## Profile and Plan Essentials

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| **LEA Type** | | AUN |
| Mount Pleasant Area School District | | 107655903 |
| **Address 1** | | |
| 271 State St | | |
| **Address 2** | | |
| | | |
| **City** | **State** | **Zip Code** |
| Mount Pleasant | PA | 15666 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Timothy Gabauer | | tgabauer@mpasd.net |
| **Single Point of Contact Name** | | |
| Beth Hutson | | |
| **Single Point of Contact Email** | | |
| bhutson@mpasd.net | | |
| **Single Point of Contact Phone Number** | | |
| 7245474100 | | |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Timothy Gabauer | Administrator | Mount Pleasant Area School District | tgabauer@mpasd.net |
| Beth Hutson | Administrator | Mount Pleasant Area School District | bhutson@mpasd.net |
| Robert Gumbita | Administrator | Mount Pleasant Senior High | rgumbita@mpasd.net |
| John Campbell | Administrator | Mount Pleasant Area Junior High | jcampbell@mpasd.net |
| Scott Bryer | Administrator | Norvelt and Donegal Elementary School | sbryer@mpasd.net |
| Lance Benteler | Administrator | Ramsay Elementary School | lbenteler@mpasd.net |
| Allan Bilinsky | Administrator | Mount Pleasant Junior Senior High | abilinsky@mpasd.net |
| Anna Hare | Administrator | Mount Pleasant Area School District | ahare@mpasd.net |
| Scott Shaner | Administrator | Mount Pleasant Area School District | sshaner@mpasd.net |
| Chris Holtzman | Staff Member | Mount Pleasant Area School District | choltzman@mpasd.net |
| Stacy Ukasik | Staff Member | Norvelt Elementary School | sukasik@mpasd.net |
| Jennifer Palangio | Staff Member | Ramsay Elementary School | jpalangio@mpasd.net |
| Jennifer Mikulsky | Staff Member | Mount Pleasant Junior Senior High | jmikulsky@mpasd.net |
| Cheryl Lipko | Staff Member | Mount Pleasant Junior Senior High | clipko@mpasd.net |
| Cassie Moorhead | Staff Member | Ramsay Elementary | cmoorhead@mpasd.net |
| Jamey Hause | Staff Member | Mount Pleasant Junior Senior High | jhause@mpasd.net |
| Colleen Minerd | Staff Member | Mount Pleasant Junior Senior High | cminerd@mpasd.net |
| Kelly Pastore | Staff Member | Donegal Elementary | kpastore@mpasd.net |
| Mandy Zalich | Community Member | Mount Pleasant Area School District | mzalich@westmorelandca.org |
| Charlene Frock | Community Member | Mount Pleasant Area School District | Frockchildcare@zoominternet.net |
| Kara Ratai | Community Member | Mount Pleasant Area School District | moximckn@yahoo.com |
| Ella Alakson | Student | Mount Pleasant Area School District | 5ALAKSONE@mpasd.net |
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| Ayden Gross | Student | Mount Pleasant Area School District | 25grossa@mpasd.net |
| Don Seder | Board Member | Mount Pleasant Area School District | donseder@msn.com |
| Angela Walters | Parent | Mount Pleasant Area School District | awalters@mpasd.net |
| Allison Brooks | Board Member | Mount Pleasant Area School District | allison.brooks@mpasd.net |

## LEA Profile

Located in the eastern portion of Westmoreland County and nestled in the foothills of the Laurel Highlands, the Mount Pleasant Area School District is a rural farm community approximately 35 miles southeast of Pittsburgh, PA. The Mount Pleasant Area School District operates three elementary schools, Donegal (K-3), Norvelt (K-3), Ramsay(4-6) and a Junior-Senior High School (7-12). For the past twenty-five years, the Mount Pleasant Area School District has made considerable improvements to their schools across the district. In 2003, the Jr./Sr. High School and its adjacent campus facilities underwent significant updates and renovations. Additional improvements followed in 2016, including the construction of a Junior High office complex, with ongoing mechanical and structural upgrades being part of the district's annual maintenance efforts. Since 2019, the district has prioritized extensive capital improvement projects for its elementary schools, notably the renovation and expansion of the cafeteria at Ramsay Elementary to support the reconfiguration of the elementary program. Regular upgrades to school district facilities are vital to ensuring safe, functional, and modern learning environments that meet the evolving needs of students, staff, and the community.

The school district is made up of the Mount Pleasant Township, Mount Pleasant Borough, Donegal Borough, and Donegal Township. The district itself serves a student population of slightly more than 1,900 school-aged children with approximately 100 students attending outside cyber options. The district successfully developed its own online learning option in 2021 (Viking Online Learning Academy) that has provided our students with our own MPASD teaching staff. The student body consists of 96.4% white, 1.3% multi-racial, 1% black, and .7% Hispanic, Asian, and Native Hawaiian/Pacific Islander combined. Student free and reduced lunch rate is approximately 40% district wide. Upon graduation students attend four-year colleges/universities (37%), two-year colleges (32%), trade schools (7%), enter the military (7%), or enter the workforce (16%) with 1% of the student population being undecided based on 2017-2019 data. The district's overall attendance rate is 95%.
**The Laurel Valley Transportation Improvement Project (LVTIP) is underway and will provide the Mount Pleasant Area with improved mobility as well as accessibility in portions of the 106 square mile district. The LVTIP will positively impact traffic flow between three of the district's four buildings while creating more expedient access to the Arnold Palmer Regional Airport and areas north and east of the Mount Pleasant Area. Increased commercial development and stability of the population are among the potential outcomes of the road improvement project.**

The Mount Pleasant Area School District is steeped in tradition. It is a proud community that celebrates community and school accomplishments with tremendous enthusiasm. A dedicated staff and supportive community provides the students of Mount Pleasant with robust and meaningful educational opportunities and experiences.

## Mission and Vision

### Mission

The mission of the Mount Pleasant Area School District is to inspire and support student growth and development.

### Vision

The Mount Pleasant Area School District sets high standards for engaging all stakeholders through inclusive, innovative and relevant education that fosters community, adaptability, and lifelong learning.

## Educational Values

### Students

We Believe ... - The ability to handle failure as a learning opportunity fosters a sense of perseverance and adaptability. - Clear and effective communication- both in listening and expressing oneself- creates collaborative environments where ideas can thrive and relationships flourish. -Interpersonal skills, including collaboration, conflict resolution, and emotional regulation, are vital for maintaining healthy, productive relationships in all aspects of life.

### Staff

We Believe ... - Learning should be dynamic, engaging, and relevant to the evolving world. - Students deepen their understanding by applying what they learn in meaningful ways, demonstrating mastery through hands-on, real-world challenges. - Learning experiences should be structured in ways that develop critical life skills such as resilience, empathy, negotiation, and communication skills so students learn to navigate both professional and personal environments successfully. - Learning that requires real-world application mirroring challenges faced in today's workforce, makes education purposeful and impactful.

### Administration

We Believe ... - Learning should be dynamic, engaging, and relevant to the evolving world. - Students deepen their understanding by applying what they learn in meaningful ways, demonstrating mastery through hands-on, real-world challenges. - Learning experiences should be structured in ways that develop critical life skills such as resilience, empathy, negotiation, and communication skills so students learn to navigate both professional and personal environments successfully. - Learning that requires real-world application mirroring challenges faced in today's workforce, makes education purposeful and impactful.

### Parents

We Believe ... - Quality education that is responsive to students' needs is a shared responsibility that requires collaboration among diverse stakeholders. - Active involvement and collaboration between home and school foster student success, well-being, and lifelong learning. - By valuing the contributions of all stakeholders, we ensure that education remains relevant, equitable, and focused on preparing students for their futures. - Every student should feel valued, respected, and heard within the school community. - Academic, social, and emotional support is integral to student success.

**Community**

We Believe ... - Quality education that is responsive to students' needs is a shared responsibility that requires collaboration among diverse stakeholders. - Active involvement and collaboration between home and school foster student success, well-being, and lifelong learning. - By valuing the contributions of all stakeholders, we ensure that education remains relevant, equitable, and focused on preparing students for their futures. - Every student should feel valued, respected, and heard within the school community. - Academic, social, and emotional support is integral to student success.

## Future Ready PA Index

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

#### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| PSSA Science Achievement Data | 70% of students scored proficient or advanced on the PSSA Science exam for the last two years, and this performance exceeds the state average (+4). This data reflects the performance of all 4th and 8th grade students in the district. The PSSA Science test will be administered to 5th and 8th graders beginning with the 2024-2025 school year. |
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#### Challenges

| Indicator | Comments/Notable Observations |
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| PSSA ELA Achievement Data | 52% of students scored proficient or advanced on the PSSA ELA exam last year (2024), a 3% decline from the year prior. The performance of our students is 1% less than the current state average. Even though the performance of our students remains consistent with the state average, 52% proficiency is unacceptable. |
| PSSA Math Achievement Data | 41% of students scored proficient or advanced on the PSSA Math exam last year (2024), a 2% decline from the year prior. The performance of our students is 1% higher than the current state average. Even though the performance of our students remains consistent with the state average, 41% proficiency is unacceptable. |

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

#### Strengths

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|---|---|
| **Indicator**<br>PVAAS Math Growth on PSSA Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Grade 6 | **Comments/Notable Observations**<br>Grade 6 maintained a well above growth rating in PSSA Math the last three years. This is a consistent growth pattern. |
| **Indicator**<br>PVAAS ELA Growth on PSSA Exams | **Comments/Notable Observations** |

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| **Grade Level(s) and/or Student Group(s)**<br>Grade 6 | Grade 6 maintained a well above growth rating in PSSA ELA the past three years. The same cohort who was well below in Grade 5 (2022) was well above in Grade 6 (2023). The same cohort who was well below in Grade 5 (2023) was well above in Grade 6 (2024). |
| **Indicator**<br>**Grade Level(s) and/or Student Group(s)** | **Comments/Notable Observations** |
| **Indicator**<br>PVAAS ELA Growth on PSSA Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Grade 8 | **Comments/Notable Observations**<br>Grade 8 maintained a well above growth rating in PSSA ELA the past three years. The same cohort who was well below in Grade 7 (2023) was well above in Grade 8 (2024). |

## Challenges

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| **Indicator**<br>PVAAS Math Growth on PSSA Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Grade 5 | **Comments/Notable Observations**<br>Grade 5 shows a progressive decline in growth over the past three years in PSSA Math. The same cohort who was well below in Grade 4 (2023) is well below in Grade 5 (2024). The same cohort who barely met the growth standard in Grade 4 (2022) fell just below the growth standard in Grade 5 (2023). |
| **Indicator**<br>PVAAS Math Growth on PSSA Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Grade 7 | **Comments/Notable Observations**<br>Grade 7 performed well below the growth standard the last two years in PSSA Math. 6th graders who were well above the growth standard in 2022 fell to well below the growth standard as 7th graders in 2023 and then met the growth standard again as 8th graders in 2024. 6th graders who were well above the growth standard in 2023 fell to well below the growth standard as 7th graders in 2024. |
| **Indicator**<br>PVAAS ELA Growth on PSSA Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Grade 4 | **Comments/Notable Observations**<br>Grade 4 performed well below the growth standard the last two years on the ELA PSSA. Grades 4-8 erratic pattern- from above to well below to well above the growth standard. |
| **Indicator** | **Comments/Notable Observations** |

