jgeffken@bentonsd.org
Single Point of Contact Name		
Jillann Shupp		
Single Point of Contact Email		
jshupp@bentonsd.org		
Single Point of Contact Phone Number		
5709256651		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jillann Shupp	Administrator	Benton Curriculum Director/Elementary Principal	jshupp@bentonsd.org
Mary Rose Latorre	Administrator	Benton-Special Education Director	mlatorre@bentonsd.org
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George Griffith	Board Member	Benton Board Member	george.griffith@bentonsd.org
Kelly Kocher	Staff Member	Benton School District-Counselor	kkocher@bentonsd.org
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Krista Weaver	Staff Member	Benton School District-Nurse	kweaver@bentonsd.org
Jennifer Malcein	Parent	Benton Parent	
Tiffany Kester	Parent	Benton Parent	
Mindy Vincent	Parent	Benton Parent	
Terri Hughes	Parent	Benton Parent	
Amber Hughes	Student	Benton High School	
Landon Kester	Student	Benton High School	
Shanna Hess	Community Member	Benton Community Member	
Wayde Kolb	Administrator	Benton School District - Maintenance Director	wkolb@bentonsd.org
Aimee Hess	Community Member	Benton Community Member	
Julie Kolb	Other	Federal Programs/Title I	jkolb@bentonsd.org
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Erica Covington	Administrator	Benton School District - Business Manager	ecovington@bentonsd.org
Missy Muldowney	Other	Benton School Board Secretary	mmuldowney@bentonsd.org
Emerson Noss	Staff Member	Benton School District-Teacher	enoss@bentonsd.org

LEA Profile

The Benton Area School District is located in northern Columbia County. The district is comprised of Benton Borough, Benton Township, Sugarloaf Township, Fishing Creek Township, Jackson Township, and Stillwater Borough. The district encompasses approximately 100 square miles with agriculture being our major industry.

The Benton Area School District is comprised of four buildings. They include Administrative offices, the curriculum office, L.R. Appleman Elementary School, and the Benton Area Middle/High School.

L.R. Appleman is K-6 building and houses approximately 360 students. It is complete with an AllPurpose Room (cafeteria and auditorium), full serving kitchen, library media center, gymnasium, art room, music room and band room. Adjacent to the elementary school are athletic fields for baseball, softball, field hockey and soccer. The elementary school also has a fully equipped playground.

The Benton Area Middle/High School consists of instructional classrooms, an administrative and guidance suite, a cafeteria with full cooking/serving kitchen, library media center, science labs, computer labs, multiple career and technical education programs (vocational agricultural shops, health rehabilitation, and engineering), chorus/band rooms, auditorium, and two gymnasiums. The Benton Area Middle/High School houses approximately 290 students 7-12.

The district's organizational pattern, procedures, and overall alignment of current curricular, instructional, and assessment practices will aid in the accomplishment of our academic goals.

Mission and Vision

Mission

The Benton Area School District strives to provide diverse opportunities to prepare students for success.

Vision

The Benton Area School District strives to provide all students the best educational environment in an ever-changing world.

Educational Values

Students

The students within the Benton Area School District will treat each other with respect. The students will be challenged with a rigorous educational curriculum and be provided with extracurricular activities to pursue their goals. Students will meet with educational and support staff to ensure their academic needs are being met to ensure they are prepared for an ever-changing world.

Staff

The staff at Benton Area School District will provide a safe and caring environment for all students. Staff will have high expectations for all students and help them to make responsible choices in the learning process. The staff will strive to make a consistent effort to align curriculum K-12 for all students.

Administration

The administration at Benton Area School District will provide a supportive and safe atmosphere where staff and students' needs are being met. The administrative team will help develop a learning environment that is rigorous, relevant, and meets the needs of all students.

Parents

The parents of Benton Area School District will support and collaborate with the district to ensure their child's attendance and participation in school activities. Parents will play an active role in their child's education.