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| PVAAS Growth Data on Keystone Exams<br>**Grade Level(s) and/or Student Group(s)**<br>Students enrolled in and/or retaking Keystone Exams in Algebra, Biology, and Literature courses. | Keystone Algebra consistently well below for three years. Algebra Keystone- 2022 was a highpoint decrease in 2023 (-7) slight increase in 2024 (+4) -13 statewide *2024 Performance (19) is Jr. High (52) + Sr. High (11) Combined Keystone Biology consistently well below for three years. Biology Keystone- steep decline from 2021 to 2022 (-15) increase in 2023 (+5) decrease in 2024 (-5) -13 statewide Keystone Literature erratic pattern of growth from meets to well below to below. Literature Keystone- steep decline from 2022 to 2023 (-16) increase of +6 in 2024 -6 statewide |

## 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.

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| Over the past two years, 70% of the district's 4th and 8th grade students scored at the proficient or advanced level on the PSSA Science exam, outperforming the state average by 4 percentage points. This consistent achievement highlights strong science instruction and student understanding across the district. |
| Grade 6 has demonstrated a consistent and commendable pattern of academic growth, maintaining a well above growth rating in PSSA Math for the past three consecutive years. This sustained performance reflects the strength of instructional practices at this grade level and highlights a reliable trajectory of student progress in mathematics. |
| Grade 6 has consistently achieved a well above growth rating in PSSA ELA over the past three years, demonstrating strong and effective literacy instruction at this grade level. Notably, the same student cohorts who performed well below growth expectations in Grade 5 made significant gains to achieve well above growth in Grade 6 in both 2023 and 2024. This pattern highlights the impact of targeted instructional strategies and a supportive learning environment that accelerates student achievement in English Language Arts. |
| Grade 8 has sustained a well above growth rating in PSSA ELA for the past three years, reflecting a strong culture of academic achievement and effective instruction at this level. Most notably, the 2024 cohort made remarkable progress, improving from a well below growth rating in Grade 7 (2023) to well above in Grade 8, underscoring the impact of intentional supports and high-quality teaching that accelerate student learning in English Language Arts. |
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### 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.

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| While student performance on the 2024 PSSA ELA exam remains largely consistent with the state average—52% of students scoring proficient or advanced compared to 53% statewide, this represents a 3% decline from the previous year and highlights a critical area for improvement. Despite alignment with state benchmarks, a 52% proficiency rate indicates that nearly half of our students are not meeting grade-level expectations in English Language Arts. This level of performance is unacceptable and underscores the urgent need to strengthen core literacy instruction, implement targeted interventions, and ensure equitable access to high-quality ELA learning experiences that support all students in reaching proficiency. |
| In 2024, only 41% of students scored proficient or advanced on the PSSA Math exam, reflecting a 2% decline from the previous year. While this performance is 1% higher than the current state average, it remains unacceptably low, indicating that the majority of students are not meeting grade-level expectations in mathematics. This trend highlights a pressing need to strengthen mathematics instruction, enhance curriculum alignment, and provide targeted support to close learning gaps. Raising math proficiency is essential to ensuring students are prepared for future academic success and the quantitative demands of college and career pathways. |
| Grade 5 has experienced a progressive decline in growth on the PSSA Math assessment over the past three years, signaling a concerning trend in student learning outcomes. Cohort data reveals that students who were well below the growth standard in Grade 4 (2023) remained well below in Grade 5 (2024), and those who barely met the growth standard in Grade 4 (2022) fell just below the standard in Grade 5 (2023). This pattern of underperformance suggests a need for immediate action to strengthen mathematics instruction, improve vertical alignment between grades, and implement timely interventions to reverse this downward trajectory and support sustained student growth. Grade 7 has performed well below the growth standard on the PSSA Math assessment for the past two consecutive years, indicating a persistent challenge in maintaining student progress during this critical transition year. Cohort trends reveal a troubling pattern: students who were well above the growth standard in Grade 6 (2022) dropped to well below in Grade 7 (2023), before rebounding to meet the growth standard in Grade 8 (2024). Similarly, students who were well above in Grade 6 (2023) experienced a sharp decline to well below in Grade 7 (2024). This recurring dip in growth suggests systemic instructional or curricular gaps at the Grade 7 level that must be addressed through targeted professional development, curriculum refinement, and support strategies to ensure continuity of learning and sustained growth in mathematics. |
| Grade 4 has performed well below the growth standard on the PSSA ELA assessment for the past two years, signaling early literacy concerns that may impact long-term academic success. Across Grades 4–8, student growth patterns in ELA have been inconsistent and erratic—ranging from above to well below to well above the growth standard from year to year. This volatility indicates a lack of instructional continuity and alignment across grade levels, which may be contributing to gaps in foundational literacy skills and uneven academic progress. Addressing this challenge requires a systemic focus on strengthening the ELA curriculum, ensuring instructional consistency, and implementing cohesive supports to promote sustained and predictable student growth. |
| Keystone Exam performance across Algebra, Biology, and Literature reveals persistent challenges in achieving and sustaining academic growth at the secondary level. Keystone Algebra has remained consistently well below the growth standard for the past three years, with 2022 marking a high point followed by a 7-point drop in 2023 and only a modest 4-point recovery in 2024—culminating in a combined performance score of 19 for both junior high (52) and senior high (11) students, and reflecting a 13-point gap below the statewide growth target. Keystone Biology also remains consistently well below the standard, with a steep 15-point decline from 2021 to 2022, a brief 5-point recovery in 2023, and a subsequent 5-point decline in 2024—again reflecting a 13-point deficit relative to the state. Keystone Literature presents an erratic growth pattern, shifting from meeting the standard to well below in |

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| 2023 (-16), followed by a 6-point increase in 2024—yet still landing 6 points below the statewide benchmark. These trends highlight systemic gaps in secondary instruction, curriculum coherence, and student readiness across all Keystone-tested content areas. Strategic efforts must be focused on aligning instruction to Keystone standards, enhancing content-specific interventions, and supporting both junior and senior high students with resources that foster consistent, measurable academic growth. |

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
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| PSSA Data DIBELS data CDT data Attendance data/information | Donegal Elementary– ELA Strengths: Year-over-year improvement in Proficient/Advanced scores (54.5%). Challenges: Did not meet the interim improvement target (Target: 81.1%). Overall performance remains below the statewide goal. Norvelt Elementary– ELA Strengths: 58.3% Proficient or Advanced — exceeds the state average (54.5%). Economically Disadvantaged students showed gains over the prior year. Students with Disabilities showed growth compared to last year. Challenges: 58.3% Proficient or Advanced — below the statewide goal. Only 20.8% of Students with Disabilities scored Proficient or Advanced — well below expectations. |
| Future Ready PA INDEX PSSA Data Attendance Data Career Standards Dibels Data CDT/Firefly Data DIBELS | Ramsay Elementary- ELA Strengths: All student group demonstrated strong academic growth in ELA, with a growth score of 77%, which is 1.6% higher than the statewide average. DIBELS program is well-integrated and effectively used. All students showed at least 10-point growth from BOY to EOY, indicating strong monitoring and intervention systems. Mid-Year Data: Mid-Year (MOY) data shows that most students are making gains, suggesting current instructional strategies are working. Challenges: All Student Group scored 49.6%, which is 4.3% lower than the statewide average, and did not meet the interim goal/improvement target, indicating a gap between achievement and expected performance levels. |
| PSSA & Keystone Exam Data DIBELS data CDT MAZE Attendance data/information | Mount Pleasant Area Junior High- ELA Strengths: Grade 8 Outperforms State Average: Eighth-grade students have shown consistent ELA performance over the past three years, with scores +7 percentage points above the Pennsylvania state average. Comprehension Growth (DIBELS MOY): The DIBELS comprehension assessment was implemented for the first time this year. Mid-Year (MOY) data indicates collective growth in reading comprehension in both grades 7 and 8, suggesting promising instructional impact. Improved Instructional Design: Implementation of block scheduling for ELA has increased |

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| | instructional time and flexibility. The MTSS framework has been embedded into the ELA block, allowing for targeted intervention and enrichment to support diverse learner needs. Challenges: Grade 7 Decline and Below-State Performance: Seventh-grade ELA scores have declined over the past three years and are currently 8 percentage points below the state average, signaling a need for strategic instructional improvement. Vocabulary Acquisition: Vocabulary development has been identified as a persistent challenge, likely contributing to overall comprehension and achievement gaps. |
| Keystone Exam Data CDT Data Apex Learning Data | Mount Pleasant Area Senior High- ELA Strengths: 2022 was the peak performance year, showing that students can meet or exceed expectations with the right instructional supports. Challenges: 16-point decline in 2024, the steepest drop among all Keystone subjects. Performance is 6 points below the Pennsylvania state average, underscoring literacy challenges and possible misalignment with tested standards. Reveals gaps in reading comprehension, analysis, and writing instruction. |

## English Language Arts Summary

### Strengths

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| Elementary Level: MTSS supports have led to growth in DIBELS comprehension scores across K–3, and all students made significant gains from BOY to EOY, confirming effective use of progress monitoring. Interventionists provide daily ELA support within and beyond the core instructional block. |
| Junior High: The block scheduling model for ELA includes built-in time for intervention and enrichment, directly tied to MTSS goals. DIBELS introduced for the first time in grades 7–8 revealed collective comprehension growth, validating the use of formative diagnostic tools. Grade 8 PSSA ELA performance showed consistency and exceeded the state average by +7, highlighting effective teaching practices. |
| Senior High: The LRC supports students struggling in Keystone Literature, providing both direct instruction and tutoring under the WIN (Whatever I Need) initiative. Teachers engage in SMART goal setting, backward design, and formative assessments, ensuring instruction aligns with tested standards and responds to student needs. Regular Data-to-Action Team meetings allow ELA departments to refine instruction based on real-time data trends. |

### Challenges

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| State Assessment Measures: Declining Performance in Keystone Literature: A 16-point drop from the district's 2022 high, now 6 points below the state average. Indicates gaps in curriculum alignment, comprehension instruction, and analysis of complex texts. Grade 7 ELA Below State Expectations: Performance is 3 points below the state average, with a recent -8 point drop following a period of improvement. Growth targets are not being met, signaling a need for stronger foundational literacy supports. |
| On-Track Measures: Vocabulary Acquisition and Comprehension Gaps (Grades 7–8): Identified as a challenge through local assessments and DIBELS comprehension data. These gaps hinder grade-level proficiency and student readiness for more complex |

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| reading and writing tasks. ELA Performance of Students with Disabilities: Only 20.8% proficiency at Norvelt and similar trends in other buildings reflect the need for differentiated and inclusive instructional practices. |
| College and Career Measures: Keystone Literature Underperformance: Limits Act 158 graduation pathway options and hinders postsecondary readiness. Strengthening reading and writing instruction is essential to increase successful outcomes on Keystone assessments. |