Community

The Benton Area community will work with the Benton Area School District to develop and foster relationships. The community will play an active role in supporting students, staff, and parents.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career readiness is exceeding the state average	
Attendance K-8 meets the state average	
Student scores are above the state average on Science exams	
High school graduation rate exceeds state benchmarks	

Challenges

Indicator	Comments/Notable Observations
Attendance at the high school level is below state average	
Continue to work on student math scores from elementary through high school	
Continue to work on student ELA scores from elementary through high school	

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

Strengths

Indicator Science PSSA scores are above the state average Grade Level(s) and/or Student Group(s) 4-8 grade	Comments/Notable Observations
Indicator Math Keystone exams are above the state average Grade Level(s) and/or Student Group(s) 10-11 grade	Comments/Notable Observations
Indicator Science Keystone exams are above the state average Grade Level(s) and/or Student Group(s) 10-11 grade	Comments/Notable Observations

Challenges

Indicator Improve attendance 9-12 Grade Level(s) and/or Student Group(s) 9-12 grade	Comments/Notable Observations
Indicator Improve Math PSSA scores 3-8 Grade Level(s) and/or Student Group(s) 3-8 grade	Comments/Notable Observations

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.

Career readiness is exceeding the state average
Attendance K-8 meets the state average
Student scores are above the state average on Science exams
High school graduation rate exceeds state benchmarks

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.

Attendance at the high school level is below state average
Continue to work on student math scores from elementary through high school
Continue to work on student ELA scores from elementary through high school

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	

English Language Arts Summary

Strengths

Our CDT data correlates with the PSSA data. Our students continue to score in the upper 50's to 60th percentile of proficiency.

Challenges

Our challenge is to move more students to the advanced level on the PSSA's

Mathematics

Data	Comments/Notable Observations
CDT data	

Mathematics Summary

Strengths

Our scores are improving.

Challenges

Our CDT data shows some similarities to our PSSA data, which is that our scores are not where we want them to be. We have purchased a new math curriculum.

We departmentalized at the elementary school to help increase math scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	

Science, Technology, and Engineering Education Summary

Strengths

Our CDT data and our PSSA data line up. Students are improving in Science and continue to grow.

Challenges

To find supports and resources to increase our math scores at the high school level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career readiness data is 100% district wide	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
12.5% of high school participate in CTE programs	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Neuman, SUNY Coblestone

Agreement Type

Program/Course Area

Health Sciences/Agriculture

Uploaded Files

Articulation Agreement SUNY Cobleskill_ff485dbe.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.

Students at the Benton Area School District are offered 4 in-house CTE programs (Engineering, Rehabilitation Aide, Agricultural Production Operations, Agricultural/Animal/Plant/Veterinary Science)
All students are prepared for life after graduation by completing career and technical inventories. We have implemented the Career Readiness Standards.

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.

To continue to make sure our CTE programs are based on student interest
Continue to ensure that our career inventories are up to date with student interest

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
19.1% of students district wide are disabled	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
26.8% of students district wide are economically disadvantaged	

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.

The district utilizes teacher recommendations and student data to properly evaluate and identify students with special needs
The district utilizes teacher recommendations and student data to properly evaluate and identify English Language Learners

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.

Reduce our special education percentage
Provide proper supports to students who are economically disadvantaged and need more assistance (socially, academically, health, wellness, and homelife)
Provide proper supports for students who are disabled. To support struggling students prior to possible evaluation for special education programming. The intervention is designed to reduce the need for identification.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
English Language Development Programs	
Technology Plan	

Strengths

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

339 Plan has been well established and is working for all students K-12 based upon our data which shows 100% proficiency
Title I students have been making gains through the progression of data

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.

To make sure our special education percentage does not increase
Due to the low number of ELL students, this is an area that could be improved upon

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	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
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.

The district hires highly-qualified teachers

The district utilizes data to make curriculum decisions

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.