## Mathematics

| Data | Comments/Notable Observations |
|---|---|
| State testing results (PSSA) DIBELS data CDT data Attendance data/information | Donegal Elementary– Math Strengths: 57.6% Proficient or Advanced — improvement over prior year. Challenges: Despite growth, performance is still below expected levels. Norvelt Elementary– Math Strengths: 51.5% Proficient or Advanced — exceeds the state average (38.3%). Economically Disadvantaged and Students with Disabilities showed increased scores over the previous year. Challenges: 51.5% Proficient or Advanced — below the statewide goal. |
| Future Ready PA INDEX PSSA Data Attendance Data Career Standards Dibels Data CDT/Firefly Data | Ramsay Elementary- Math Strengths: Growth Toward Standards: All of Ramsay's student group met the interim growth target, with a growth score of 76.2%, which is 17% higher than the statewide average. This demonstrates strong instructional impact over time. Challenges: Proficiency Levels: Despite strong growth, only 44.8% of students met the proficiency level, even though this is 4.6% above the statewide average. This still indicates that less than half of the students are performing at grade level, highlighting the need to bridge the gap between growth and achievement. |
| State testing results (PSSA & Keystones) DIBELS data CDT data Attendance data/information | Mount Pleasant Area Junior High- Math Strengths: Grade 8 PSSA Math – Steady Growth: Progressive improvement over the last three years: +10, +3, and +6. Although it is still 2 points below the state average, the upward trend reflects effective instructional practices and student gains in understanding. Algebra I Keystone – Strong Recovery Years: 2022 and 2024 were high points, indicating that when supports align effectively, students can achieve strong performance. In 2024, students performed +20 points above the PA state average, demonstrating the potential of the program and student capacity for rigorous content. Spring Math Implementation: Spring Math has been implemented to support remediation, providing targeted, evidence-based interventions that address foundational skill gaps and accelerate growth. Challenges: Grade 7 PSSA Math – Recent Decline: After a period of growth, there was a decline of 8 points, bringing performance to 3 points below the state average, which signals a need for renewed focus on instruction and supports at this level. Algebra I Keystone – Inconsistent Performance: Despite strong results in 2022 and 2024, the 2023 performance declined steeply by 17 points, indicating inconsistency in outcomes and a need to stabilize instruction and supports year over year. Below-State Performance in Both Grades: While growth is evident in some years, both PSSA and Keystone have not |

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| | consistently met or exceeded state averages, highlighting the need for sustained, multi-tiered support and curriculum alignment. |
| Keystone Exam Data CDT Data Apex Learning Data | Mount Pleasant Area Senior High- Algebra Strengths: 2022 marked a performance high point, demonstrating that students can reach elevated achievement levels with aligned supports and instruction. Challenges: Decline of 3 points in 2023, with no change in 2024, indicating a performance plateau. 2024 results are 21 points below the Pennsylvania state average, pointing to significant underperformance and the need for intensified focus on algebraic reasoning and curriculum alignment. Suggests curriculum gaps and instructional weaknesses that must be addressed to reverse stagnation. |

## Mathematics Summary

### Strengths

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| Elementary Level: The established MTSS model supports daily interventions and enrichment, led by interventionists and supported by behavior specialists, ensuring timely academic and behavioral support aligned to student needs. Implementation of Spring Math at the junior high level provides research-based, data-driven remediation for foundational math skills. |
| Junior High: Grade 8 PSSA Math shows a progressive incline over the last three years (+10, +3, +6), demonstrating that recent instructional strategies are effective. The emerging MTSS model is being leveraged within the new ELA/Math blocks to build in targeted intervention and enrichment during core instruction. |
| Senior High: The Learning Resource Center (LRC), staffed every period by general and special education teachers, acts as a hub for personalized math remediation, peer collaboration, and reteaching aligned to Keystone Algebra standards. The APEX Program and After-School Programs offer structured math intervention and credit recovery support. Strategic relocation of teachers by department and Keystone-aligned assignments have helped strengthen instruction in Algebra. A Data-to-Action Process ensures teachers review student performance trends to align instruction and address curriculum gaps. |

### Challenges

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| State Assessment Measures: Keystone Algebra Underperformance: Current performance is 21 points below the state average, with no growth from 2023 to 2024 following a 3-point decline. It indicates a need for instructional realignment and more targeted remediation. Grade 7 PSSA Math Decline: Recent 8-point drop, with scores now 3 points below the state average. Suggests instructional gaps during a pivotal year and the need for early identification and intervention. |
| On-Track Measures: Inconsistent Growth Trajectories: Some grade levels (e.g., Grade 8) show positive trends, but gains are not sustained across all buildings or subgroups. Signals need more consistent MTSS implementation and monitoring at the junior high level. Attendance Impact on Math Achievement: Chronic absenteeism among vulnerable populations is affecting math outcomes. Even with the K–12 Attendance Specialist, attendance remains below the state goal and directly affects time on task in math instruction. |
| College and Career Measures: Low Keystone Algebra Proficiency: Reduces students' ability to meet graduation requirements via the Keystone Pathway. Weak math foundations limit readiness for advanced coursework and STEM-related careers. |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| Firefly and CDT | Ramsay Elementary- Science As part of the state's transition to the new Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology & Engineering (STEELS), data from the former PSSA Science assessment will not be factored into comprehensive planning. The STEELS standards represent a fundamental shift in instructional approach, emphasizing three-dimensional, phenomena-based learning that integrates scientific practices, crosscutting concepts, and core disciplinary ideas. Because the previous science assessment was not aligned to these new expectations, its data no longer provides a valid measure of student proficiency under the current standards. A new PSSA Science assessment, aligned with the STEELS framework, will be implemented to more accurately reflect student understanding and guide future instructional planning. |
| Firefly and CDT | Mount Pleasant Area Junior High- Science As part of the state's transition to the new Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology & Engineering (STEELS), data from the former PSSA Science assessment will not be factored into comprehensive planning. The STEELS standards represent a fundamental shift in instructional approach, emphasizing three-dimensional, phenomena-based learning that integrates scientific practices, crosscutting concepts, and core disciplinary ideas. Because the previous science assessment was not aligned to these new expectations, its data no longer provides a valid measure of student proficiency under the current standards. A new PSSA Science assessment, aligned with the STEELS framework, will be implemented to more accurately reflect student understanding and guide future instructional planning. |
| Firefly, CDT and Apex | Mount Pleasant Area Senior High- Science As part of the state's transition to the new Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology & Engineering (STEELS), data from the former PSSA Science assessment will not be factored into comprehensive planning. The STEELS standards represent a fundamental shift in instructional approach, emphasizing three-dimensional, phenomena-based learning that integrates scientific practices, crosscutting concepts, and core disciplinary ideas. Because the previous science assessment was not aligned to these new expectations, its data no longer provides a valid measure of student proficiency under the current standards. A new PSSA Science assessment, aligned with the STEELS framework, will be implemented to more accurately reflect student understanding and guide future instructional planning. |

## Science, Technology, and Engineering Education Summary

### Strengths

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| The Learning Resource Center provides structured remediation in Biology, supported by both general and special education staff. |
| Teacher reassignments have placed content-area experts in Keystone Biology, maximizing impact. |
| The Data-to-Action Process includes deep analysis of Keystone Biology trends, guiding professional learning and pacing decisions. |
| Instructional teams utilize high-impact teaching strategies, including pretesting and formative assessments, to close knowledge gaps revealed by performance trends. |

## Challenges

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| State Assessment Measures: Keystone Biology Performance Drop: District performance is now 13 points below the state average, with a 5-point decline in 2024. Declining trend since 2021 indicate a need to restructure instruction and re-engage students in scientific thinking. Outdated PSSA Science Data: With the transition to the STEELS standards, current PSSA data are no longer aligned to expectations. Teachers need professional development to build capacity in phenomena-based, three-dimensional instruction. |
| On-Track Measures: Instructional Misalignment to STEELS: Existing practices may not yet reflect the crosscutting concepts and science/engineering practices required under STEELS. A lack of aligned resources and assessments poses a barrier to instructional readiness. |
| College and Career Measures: Gaps in Scientific Literacy and Practice: Underperformance in Biology indicates students may not be developing critical thinking and inquiry skills necessary for postsecondary STEM pathways. Strengthening STEELS-aligned instruction will support future readiness in health, environmental, and technical careers. |

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Portals Project | The Portals Project immerses students in real-world, interdisciplinary challenges that build critical thinking, creativity, and collaboration skills. It integrates emerging technologies like AR, VR, and AI to expose students to tools used in today's and tomorrow's careers. Students engage in personalized, project-based learning that promotes adaptability, innovation, and self-direction—key workforce competencies. Industry and postsecondary partnerships ensure alignment with regional workforce needs and career pathways. The project equips students with transferable skills and mindsets that are essential for success in a rapidly changing global economy. |
| Industry Partnerships | Industry partnerships with organizations such as Kennametal, Case Technologies, and others significantly enhance career readiness for Mount Pleasant Area students by bridging the gap between classroom learning and real-world workforce expectations. These partnerships provide meaningful opportunities that align with high-demand skills and evolving industry standards. |
| Post-Secondary Partnerships | Partnerships with post-secondary institutions such as the WCCC Advanced Technology Center, Saint Vincent College, Seton Hill University, and others play a pivotal role in enhancing career readiness for Mount Pleasant Area students by expanding access to advanced learning opportunities, industry certifications, and real-world experiences that align with workforce expectations. |

### Career and Technical Education (CTE) Programs

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

| Data | Comments/Notable Observations |
|---|---|
| Partnerships with the CWCTC | The Mount Pleasant Area School District's partnership with the Westmoreland County Career and Technical Center (CWCTC)—particularly through the Aspiring Educators Program and the clustering of high school electives to support CWCTC's Business Education and Entrepreneurial Program—provides students with meaningful opportunities to gain career-aligned competencies within their home school environment, while remaining connected to regional workforce training pathways. |

### 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**

Westmoreland County Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School Courses

**Uploaded Files**

WCCC.pdf

**Partnering Institution**

Seton Hill University

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School

**Uploaded Files**

Mt Pleasant 25-28 CHS Addendum_52d9182a.pdf

**Partnering Institution**

Mount Aloysius

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School

**Uploaded Files**

Articulation Agreement_dfb51780.docx

## 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.

| |
|---|
| Real-World, Interdisciplinary Learning (Portals Project) The Portals Project immerses students in authentic, interdisciplinary challenges that promote critical thinking, collaboration, and creativity—directly aligning with the district's mission to support student growth and the vision of fostering adaptability and lifelong learning. Integration of Emerging Technologies (AR/VR/AI) Use of cutting-edge technologies prepares students for current and future careers, advancing innovation and increasing relevance in instruction, aligned with the district's commitment to engaging all stakeholders in modern educational experiences. Personalized, Project-Based Learning Model Emphasizing student voice, self-direction, and real-world application builds adaptability and workforce readiness, supporting the mission's focus on development and the vision's emphasis on inclusive and innovative education. |
| Strong Industry Partnerships (e.g., Kennametal, Case Technologies) These partnerships bridge the gap between classroom learning and workforce expectations, increasing student awareness of high-demand career pathways and enhancing community engagement. |
| Robust Postsecondary Collaborations (e.g., WCCC, Saint Vincent, Seton Hill) These collaborations expand student access to certifications, college-level learning, and career-aligned experiences, enriching educational relevance and long-term outcomes. |
| Career-Technical Integration (CWCTC) The alignment of high school electives with CWCTC pathways enables students to build real workforce competencies while remaining in their home school setting, demonstrating innovation in program delivery. |

## 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.

| |
|---|
| Equity in Access to Specialized Programs Not all students may currently have equal access to immersive technology, project-based experiences, or postsecondary partnerships, which could limit the impact of these initiatives on district-wide growth. |
| Scalability and Sustainability of Innovation Expanding the Portals Project and industry-integrated learning models across all grade levels and schools require continued resources, staff training, and long-term investment strategies. |
| Alignment of Curriculum with Workforce Trends While partnerships support alignment, continued curriculum revision is needed to ensure all subject areas and grade levels reflect evolving regional and global workforce needs. |
| Capacity for Stakeholder Engagement Maintaining and deepening partnerships with industry, post-secondary institutions, and families require dedicated personnel and consistent communication structures to fully engage stakeholders. |
| Tracking and Measuring Workforce Readiness Outcomes Developing tools and metrics to assess the impact of these programs on students' long-term adaptability, career readiness, and lifelong learning remains a challenge critical to continuous improvement. |