The district needs to work with outside agencies/community members on a more regular basis to foster collaboration and communication

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
Career readiness is exceeding the state average	True
Attendance K-8 meets the state average	True
Student scores are above the state average on Science exams	True
High school graduation rate exceeds state benchmarks	True
Our CDT data correlates with the PSSA data. Our students continue to score in the upper 50's to 60th percentile of proficiency.	False
Our CDT data lines up with are PSSA data. Our students continue to score in the upper 50's to 60 percentile of proficiency.	False
Our CDT data and our PSSA data line up. Students are improving in Science and continue to grow.	False
The district utilizes teacher recommendations and student data to properly evaluate and identify students with special needs	True
The district utilizes teacher recommendations and student data to properly evaluate and identify English Language Learners	True
Students at the Benton Area School District are offered 4 in-house CTE programs (Engineering, Rehabilitation Aide, Agricultural Production Operations, Agricultural/Animal/Plant/Veterinary Science)	True
All students are prepared for life after graduation by completing career and technical inventories. We have implemented the Career Readiness Standards.	True
339 Plan has been well established and is working for all students K-12 based upon our data which shows 100% proficiency	True
Our CDT data and our PSSA data correlate. Students are improving in Science and continue to grow academically.	False
Our scores are improving.	False
Title I students have been making gains through the progression of data	True
The district hires highly-qualified teachers	True
The district utilizes data to make curriculum decisions	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
Attendance at the high school level is below state average	True
Continue to work on student math scores from elementary through high school	True
Continue to work on student ELA scores from elementary through high school	True
Our challenge is to move more students to the advanced level on the PSSA's	False
Our CDT data shows some similarities to our PSSA data, which is that our scores are not where we want them to be. We have purchased a new math curriculum.	False
Our challenge is to move more students to the advanced level.	False
We departmentalized at the elementary school to help increase math scores.	False
To find supports and resources to increase our math scores at the high school level.	False
Our CDT data shows some similarities with our PSSA data which is that are scores are not where we want them to be. We have purchased a new math curriculum. We will be re-writing the curriculum as one of our goals.	False
Reduce our special education percentage	True
To continue to make sure our CTE programs are based on student interest	True
Continue to ensure that our career inventories are up to date with student interest	True
We departmentalized our classes by subject, grades three through six, at the elementary school to help increase math scores.	False
A challenge is to keep increasing are scores at the high school level.	False
Provide proper supports to students who are economically disadvantaged and need more assistance (socially, academically, health, wellness, and homelife)	True
Provide proper supports for students who are disabled. To support struggling students prior to possible evaluation for special education programming. The intervention is designed to reduce the need for identification.	True
To make sure our special education percentage does not increase	True
Due to the low number of ELL students, this is an area that could be improved upon	True
The district needs to work with outside agencies/community members on a more regular basis to foster collaboration and communication	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance at the high school level is below state average		False
Continue to work on student math scores from elementary through high school		True
Continue to work on student ELA scores from elementary through high school		False
Reduce our special education percentage		False
Provide proper supports to students who are economically disadvantaged and need more assistance (socially, academically, health, wellness, and homelife)		False
Provide proper supports for students who are disabled. To support struggling students prior to possible evaluation for special education programming. The intervention is designed to reduce the need for identification.		False
To continue to make sure our CTE programs are based on student interest		True
Continue to ensure that our career inventories are up to date with student interest		False
To make sure our special education percentage does not increase		False
Due to the low number of ELL students, this is an area that could be improved upon		False
The district needs to work with outside agencies/community members on a more regular basis to foster collaboration and communication		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career readiness is exceeding the state average	
Attendance K-8 meets the state average	
Student scores are above the state average on Science exams	
High school graduation rate exceeds state benchmarks	
The district utilizes teacher recommendations and student data to properly evaluate and identify students with special needs	
The district utilizes teacher recommendations and student data to properly evaluate and identify English Language Learners	
Students at the Benton Area School District are offered 4 in-house CTE programs (Engineering, Rehabilitation Aide, Agricultural Production Operations, Agricultural/Animal/Plant/Veterinary Science)	

All students are prepared for life after graduation by completing career and technical inventories. We have implemented the Career Readiness Standards.	
339 Plan has been well established and is working for all students K-12 based upon our data which shows 100% proficiency	
Title I students have been making gains through the progression of data	
The district hires highly-qualified teachers	
The district utilizes data to make curriculum decisions	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Benton Area School District will more effectively and efficiently use its data collection practices and delivery to inform daily instruction and support individual student needs in math. Data will be used to enhance teaching and learning practices. Data will also personalize student learning.
	In an effort to better prepare the students of Benton, we must provide more relevant opportunities through cooperative placements and internships.