## 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.

| |
|---|
| Established Multi-Tiered System of Supports (MTSS) Framework The district has implemented a robust MTSS model that uses data-driven decision-making to identify and support students at risk. This framework ensures that economically disadvantaged students and students with disabilities receive timely academic, behavioral, and emotional interventions aligned with their individual needs. |

| |
|---|
| ommitment to Personalized Learning Pathways The district prioritizes individualized instruction by leveraging flexible learning models, differentiated strategies, and goal-driven support plans. This fosters self-paced, meaningful engagement for students with varying abilities and backgrounds, directly supporting the mission to inspire growth. |
| Access to Targeted Remedial Supports Economically disadvantaged students and students with disabilities benefit from access to interventionists, co-teaching models, instructional aides, and skill-specific support programs that address learning gaps and promote progress toward grade-level standards. |
| Inclusive Practices Across Learning Environments General education and special education staff collaborate to ensure inclusive classroom environments that reflect high expectations, equity, and belonging—critical components of the district's vision for inclusive and relevant education. |
| The district's designation as a National Unified Champion Banner School reflects its strong commitment to inclusion, respect, and belonging for students of all abilities. This recognition highlights the district's leadership in creating unified environments where students with and without disabilities learn, lead, and grow together—directly supporting the mission to inspire student development and the vision of fostering community and lifelong learning through inclusive education. |

### 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.

| |
|---|
| Consistency in Intervention Implementation Across Schools While the MTSS model is in place, there is variability in fidelity and consistency of tiered interventions across grade levels and buildings, which may limit equitable access to supports for all students in need. |
| Resource Allocation for Personalized Support Providing sustained, high-quality personalized instruction and remediation requires staffing, time, and materials. Limited availability of interventionists, paraprofessionals, and co-teaching capacity may affect timely support for students with the most intensive needs. |
| Professional Learning on Differentiation and Inclusive Practices Continued professional development is needed to ensure all staff are equipped with the strategies and tools to differentiate instruction, implement accommodations, and maintain high expectations for all learners. |
| Transition Planning and Post-School Outcomes for Students with Disabilities While efforts exist, enhancing individualized transition plans, vocational training, and alignment with postsecondary pathways remains a growth area to support lifelong learning and career readiness for students with disabilities. |
| |

## Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | The Special Education Plan aligns with the district's mission by ensuring that students with disabilities are inspired and supported through individualized, student-centered services that promote academic, social, and emotional growth. It reflects the district's vision by fostering inclusive learning environments, promoting collaborative teaching models, and equipping students with the adaptability and skills necessary for lifelong success. The plan emphasizes high expectations, equitable access to the general curriculum, and transition-focused services that prepare students for adult life. |
| Title 1 Schoolwide Plans | Title I Schoolwide Plans are designed to close achievement gaps and support economically disadvantaged students through targeted interventions, data-driven instruction, and family engagement strategies. These plans are tightly aligned with the mission of inspiring and supporting all learners by addressing barriers to success and ensuring personalized academic growth. They also advance the district's vision by creating relevant learning opportunities, strengthening community partnerships, and embedding inclusive practices within schoolwide systems. |
| Student Services | The Student Services Plan supports the mission by promoting the development of the whole child, including academic, behavioral, emotional, and health-related needs. It ensures students are safe, supported, and ready to learn, which is foundational to growth and development. Aligned with the district's vision, the plan promotes a coordinated system of supports including mental health services, positive behavior interventions, crisis response, and access to resources that help students develop resilience, social responsibility, and lifelong well-being. |
| K-12 Guidance Plan (339 Plan) | The K–12 Guidance Plan is directly aligned with the mission to support student growth through a comprehensive developmental approach to career, academic, and personal/social development. It emphasizes college and career readiness, goal setting, and decision-making skills, preparing students for the ever-changing world. The plan also upholds the vision by fostering lifelong learning, encouraging self-awareness, and strengthening connections among students, families, educators, and the broader community. |
| Technology Plan | The Technology Plan supports the mission by enhancing teaching and learning through the intentional integration of digital tools, promoting student engagement, creativity, and self-directed learning. It aligns with the vision by providing equitable access to technology that supports personalized instruction, interdisciplinary exploration, and real-world problem solving. The plan also reflects innovation by integrating emerging technologies like AR/VR/AI and preparing students with the digital fluency and adaptability needed for future success. |

### Strengths

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

| |
|---|
| The district's Multi-Tiered System of Supports ensures early identification of student needs and delivers targeted academic, behavioral, and social-emotional interventions. This proactive, data-informed approach exemplifies the mission to support student growth and promotes inclusive learning environments aligned with the district's vision. |
| MPASD equips students with real-world, future-focused skills such as problem-solving, communication, collaboration, and digital fluency. These innovative learning experiences inspire students and position the district as a leader in relevant, adaptive education that prepares learners for a rapidly evolving workforce. |
| Through the use of AR, VR, digital imaging, and cybersecurity education, the district exposes students to cutting-edge tools used in modern industries. These platforms not only enhance engagement but also cultivate critical technological expertise starting in elementary grades. |
| Students are consistently developing workplace-ready skills—resilience, creativity, adaptability, and leadership—through project-based and student-led initiatives like MPASD Online, Iron Viking, Eagle Street Marketplace, and Skills for Life. This emphasis directly fulfills the district's vision of lifelong learning and community involvement. |
| Programs such as No Place for Hate, Community Art, and the Unified Banner School designation illustrate the district's commitment to inclusive education and social-emotional development, helping all students feel valued, seen, and prepared to contribute meaningfully to society. |

### 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.

| |
|---|
| While the district offers diverse and innovative programs, not all students may currently have equal access to these experiences due to scheduling, staffing, transportation, or technology gaps. Addressing these disparities is essential to fully realize the district's inclusive mission and vision. |
| Programs like cyber security, computer science, robotics, and AR/VR integration require significant resources, staff training, and infrastructure. Sustaining and scaling these high-impact programs districtwide will be key to maintaining innovation and reaching every learner. |
| While many programs foster career-readiness, ensuring that critical skills such as collaboration, communication, and problem-solving are embedded across all grade levels and subject areas remains a challenge, especially in traditional academic content. |
| Teachers need ongoing support and training to effectively integrate technology, project-based learning, and tiered support into their daily instruction, particularly as educational and workforce landscapes evolve. |
| While fostering innovation is a clear district strength, maintaining a strong foundation in literacy, numeracy, and foundational content areas—especially for students requiring remediation—must remain a top priority alongside future-focused learning. |

## 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 | Exemplary |
| 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 | Emerging |
| 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 | 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 | 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 | Emerging |

### 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 | Emerging |

## 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.

| |
|---|
| By fostering a district-wide culture of high expectations for all students and staff, we can close achievement gaps and create consistent academic growth across grade levels by aligning beliefs, instructional practices, and supports to a shared vision of success. |
| Our existing partnerships with local businesses, community organizations, and post-secondary institutions position us to enhance career readiness opportunities and address workforce preparation gaps through expanded real-world learning experiences and credentialed pathways. |
| Through the district's commitment to using evidence-based instructional strategies and a coherent, standards-aligned curriculum, we can improve student outcomes in historically underperforming subjects by providing teachers with high-quality resources, coaching, and data-driven supports. |
| By allocating resources strategically based on data and student need, we can ensure equity in access to quality instruction, staffing, and interventions—targeting support where it will have the greatest impact on improving academic achievement and readiness outcomes. |

### 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.

| |
|---|
| By strengthening two-way communication with families, staff, and community stakeholders, we can build trust, foster collaboration, and create a shared sense of purpose—ensuring that all voices contribute to a student-centered culture that supports growth, innovation, and lifelong learning. |
| By ensuring the consistent implementation of a rigorous, standards-aligned curriculum and assessment system, we can provide all students with equitable access to high-quality, engaging learning experiences that promote academic development, adaptability, and real-world readiness. |
| By building the instructional leadership capacity of central office and school administrators, we can elevate the quality of teaching and learning district-wide, ensure coherence in instructional practices, and inspire educators to support each student's personal and academic growth. |
| By aligning professional development with district priorities and educator needs, we can foster continuous learning among staff, promote innovative and inclusive instructional strategies, and empower educators to meet the evolving needs of all learners. |
| By strategically coordinating and allocating fiscal resources across all funding streams, we can ensure that investments are targeted to the areas of greatest need and impact—strengthening support, expanding opportunities, and removing barriers to student success. |

## 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 |
|---|---|
| Over the past two years, 70% of the district's 4th and 8th grade students scored at the proficient or advanced level on the PSSA Science exam, outperforming the state average by 4 percentage points. This consistent achievement highlights strong science instruction and student understanding across the district. | False |
| Grade 6 has demonstrated a consistent and commendable pattern of academic growth, maintaining a well above growth rating in PSSA Math for the past three consecutive years. This sustained performance reflects the strength of instructional practices at this grade level and highlights a reliable trajectory of student progress in mathematics. | False |
| Grade 6 has consistently achieved a well above growth rating in PSSA ELA over the past three years, demonstrating strong and effective literacy instruction at this grade level. Notably, the same student cohorts who performed well below growth expectations in Grade 5 made significant gains to achieve well above growth in Grade 6 in both 2023 and 2024. This pattern highlights the impact of targeted instructional strategies and a supportive learning environment that accelerates student achievement in English Language Arts. | False |
| Grade 8 has sustained a well above growth rating in PSSA ELA for the past three years, reflecting a strong culture of academic achievement and effective instruction at this level. Most notably, the 2024 cohort made remarkable progress, improving from a well below growth rating in Grade 7 (2023) to well above in Grade 8, underscoring the impact of intentional supports and high-quality teaching that accelerate student learning in English Language Arts. | False |
| Elementary Level:  MTSS supports have led to growth in DIBELS comprehension scores across K–3, and all students made significant gains from BOY to EOY, confirming effective use of progress monitoring. Interventionists provide daily ELA support within and beyond the core instructional block. | False |
| Junior High: The block scheduling model for ELA includes built-in time for intervention and enrichment, directly tied to MTSS goals.  DIBELS introduced for the first time in grades 7–8 revealed collective comprehension growth, validating the use of formative diagnostic tools.  Grade 8 PSSA ELA performance showed consistency and exceeded the state average by +7, highlighting effective teaching practices. | False |
| Senior High: The LRC supports students struggling in Keystone Literature, providing both direct instruction and tutoring under the WIN (Whatever I Need) initiative.  Teachers engage in SMART goal setting, backward design, and formative assessments, ensuring instruction aligns with tested standards and | False |