Goal Setting

Priority: The Benton Area School District will more effectively and efficiently use its data collection practices and delivery to inform daily instruction and support individual student needs in math. Data will be used to enhance teaching and learning practices. Data will also personalize student learning.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
To increase the math proficiency rate by 10% over a two year period. Data to reference will include: PSSA data, Keystone data, and district formative and summative assessment scores.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3
Increase 5% in math PSSA/Keystone data.	Increase 5% in math PSSA/Keystone data.	To increase the math proficiency rate by 10% over a two year period. Data to reference will include: PSSA data, Keystone data, and district formative and summative assessment scores.

Priority: In an effort to better prepare the students of Benton, we must provide more relevant opportunities through cooperative placements and internships.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Build relationships with local businesses to gain internships/jobs for our students.		
Measurable Goal Nickname (35 Character Max)		
Business Partnerships		
Target Year 1	Target Year 2	Target Year 3
Partner with 1-2 businesses.	Partner with 1-2 more businesses.	Build relationships with local businesses to gain internships/jobs for our students.

Action Plan

Measurable Goals

Math Goal	Business Partnerships
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Action Plan For: Math curriculum writing

Measurable Goals:
<ul style="list-style-type: none"> To increase the math proficiency rate by 10% over a two year period. Data to reference will include: PSSA data, Keystone data, and district formative and summative assessment scores.

Action Step		Anticipated Start/Completion Date	
Write curriculum to support K-12 math standards and district curriculum materials.		2023-05-01	2024-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Director/Lead Math Teachers	Math standards and time to meet. Math curriculum resources. Guided support to develop the curriculum.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation of a math curriculum K-12 based on the PA academic standards and district math curriculum resources.	Board approval of the curriculum. The math curriculum will be monitored frequently and updated as needed. Data will be collected to measure individual and group growth.

Action Plan For: Develop and put cooperative placement and internship opportunities for students. Begin the process of training and placement of students in the work place setting.

Measurable Goals:
<ul style="list-style-type: none"> Build relationships with local businesses to gain internships/jobs for our students.

Action Step	Anticipated Start/Completion

		Date	
The counseling and CTE department will work with students to establish interest levels in local opportunities with our businesses and industries.		2023-08-31	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CTE teachers, counselor, HS principal	Local business and industry connections. Time to build and establish relationships with local business and industry. Develop curriculum and expectations for students and business partners for cooperative and internship experiences. Develop policies and procedures.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased opportunities for student placement in cooperative settings and internships.	The counselor and HS principal will meet and discuss quarterly. Data will be collected and shared noting the number of placements and student participation.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math curriculum writing	Write curriculum to support K-12 math standards and district curriculum materials.

Math PD

Action Step		
<ul style="list-style-type: none"> Write curriculum to support K-12 math standards and district curriculum materials. 		
Audience		
All Math teachers K-8		
Topics to be Included		
PD is provided from the new math curriculum company. (SAVVAS learning)		
Evidence of Learning		
Teachers will receive certificate of completion for the training. Act 48 hours will be provided. Printed math curriculum document.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jillann Shupp, Curriculum Director	2023-08-18	2026-06-08

Learning Format

Type of Activities	Frequency
Inservice day	2 times
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Math Communications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math teachers	Writing a cohesive math curriculum K-8. Additional math content area classes will be determined.	Math leads/Curriculum Director	05/01/2023	05/31/2024
Communications					
Type of Communication			Frequency		
Email			Quarterly		

Cooperative/Internships Communications

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Counselors, CTE teachers, Transition Coordinator, and HS Principal	Meetings to discuss local business partnerships. Community outreach meetings within targeted businesses and industries.	HS Principal	08/31/2023	08/31/2025

Communications

Type of Communication	Frequency
Presentation	Biannual

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• comp plan minutes.pdf• Signature Page.pdf

Chief School Administrator	Date
James M. Geffken	2024-05-15