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| responds to student needs. Regular Data-to-Action Team meetings allow ELA departments to refine instruction based on real-time data trends. | |
| Elementary Level: The established MTSS model supports daily interventions and enrichment, led by interventionists and supported by behavior specialists, ensuring timely academic and behavioral supports aligned to student needs. Implementation of Spring Math at the junior high level provides research-based, data-driven remediation for foundational math skills. | False |
| Junior High: Grade 8 PSSA Math shows a progressive incline over the last three years (+10, +3, +6), demonstrating that recent instructional strategies are effective. The emerging MTSS model is being leveraged within the new ELA/Math blocks to build in targeted intervention and enrichment during core instruction. | False |
| Senior High: The Learning Resource Center (LRC), staffed every period by general and special education teachers, acts as a hub for personalized math remediation, peer collaboration, and reteaching aligned to Keystone Algebra standards. The APEX Program and After-School Programs offer structured math intervention and credit recovery support. Strategic relocation of teachers by department and Keystone-aligned assignments have helped strengthen instruction in Algebra. A Data-to-Action Process ensures teachers review student performance trends to align instruction and address curriculum gaps. | False |
| The Learning Resource Center provides structured remediation in Biology, supported by both general and special education staff. | True |
| Teacher reassignments have placed content-area experts in Keystone Biology, maximizing impact. | False |
| The Data-to-Action Process includes deep analysis of Keystone Biology trends, guiding professional learning and pacing decisions. | True |
| Instructional teams utilize high impact teaching strategies, including pretesting and formative assessments, to close knowledge gaps revealed by performance trends. | True |
| Real-World, Interdisciplinary Learning (Portals Project) The Portals Project immerses students in authentic, interdisciplinary challenges that promote critical thinking, collaboration, and creativity—directly aligning with the district's mission to support student growth and the vision of fostering adaptability and lifelong learning. Integration of Emerging Technologies (AR/VR/AI) Use of cutting-edge technologies prepares students for current and future careers, advancing innovation and increasing relevance in instruction, aligned with the district's commitment to engaging all stakeholders in modern educational experiences. Personalized, Project-Based Learning Model Emphasizing student voice, self-direction, and real-world application builds adaptability and workforce readiness, supporting the mission's focus on development and the vision's emphasis on inclusive and innovative education. | True |
| Strong Industry Partnerships (e.g., Kennametal, Case Technologies) These partnerships bridge the gap between classroom learning and workforce expectations, increasing student awareness of high-demand career pathways and enhancing community engagement. | False |

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|---|---|
| Robust Postsecondary Collaborations (e.g., WCCC, Saint Vincent, Seton Hill) These collaborations expand student access to certifications, college-level learning, and career-aligned experiences, enriching educational relevance and long-term outcomes. | False |
| Career-Technical Integration (CWCTC) The alignment of high school electives with CWCTC pathways enables students to build real workforce competencies while remaining in their home school setting, demonstrating innovation in program delivery. | True |
| Established Multi-Tiered System of Supports (MTSS) Framework The district has implemented a robust MTSS model that uses data-driven decision-making to identify and support students at risk. This framework ensures that economically disadvantaged students and students with disabilities receive timely academic, behavioral, and emotional interventions aligned with their individual needs. | False |
| Commitment to Personalized Learning Pathways The district prioritizes individualized instruction by leveraging flexible learning models, differentiated strategies, and goal-driven support plans. This fosters self-paced, meaningful engagement for students with varying abilities and backgrounds, directly supporting the mission to inspire growth. | False |
| Access to Targeted Remedial Supports Economically disadvantaged students and students with disabilities benefit from access to interventionists, co-teaching models, instructional aides, and skill-specific support programs that address learning gaps and promote progress toward grade-level standards. | True |
| Inclusive Practices Across Learning Environments General education and special education staff collaborate to ensure inclusive classroom environments that reflect high expectations, equity, and belonging—critical components of the district's vision for inclusive and relevant education. | True |
| The district's designation as a National Unified Champion Banner School reflects its strong commitment to inclusion, respect, and belonging for students of all abilities. This recognition highlights the district's leadership in creating unified environments where students with and without disabilities learn, lead, and grow together—directly supporting the mission to inspire student development and the vision of fostering community and lifelong learning through inclusive education. | False |
| The district's Multi-Tiered System of Supports ensures early identification of student needs and delivers targeted academic, behavioral, and social-emotional interventions. This proactive, data-informed approach exemplifies the mission to support student growth and promotes inclusive learning environments aligned with the district's vision. | True |
| MPASD equips students with real-world, future-focused skills such as problem-solving, communication, collaboration, and digital fluency. These innovative learning experiences inspire students and position the district as a leader in relevant, adaptive education that prepares learners for a rapidly evolving workforce. | True |
| Through the use of AR, VR, digital imaging, and cybersecurity education, the district exposes students to cutting-edge tools used in modern industries. These platforms not only enhance engagement but also cultivate critical technological expertise starting in elementary grades. | True |

| | |
|---|---|
| Students are consistently developing workplace-ready skills—resilience, creativity, adaptability, and leadership—through project-based and student-led initiatives like MPASD Online, Iron Viking, Eagle Street Marketplace, and Skills for Life. This emphasis directly fulfills the district's vision of lifelong learning and community involvement. | True |
| Programs such as No Place for Hate, Community Art, and the Unified Banner School designation illustrate the district's commitment to inclusive education and social-emotional development, helping all students feel valued, seen, and prepared to contribute meaningfully to society. | True |
| By fostering a district-wide culture of high expectations for all students and staff, we can close achievement gaps and create consistent academic growth across grade levels by aligning beliefs, instructional practices, and supports to a shared vision of success. | False |
| Our existing partnerships with local businesses, community organizations, and post-secondary institutions position us to enhance career readiness opportunities and address workforce preparation gaps through expanded real-world learning experiences and credentialed pathways. | True |
| Through the district's commitment to using evidence-based instructional strategies and a coherent, standards-aligned curriculum, we can improve student outcomes in historically underperforming subjects by providing teachers with high-quality resources, coaching, and data-driven supports. | False |
| By allocating resources strategically based on data and student need, we can ensure equity in access to quality instruction, staffing, and interventions—targeting support where it will have the greatest impact on improving academic achievement and readiness outcomes. | True |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved it 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 |
|---|---|
| While student performance on the 2024 PSSA ELA exam remains largely consistent with the state average—52% of students scoring proficient or advanced compared to 53% statewide, this represents a 3% decline from the previous year and highlights a critical area for improvement. Despite alignment with state benchmarks, a 52% proficiency rate indicates that nearly half of our students are not meeting grade-level expectations in English Language Arts. This level of performance is unacceptable and underscores the urgent need to strengthen core literacy instruction, implement targeted interventions, and ensure equitable access to high-quality ELA learning experiences that support all students in reaching proficiency. | False |
| In 2024, only 41% of students scored proficient or advanced on the PSSA Math exam, reflecting a 2% decline from the previous year. While this performance is 1% higher than the current state average, it | False |

| | |
|---|---|
| remains unacceptably low, indicating that the majority of students are not meeting grade-level expectations in mathematics. This trend highlights a pressing need to strengthen mathematics instruction, enhance curriculum alignment, and provide targeted support to close learning gaps. Raising math proficiency is essential to ensuring students are prepared for future academic success and the quantitative demands of college and career pathways. | |
| Grade 5 has experienced a progressive decline in growth on the PSSA Math assessment over the past three years, signaling a concerning trend in student learning outcomes. Cohort data reveals that students who were well below the growth standard in Grade 4 (2023) remained well below in Grade 5 (2024), and those who barely met the growth standard in Grade 4 (2022) fell just below the standard in Grade 5 (2023). This pattern of underperformance suggests a need for immediate action to strengthen mathematics instruction, improve vertical alignment between grades, and implement timely interventions to reverse this downward trajectory and support sustained student growth. Grade 7 has performed well below the growth standard on the PSSA Math assessment for the past two consecutive years, indicating a persistent challenge in maintaining student progress during this critical transition year. Cohort trends reveal a troubling pattern: students who were well above the growth standard in Grade 6 (2022) dropped to well below in Grade 7 (2023), before rebounding to meet the growth standard in Grade 8 (2024). Similarly, students who were well above in Grade 6 (2023) experienced a sharp decline to well below in Grade 7 (2024). This recurring dip in growth suggests systemic instructional or curricular gaps at the Grade 7 level that must be addressed through targeted professional development, curriculum refinement, and support strategies to ensure continuity of learning and sustained growth in mathematics. | False |
| Grade 4 has performed well below the growth standard on the PSSA ELA assessment for the past two years, signaling early literacy concerns that may impact long-term academic success. Across Grades 4–8, student growth patterns in ELA have been inconsistent and erratic—ranging from above to well below to well above the growth standard from year to year. This volatility indicates a lack of instructional continuity and alignment across grade levels, which may be contributing to gaps in foundational literacy skills and uneven academic progress. Addressing this challenge requires a systemic focus on strengthening the ELA curriculum, ensuring instructional consistency, and implementing cohesive supports to promote sustained and predictable student growth. | False |
| Keystone Exam performance across Algebra, Biology, and Literature reveals persistent challenges in achieving and sustaining academic growth at the secondary level. Keystone Algebra has remained consistently well below the growth standard for the past three years, with 2022 marking a high point followed by a 7-point drop in 2023 and only a modest 4-point recovery in 2024—culminating in a combined performance score of 19 for both junior high (52) and senior high (11) students, and reflecting a 13-point gap below the statewide growth target. Keystone Biology also remains consistently well below the standard, with a steep 15-point decline from 2021 to 2022, a brief 5-point recovery in 2023, and a subsequent 5-point decline in 2024—again reflecting a 13-point deficit relative to the state. Keystone Literature presents an erratic growth pattern, shifting from meeting the standard to well below in 2023 (- | True |

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|---|---|
| 16), followed by a 6-point increase in 2024—yet still landing 6 points below the statewide benchmark. These trends highlight systemic gaps in secondary instruction, curriculum coherence, and student readiness across all Keystone-tested content areas. Strategic efforts must be focused on aligning instruction to Keystone standards, enhancing content-specific interventions, and supporting both junior and senior high students with resources that foster consistent, measurable academic growth. | |
| State Assessment Measures: Declining Performance in Keystone Literature: A 16-point drop from the district's 2022 high, now 6 points below the state average. Indicates gaps in curriculum alignment, comprehension instruction, and analysis of complex texts. Grade 7 ELA Below State Expectations: Performance is 3 points below the state average, with a recent -8-point drop following a period of improvement. Growth targets are not being met, signaling a need for stronger foundational literacy supports. | False |
| On-Track Measures: Vocabulary Acquisition and Comprehension Gaps (Grades 7–8): Identified as a challenge through local assessments and DIBELS comprehension data. These gaps hinder grade-level proficiency and student readiness for more complex reading and writing tasks. ELA Performance of Students with Disabilities: Only 20.8% proficiency at Norvelt and similar trends in other buildings reflect the need for differentiated and inclusive instructional practices. | False |
| College and Career Measures: Keystone Literature Underperformance: Limits Act 158 graduation pathway options and hinders postsecondary readiness. Strengthening reading and writing instruction is essential to increase successful outcomes on Keystone assessments. | False |
| State Assessment Measures: Keystone Algebra Underperformance: Current performance is 21 points below the state average, with no growth from 2023 to 2024 following a 3-point decline. It indicates a need for instructional realignment and more targeted remediation. Grade 7 PSSA Math Decline: Recent 8-point drop, with scores now 3 points below the state average. Suggests instructional gaps during a pivotal year and the need for early identification and intervention. | False |
| On-Track Measures: Inconsistent Growth Trajectories: Some grade levels (e.g., Grade 8) show positive trends, but gains are not sustained across all buildings or subgroups. Signals need more consistent MTSS implementation and monitoring at the junior high level. Attendance Impact on Math Achievement: Chronic absenteeism among vulnerable populations is affecting math outcomes. Even with the K–12 Attendance Specialist, attendance remains below the state goal and directly affects time on task in math instruction. | False |
| College and Career Measures: Low Keystone Algebra Proficiency: Reduces students' ability to meet graduation requirements via the Keystone Pathway. Weak math foundations limit readiness for advanced coursework and STEM-related careers. | False |
| State Assessment Measures: Keystone Biology Performance Drop: District performance is now 13 points below the state average, with a 5-point decline in 2024. Declining trends since 2021 indicate a need to restructure instruction and re-engage students in scientific thinking. Outdated PSSA Science Data: With | False |

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| the transition to the STEELS standards, current PSSA data are no longer aligned to expectations. Teachers need professional development to build capacity in phenomena-based, three-dimensional instruction. | |
| On-Track Measures: Instructional Misalignment to STEELS: Existing practices may not yet reflect the crosscutting concepts and science/engineering practices required under STEELS. A lack of aligned resources and assessments poses a barrier to instructional readiness. | False |
| College and Career Measures: Gaps in Scientific Literacy and Practice: Underperformance in Biology indicates students may not be developing critical thinking and inquiry skills necessary for postsecondary STEM pathways. Strengthening STEELS-aligned instruction will support future readiness in health, environmental, and technical careers. | False |
| Equity in Access to Specialized Programs Not all students may currently have equal access to immersive technology, project-based experiences, or postsecondary partnerships, which could limit the impact of these initiatives on district-wide growth. | False |
| Scalability and Sustainability of Innovation Expanding the Portals Project and industry-integrated learning models across all grade levels and schools require continued resources, staff training, and long-term investment strategies. | False |
| Alignment of Curriculum with Workforce Trends While partnerships support alignment, continued curriculum revision is needed to ensure all subject areas and grade levels reflect evolving regional and global workforce needs. | False |
| Capacity for Stakeholder Engagement Maintaining and deepening partnerships with industry, post-secondary institutions, and families require dedicated personnel and consistent communication structures to fully engage stakeholders. | False |
| Tracking and Measuring Workforce Readiness Outcomes Developing tools and metrics to assess the impact of these programs on students' long-term adaptability, career readiness, and lifelong learning remains a challenge critical to continuous improvement. | False |
| Consistency in Intervention Implementation Across Schools While the MTSS model is in place, there is variability in fidelity and consistency of tiered interventions across grade levels and buildings, which may limit equitable access to support for all students in need. | True |
| Resource Allocation for Personalized Support Providing sustained, high-quality personalized instruction and remediation requires staffing, time, and materials. Limited availability of interventionists, paraprofessionals, and co-teaching capacity may affect timely support for students with the most intensive needs. | False |
| Professional Learning on Differentiation and Inclusive Practices Continued professional development is needed to ensure all staff are equipped with the strategies and tools to differentiate instruction, implement accommodation, and maintain high expectations for all learners. | False |

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| Transition Planning and Post-School Outcomes for Students with Disabilities While efforts exist, enhancing individualized transition plans, vocational training, and alignment with postsecondary pathways remains a growth area to support lifelong learning and career readiness for students with disabilities. | False |
| While the district offers diverse and innovative programs, not all students may currently have equal access to these experiences due to scheduling, staffing, transportation, or technology gaps. Addressing these disparities is essential to fully realize the district's inclusive mission and vision. | False |
| Programs like cyber security, computer science, robotics, and AR/VR integration require significant resources, staff training, and infrastructure. Sustaining and scaling these high-impact programs districtwide will be key to maintaining innovation and reaching every learner. | True |
| While many programs foster career-readiness, ensuring that critical skills such as collaboration, communication, and problem-solving are embedded across all grade levels and subject areas remains a challenge, especially in traditional academic content. | True |
| Teachers need ongoing support and training to effectively integrate technology, project-based learning, and tiered support into their daily instruction, particularly as educational and workforce landscapes evolve. | False |
| While fostering innovation is a clear district strength, maintaining a strong foundation in literacy, numeracy, and foundational content areas—especially for students requiring remediation—must remain a top priority alongside future-focused learning. | True |
| By strengthening two-way communication with families, staff, and community stakeholders, we can build trust, foster collaboration, and create a shared sense of purpose—ensuring that all voices contribute to a student-centered culture that supports growth, innovation, and lifelong learning. | False |
| By ensuring the consistent implementation of a rigorous, standards-aligned curriculum and assessment system, we can provide all students with equitable access to high-quality, engaging learning experiences that promote academic development, adaptability, and real-world readiness. | False |
| By building the instructional leadership capacity of central office and school administrators, we can elevate the quality of teaching and learning district-wide, ensure coherence in instructional practices, and inspire educators to support each student's personal and academic growth. | False |
| By aligning professional development with district priorities and educator needs, we can foster continuous learning among staff, promote innovative and inclusive instructional strategies, and empower educators to meet the evolving needs of all learners. | True |
| By strategically coordinating and allocating fiscal resources across all funding streams, we can ensure that investments are targeted to the areas of greatest need and impact—strengthening support, expanding opportunities, and removing barriers to student success. | False |

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| Keystone Exam performance across Algebra, Biology, and Literature reveals persistent challenges in achieving and sustaining academic growth at the secondary level. Keystone Algebra has remained consistently well below the growth standard for the past three years, with 2022 marking a high point followed by a 7-point drop in 2023 and only a modest 4-point recovery in 2024—culminating in a combined performance score of 19 for both junior high (52) and senior high (11) students, and reflecting a 13-point gap below the statewide growth target. Keystone Biology also remains consistently well below the standard, with a steep 15-point decline from 2021 to 2022, a brief 5-point recovery in 2023, and a subsequent 5-point decline in 2024—again reflecting a 13-point deficit relative to the state. Keystone Literature presents an erratic growth pattern, shifting from meeting the standard to well below in 2023 (-16), followed by a 6-point increase in 2024—yet still landing 6 points below the statewide benchmark. These trends highlight systemic gaps in secondary instruction, curriculum coherence, and student readiness across all Keystone-tested content areas. Strategic efforts must be focused on aligning instruction to Keystone standards, enhancing content-specific interventions, and supporting both junior and senior high students with resources that foster consistent, measurable academic growth. | | False |
| Consistency in Intervention Implementation Across Schools While the MTSS model is in place, there is variability in fidelity and consistency of tiered interventions across grade levels and buildings, which may limit equitable access to supports for all students in need. | Equity and Access: Consistent implementation ensures all students, regardless of teacher or building, receive timely, appropriate interventions that support their academic growth and prevent widening achievement gaps. Data-Driven Responsiveness: Fidelity across tiers allows for reliable data | True |

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| | collection and progress monitoring, enabling educators to make informed decisions and adjust supports based on student needs. Alignment and Efficiency: A unified approach builds staff capacity, improves collaboration across schools and grade levels, and ensures that interventions are aligned with MTSS and special education processes, maximizing the impact of available resources. | |
| Programs like cyber security, computer science, robotics, and AR/VR integration require significant resources, staff training, and infrastructure. Sustaining and scaling these high-impact programs districtwide will be key to maintaining innovation and reaching every learner. | The skills and dispositions reflected in our Profile of a Viking Learner are critical for success in utilizing emerging technologies, meeting contemporary workforce demands, and engaging meaningfully in postsecondary endeavors. | True |
| While many programs foster career-readiness, ensuring that critical skills such as collaboration, communication, and problem-solving are embedded across all grade levels and subject areas remains a challenge, especially in traditional academic content. | The Profile of a Viking Learner will serve as a guiding framework for teaching and learning across all grade levels and subject areas. | True |
| While fostering innovation is a clear district strength, maintaining a strong foundation in literacy, numeracy, and foundational content areas—especially for students requiring remediation—must remain a top priority alongside future-focused learning. | Ensure acquisition and automaticity with foundational skills and prerequisite skills needed for subsequent learning experiences. | True |
| By aligning professional development with district priorities and educator needs, we can foster continuous learning among staff, promote innovative and inclusive instructional strategies, and empower educators to meet the evolving needs of all learners. | | False |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| The Learning Resource Center provides structured remediation in Biology, supported by both general and special education staff. | Extend co-teaching and joint planning structures beyond Biology to ensure consistent intervention practices across subjects and buildings. Apply this collaborative model to scale access to innovative programs like cybersecurity and AR/VR for all learners. Ensure inclusive implementation of foundational skill supports and new instructional models across diverse student populations. |

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| The Data-to-Action Process includes deep analysis of Keystone Biology trends, guiding professional learning and pacing decisions. | Replicate the process used in Biology to analyze performance trends in ELA and Math. Use findings to guide pacing decisions, targeted interventions, and Tier 1 instruction refinement across all grade levels. Promote consistency and data-informed interventions districtwide. |
| Instructional teams utilize high-impact teaching strategies, including pretesting and formative assessments, to close knowledge gaps revealed by performance trends. | Expand use of pretesting and formative assessments across content areas to identify and address knowledge gaps early. Create consistency in how intervention decisions are made and monitored. Support foundational learning by embedding high-impact strategies into core instructional routines. |
| Real-World, Interdisciplinary Learning (Portals Project) The Portals Project immerses students in authentic, interdisciplinary challenges that promote critical thinking, collaboration, and creativity—directly aligning with the district's mission to support student growth and the vision of fostering adaptability and lifelong learning. Integration of Emerging Technologies (AR/VR/AI) Use of cutting-edge technologies prepares students for current and future careers, advancing innovation and increasing relevance in instruction, aligned with the district's commitment to engaging all stakeholders in modern educational experiences. Personalized, Project-Based Learning Model Emphasizing student voice, self-direction, and real-world application builds adaptability and workforce readiness, supporting the mission's focus on development and the vision's emphasis on inclusive and innovative education. | Use the interdisciplinary, real-world design of Portals to embed communication, collaboration, and problem-solving into core academic instruction. Expand similar authentic learning experiences across grade levels to promote critical thinking and adaptability. Ensure balance between innovative learning and rigorous content expectations. |
| Career-Technical Integration (CWCTC) The alignment of high school electives with CWCTC pathways enables students to build real workforce competencies while remaining in their home school setting, demonstrating innovation in program delivery. | Use this model to bridge academic learning with real-world skill development. Integrate pathway themes into traditional courses to enhance relevance and engagement. Expand opportunities for all students to access workforce-aligned experiences in their home school setting. |
| Access to Targeted Remedial Supports Economically disadvantaged students and students with disabilities benefit from access to interventionists, co-teaching models, instructional aides, and skill-specific support programs that address learning gaps and promote progress toward grade-level standards. | |
| Inclusive Practices Across Learning Environments General education and special education staff collaborate to ensure | Promote consistency in expectations and supports for all students, regardless of placement or background. Ensure equity |

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| inclusive classroom environments that reflect high expectations, equity, and belonging—critical components of the district's vision for inclusive and relevant education. | in access to both interventions and advanced programs across grade levels and buildings. Foster a culture of belonging that strengthens engagement and achievement. |
| The district's Multi-Tiered System of Supports ensures early identification of student needs and delivers targeted academic, behavioral, and social-emotional interventions. This proactive, data-informed approach exemplifies the mission to support student growth and promotes inclusive learning environments aligned with the district's vision. | Standardize MTSS protocols across buildings to improve fidelity and equity in intervention delivery. Use district-level data reviews to monitor implementation and adjust supports consistently. Strengthen Tier 2 academic interventions to balance remediation and enrichment as part of foundational skill development. |
| MPASD equips students with real-world, future-focused skills such as problem-solving, communication, collaboration, and digital fluency. These innovative learning experiences inspire students and position the district as a leader in relevant, adaptive education that prepares learners for a rapidly evolving workforce. | |
| Through the use of AR, VR, digital imaging, and cybersecurity education, the district exposes students to cutting-edge tools used in modern industries. These platforms not only enhance engagement but also cultivate critical technological expertise starting in elementary grades. | Build a continuum of exposure and skill development from elementary through high school. Support scaling efforts with vertical articulation, resource alignment, and staff training. Leverage these tools to reinforce core content in engaging, meaningful ways. |
| Students are consistently developing workplace-ready skills—resilience, creativity, adaptability, and leadership—through project-based and student-led initiatives like MPASD Online, Iron Viking, Eagle Street Marketplace, and Skills for Life. This emphasis directly fulfills the district's vision of lifelong learning and community involvement. | Align curriculum maps and instructional practices to explicitly teach and assess these competencies across subjects. Incorporate future-ready skills into Tier 1 instruction and project-based work to ensure all students are workforce-prepared. Bridge innovation with foundational skills by embedding these practices into literacy and numeracy-rich tasks. |
| Programs such as No Place for Hate, Community Art, and the Unified Banner School designation illustrate the district's commitment to inclusive education and social-emotional development, helping all students feel valued, seen, and prepared to contribute meaningfully to society. | Promote consistency in expectations and supports for all students, regardless of placement or background. Ensure equity in access to both interventions and advanced programs across grade levels and buildings. Foster a culture of belonging that strengthens engagement and achievement. |
| Our existing partnerships with local businesses, community organizations, and post-secondary institutions position us to enhance career readiness opportunities and address workforce preparation gaps through expanded real-world learning experiences and credentialed pathways. | |
| By allocating resources strategically based on data and student need, we can ensure equity in access to quality instruction, | |

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| staffing, and interventions—targeting support where it will have the greatest impact on improving academic achievement and readiness outcomes. | |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | The Mount Pleasant Area School District will ensure fidelity and consistency in the implementation of the Multi-Tiered System of Supports (MTSS) across all grade levels and buildings by aligning intervention protocols, progress monitoring tools, and staff training. This will promote equitable access to academic, behavioral, and social-emotional supports for all students, regardless of school or teacher. |
| | The district will develop and implement a strategic plan to sustain and scale innovative programs such as cybersecurity, computer science, robotics, and AR/VR by investing in infrastructure, professional development, and curriculum alignment. This will ensure that every student has access to engaging, future-focused learning experiences that prepare them for evolving workforce demands. |
| | Mount Pleasant Area School District will embed essential career-readiness competencies—including collaboration, communication, and problem-solving—into instruction across all grade levels and subject areas. The Profile of a Viking Learner will serve as a guiding framework for teaching and learning, ensuring that all students are intentionally inspired to Think Deeply & Critically, Solve Creatively, Collaborate & Communicate with Purpose, Lead with Integrity & Empathy, and Adapt, Grow, and Stay Curious. This cross-curricular integration will ensure our graduates are not only proficient in academic content, but also equipped to utilize emerging technologies, meet contemporary workforce demands, and engage meaningfully in their post-secondary endeavors. |
| | While fostering innovation remains a core strength, the district will maintain a strong instructional focus on literacy, numeracy, and foundational content areas by strengthening Tier 1 instruction and targeted interventions. This will ensure all students, especially those requiring remediation, develop the core academic skills needed to succeed in both traditional and future-ready learning environments. |

## Goal Setting

**Priority: The district will develop and implement a strategic plan to sustain and scale innovative programs such as cybersecurity, computer science, robotics, and AR/VR by investing in infrastructure, professional development, and curriculum alignment. This will ensure that every student has access to engaging, future-focused learning experiences that prepare them for evolving workforce demands.**

| **Outcome Category** | | |
|---|---|---|
| STEM | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| By the end of Year 3, the Mount Pleasant Area School District will implement a comprehensive plan to scale innovative programs—including cybersecurity, computer science, robotics, and AR/VR—resulting in 100% of students in grades K–12 having access to at least one future-focused learning experience annually, supported by aligned infrastructure, curriculum, and staff training. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Evolving Technologies | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Conduct a comprehensive audit of current program offerings, infrastructure, and staff capacity. Develop a 3-year strategic implementation plan for scaling innovation programs across K–12. Pilot expanded offerings in at least 3 schools or grade bands (e.g., middle school robotics, AR/VR in high school science). Train 25% of instructional staff in integrating future-ready technologies and curriculum into instruction. Establish baseline data on student access to innovation programs. | Implement expanded programs in 50% of schools, with integration of at least one innovative learning experience per grade band (K–5, 6–8, 9–12). Train an additional 40% of instructional staff, reaching a cumulative 65% trained in integrating future-focused technologies and practices. Align curriculum maps across content areas to include targeted use of emerging technologies (cybersecurity, AR/VR, etc.). Increase student participation in innovation-based courses or experiences by 50% over baseline. | By the end of Year 3, the Mount Pleasant Area School District will implement a comprehensive plan to scale innovative programs—including cybersecurity, computer science, robotics, and AR/VR—resulting in 100% of students in grades K–12 having access to at least one future-focused learning experience annually, supported by aligned infrastructure, curriculum, and staff training. |

**Priority: Mount Pleasant Area School District will embed essential career-readiness competencies—including collaboration, communication, and problem-solving—into instruction across all grade levels and subject areas. The Profile of a Viking Learner will serve as a guiding framework for teaching and learning, ensuring that all students are intentionally inspired to Think Deeply & Critically, Solve Creatively, Collaborate & Communicate with Purpose, Lead with Integrity & Empathy, and Adapt, Grow, and Stay Curious. This cross-curricular integration will ensure our graduates are not only proficient in academic content, but also equipped to utilize emerging technologies, meet contemporary workforce demands, and engage meaningfully in their post-secondary endeavors.**

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| By the end of Year 3, the Mount Pleasant Area School District will fully embed the Profile of a Viking Learner into curriculum, instruction, and assessment across all grade levels and subject areas, resulting in 100% of students engaging annually in learning experiences that develop key career-readiness competencies such as collaboration, communication, critical thinking, and adaptability, as evidenced by instructional artifacts, student reflections, and teacher implementation data. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Profile of a Viking Learner | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Develop and distribute Viking Learner instructional integration tools (e.g., rubric, lesson templates, anchor charts). Conduct introductory professional learning for all K–12 teachers on the Profile of a Viking Learner and its connection to career-readiness standards. Pilot intentional integration of Viking Learner competencies in 25% of classrooms across content areas. Collect baseline data on student engagement in collaborative, problem-solving, and communication-based tasks. Launch a student reflection tool to capture growth in Viking Learner traits. | Expand integration of Viking Learner competencies into instruction in at least 60% of classrooms, supported by instructional coaching and PLC collaboration. Embed Viking Learner traits into curriculum maps, unit plans, and classroom assessments in all core subjects. Use reflection tools or performance tasks to document student growth in 3 or more Viking Learner traits at each grade level. Increase student participation in interdisciplinary, project-based experiences aligned with workforce readiness by 50%. | By the end of Year 3, the Mount Pleasant Area School District will fully embed the Profile of a Viking Learner into curriculum, instruction, and assessment across all grade levels and subject areas, resulting in 100% of students engaging annually in learning experiences that develop key career-readiness competencies such as collaboration, communication, critical thinking, and adaptability, as evidenced by instructional artifacts, student reflections, and teacher implementation data. |

**Priority: While fostering innovation remains a core strength, the district will maintain a strong instructional focus on literacy, numeracy, and foundational content areas by strengthening Tier 1 instruction and targeted interventions. This will ensure all students—especially those requiring remediation, develop the core academic skills needed to succeed in both traditional and future-ready learning environments.**

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| By the end of Year 3, the Mount Pleasant Area School District will strengthen Tier 1 instruction and targeted interventions in literacy, numeracy, and core content areas, resulting in a 10% increase in the percentage of students meeting or exceeding grade-level benchmarks, with particular focus on closing achievement gaps for students requiring remediation. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Personalized Academic Intervention and Support | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Conduct a districtwide audit of Tier 1 instruction in ELA and Math to identify strengths, gaps, and professional development needs. Establish clear Tier 1 instructional expectations and frameworks aligned to PA Core Standards. Provide targeted professional development to at least 50% of teachers on evidence-based Tier 1 strategies and scaffolding for struggling learners. Implement universal screeners and diagnostic tools to identify students below benchmark in all schools. Set baseline proficiency data for ELA and Math across grade levels. | Implement Tier 1 instructional enhancements in ELA and Math across 100% of classrooms, with support from instructional coaches and building leaders. Begin delivery of targeted interventions for students not meeting benchmarks, monitored using progress monitoring tools. Increase percentage of students on grade level in ELA and Math by 5% over baseline, including gains among subgroups (IEP, economically disadvantaged, etc.). Deliver follow-up PD to reach 90% of teaching staff, focusing on differentiated instruction and inclusive Tier 1 practices. Begin tracking student participation and growth in both Tier 1 and intervention settings. | By the end of Year 3, the Mount Pleasant Area School District will strengthen Tier 1 instruction and target interventions in literacy, numeracy, and core content areas, resulting in a 10% increase in the percentage of students meeting or exceeding grade-level benchmarks, with particular focus on closing achievement gaps for students requiring remediation. |

**Priority: The Mount Pleasant Area School District will ensure fidelity and consistency in the implementation of the Multi-Tiered System of Supports (MTSS) across all grade levels and buildings by aligning intervention protocols, progress monitoring tools, and staff training. This will promote equitable access to academic, behavioral, and social-emotional supports for all students, regardless of school or teacher.**

| **Outcome Category** |
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| Essential Practices 3: Provide Student-Centered Support Systems | | |
|---|---|---|
| **Measurable Goal Statement (Smart Goal)** | | |
| By the end of Year 3, the Mount Pleasant Area School District will achieve full and consistent implementation of a Multi-Tiered System of Supports (MTSS) across all schools, resulting in 95% of identified students receiving timely, data-informed Tier 2 and Tier 3 supports, with fidelity to district-aligned intervention protocols and progress monitoring practices. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Systemic Coherence of MTSS Framework | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Establish and communicate districtwide MTSS protocols and expectations for academics, behavior, and social-emotional supports. Provide initial MTSS professional development for 100% of administrators and school-based MTSS teams. Implement common progress monitoring tools in at least 50% of schools. Identify baseline data on students receiving Tier 2 and Tier 3 supports and intervention fidelity rates. Launch MTSS leadership teams in all buildings. | Expand MTSS implementation to 100% of schools, with consistent use of progress monitoring tools and intervention documentation systems. Train at least 75% of instructional staff in intervention delivery, data analysis, and MTSS decision-making protocols. Increase the percentage of students identified for and receiving appropriate Tier 2 and Tier 3 support to 85%. Begin routine MTSS fidelity checks using walkthroughs, team checklists, and data audits. | By the end of Year 3, the Mount Pleasant Area School District will achieve full and consistent implementation of a Multi-Tiered System of Supports (MTSS) across all schools, resulting in 95% of identified students receiving timely, data-informed Tier 2 and Tier 3 supports, with fidelity to district-aligned intervention protocols and progress monitoring practices. |

## Action Plan

### Measurable Goals

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| Evolving Technologies | Profile of a Viking Learner |
| Personalized Academic Intervention and Support | Systemic Coherence of MTSS Framework |

### Action Plan For: Implement Data Teams Cycle to Drive Tiered Interventions

**Measurable Goals:**

- By the end of Year 3, the Mount Pleasant Area School District will achieve full and consistent implementation of a Multi-Tiered System of Supports (MTSS) across all schools, resulting in 95% of identified students receiving timely, data-informed Tier 2 and Tier 3 supports, with fidelity to district-aligned intervention protocols and progress monitoring practices.
- By the end of Year 3, the Mount Pleasant Area School District will strengthen Tier 1 instruction and targeted interventions in literacy, numeracy, and core content areas, resulting in a 10% increase in the percentage of students meeting or exceeding grade-level benchmarks, with particular focus on closing achievement gaps for students requiring remediation.

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Establish and Train School-Based Data Teams- Build collaborative, cross-disciplinary teams responsible for reviewing data, assigning interventions, and monitoring student progress. | | 2025-08-19 | 2025-12-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principal(s) | Building-level team rosters (grade-level/content teachers, interventionists, school counselors, administrators) Defined roles and responsibilities for team members Scheduled meeting times in the master calendar Norms and a decision-making protocol (e.g., consensus process, data review steps) | Yes | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement a Standardized Data Review Protocol- Ensure all schools follow a consistent, evidence-based process to identify students for Tier 2/3 interventions and monitor progress over time. | | 2025-10-01 | 2025-12-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principal(s) | Universal screener and progress monitoring tools District-developed data team protocol templates (e.g., agendas, student progress review forms) Access to a centralized data | No | No |

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|---|---|---|---|
| | dashboard or tracking tool Intervention menus aligned to evidence-based practices in academics, behavior, and SEL | | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monitor Fidelity and Adjust Interventions Based on Outcomes- Ensure interventions are implemented as intended and adjusted based on student response, supporting consistent improvement across schools. | | 2025-01-01 | 2028-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principal(s) | Fidelity checklists and observation tools for Tier 2/3 interventions Progress monitoring schedules and tracking logs Time for MTSS coordinators or instructional coaches to support fidelity reviews Communication tools for documenting decisions and sharing student progress with staff and families | No | No |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| MTSS data team established in every school Documented meeting schedule/calendar Team norms, roles, and responsibilities Sign-in sheets and agendas from team training and meetings | Quarterly review of meeting records and attendance Biannual check-in on team structure and functioning Annual districtwide MTSS team audit Collection and review of team rosters and meeting documentation (agendas, notes) Pre/post staff self-assessments on MTSS team readiness and confidence Principal checklists confirming active MTSS teams and meeting frequency Observation or feedback forms from training sessions |

## Action Plan For: Implement a Project-Based Learning (PBL) framework aligned to the Profile of a Viking Learner competencies across all grade levels and content areas.

| **Measurable Goals:** |
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| • By the end of Year 3, the Mount Pleasant Area School District will fully embed the Profile of a Viking Learner into curriculum, instruction, and assessment across all grade levels and subject areas, resulting in 100% of students engaging annually in |

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| learning experiences that develop key career-readiness competencies such as collaboration, communication, critical thinking, and adaptability, as evidenced by instructional artifacts, student reflections, and teacher implementation data. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Develop and Pilot a Districtwide PBL Unit Planning Template Aligned to Viking Learner Competencies- Establish a common planning structure for integrating Profile of a Viking Learner traits into standards-based, cross-curricular projects. | | 2025-08-19 | 2026-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District and Building Administrators | District-developed PBL unit planning template with embedded Viking Learner competencies Examples of high-quality PBL units by grade band/content area Cross-content teacher collaboration time (release time or summer institute) Digital repository for storing and sharing completed units (e.g., Google Drive, Schoology) | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Scale PBL Implementation and Integrate Viking Learner Reflection Tools into Assessment Practices- Embed PBL practices and Viking Learner trait development across classrooms, and track student growth in both academic and career-readiness outcomes. | | 2026-08-28 | 2028-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District/Building Administrators and Department Chairpersons/Lead Teachers | Student reflection tools and rubrics for each Viking Learner trait (e.g., Think Critically, Lead with Empathy) Project presentation/exhibition resources (e.g., guidelines, assessment criteria) Schoolwide or districtwide PBL showcase events Dedicated coaching or PBL coordinators to support implementation fidelity | No | No |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Districtwide PBL Unit Planning Template Customized to include academic standards and Viking Learner competencies Used by all teachers to design cross-curricular, student-centered projects Completed PBL Units Across Grade Levels and Subjects By | To support consistent implementation, building principals and instructional coaches will conduct quarterly reviews of teacher lesson plans and PBL units, ensuring they align with both academic standards and Viking Learner competencies (e.g., |

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|---|---|
| Year 3, at least 90% of classrooms will implement 1 or more PBL units per year  Units will reflect Viking Learner traits such as critical thinking, communication, empathy, and creativity Student Reflection Tools and Trait-Aligned Rubrics  Used to measure growth in Viking Learner competencies alongside academic content  Integrated into student self-assessments and teacher feedback cycles  Public Product and Showcases Culminating exhibitions of learning (e.g., school showcases, presentations to authentic audiences)  Provides real-world context and visibility of Viking Learner outcomes  Teacher-Created Instructional Artifacts  Lesson plans, student work samples, and assessment tools aligned with PBL and Profile competencies  Stored in a digital repository to support sharing and scaling  ?? Monitoring and Evaluation Plan: What Will Be Monitored  Who Is Responsible Frequency  Means of Evaluation PBL unit development and implementation Building Principals, Instructional Coaches  Quarterly  Review of lesson/unit plans, instructional rounds, teacher self-report surveys Integration of Viking Learner competencies  Curriculum Director, Teachers  Semiannually  Curriculum audits, planning documentation reviews, student work samples Student reflection and growth in Profile traits  Teachers, PBL Leads  Per Project Cycle  Student self-assessments, reflection journals, rubric-aligned performance tasks Fidelity of PBL instructional practices  Administrators, Coaches  Quarterly  Walkthrough tools, coaching logs | critical thinking, communication, collaboration, creativity, empathy, and adaptability). These reviews will focus on identifying where and how Viking Learner traits are embedded into instruction and will help guide coaching conversations, support resource allocation, and inform building-level adjustments.  At the classroom level, teachers and PBL leads will collect student self-assessments and reflection journals at the end of each project cycle. These artifacts will document student growth in Viking Learner traits and will be used as part of the assessment process alongside academic rubrics. The district will develop trait-aligned rubrics and common reflection prompts to ensure consistency in evaluating student competencies across schools.  To evaluate fidelity of implementation, administrators and instructional coaches will use standardized observation and walkthrough tools to monitor PBL practices within classrooms. These tools will assess the degree to which projects are student-centered, inquiry-driven, and authentically aligned to Viking Learner traits. Observations will occur quarterly and results will be used to guide targeted support and professional development.  Additionally, district leadership will gather annual feedback from teachers and students through surveys and focus groups to evaluate the perceived effectiveness of PBL and its impact on engagement, academic growth, and workforce readiness. This qualitative data will supplement quantitative progress indicators and inform ongoing refinements to the framework. |

## Action Plan For: Implement a vertically aligned, K–12 STEM Pathways Integration Model that embeds future-focused programs into core and elective coursework, guided by workforce data and teacher capacity-building.

| **Measurable Goals:** |
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| • By the end of Year 3, the Mount Pleasant Area School District will implement a comprehensive plan to scale innovative programs—including cybersecurity, computer science, robotics, and AR/VR—resulting in 100% of students in grades K–12 having |

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| access to at least one future-focused learning experience annually, supported by aligned infrastructure, curriculum, and staff training. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Conduct K–12 STEM Pathways Curriculum Mapping and Career Alignment Audit- Identify current program offerings, gaps, and integration points across grade bands to create a vertically aligned progression of future-focused STEM learning experiences. | | 2025-08-19 | 2026-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District/Building Administrators and Department Chairpersons/Lead Teachers | Curriculum audit tool and pathway mapping templates Access to regional workforce data (e.g., from PA Workforce Board, Future Ready PA Index, BLS.gov) Time for cross-grade curriculum teams (elementary, middle, high school) to collaborate Partnership engagement with local industry (e.g., Kennametal, Case Technologies) and post-secondary institutions (e.g., WCCC Advanced Technology Center) to validate alignment | No | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Build Teacher Capacity and Launch Integrated STEM Units Across Grade Bands- Provide teachers with the tools and confidence to deliver engaging STEM instruction tied to emerging technologies and workforce competencies. | | 2026-08-28 | 2028-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District/Building Administrators and Department Chairpersons/Lead Teachers | District-approved integrated STEM unit templates Access to digital tools and equipment (e.g., AR/VR devices, robotics kits, cybersecurity simulators) Stipends or time for teachers to design and pilot units Development of a shared digital resource hub for STEM materials and best practices Establishment of building-based STEM Champions or Instructional Leads | Yes | No |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| K–12 STEM Curriculum Map and Vertical Progression Framework: A comprehensive map showing where and how skills related to cybersecurity, computer science, robotics, and | he implementation of the vertically aligned K–12 STEM Pathways Integration Model in the Mount Pleasant Area School District will be monitored and evaluated through a structured, multi-level process. |

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|---|---|
| AR/VR are introduced, reinforced, and mastered across grade bands and content areas. Future-Focused Course and Unit Redesign: Revised core and elective coursework that integrates emerging technologies and workforce-aligned skills, with clear entry points for students at each grade level. Teacher Capacity-Building System: A professional learning framework that equips teachers to deliver high-quality STEM instruction using future-ready tools and interdisciplinary approaches, supported by coaching and STEM leads. Partnership-Validated Career Alignment Audit: An audit matching curriculum content and competencies to current and future regional workforce needs, conducted with input from industry and post-secondary partners (e.g., Kennametal, WCCC). STEM Student Artifacts and Portfolios: Student-created work (e.g., robotics prototypes, digital models, cybersecurity simulations, AR/VR experiences) that demonstrate applied learning, Viking Learner traits, and readiness for future careers. STEM Resource Hub and Implementation Toolkit: A digital platform housing sample lesson plans, unit templates, instructional tools, and integration guides accessible to all teachers. | District and building leaders, including the Director of Curriculum, STEM Coordinator, principals, and instructional coaches—will conduct quarterly reviews of curriculum documents, teacher implementation logs, and STEM unit plans to ensure emerging technologies and workforce-aligned skills are embedded across grade levels and content areas. Biannual walkthroughs and lesson observations will be used to assess the quality and fidelity of STEM instruction, while student work samples, digital portfolios, and performance tasks will be evaluated using rubrics aligned to both academic content and the Profile of a Viking Learner traits. Additionally, annual surveys and focus groups with students, teachers, and industry partners will provide feedback on the effectiveness, relevance, and equity of the STEM experiences. Disaggregated participation and engagement data will be reviewed annually to monitor equitable access, and findings from all data sources will inform strategic adjustments, resource allocation, and professional development planning to ensure the long-term success and sustainability of the initiative. |

## Action Plan For: Implement a High-Quality Instructional Framework that integrates the Gradual Release of Responsibility (GRR) model and Universal Design for Learning (UDL) to strengthen Tier 1 instruction and support targeted interventions.

| **Measurable Goals:** |
|---|
| • By the end of Year 3, the Mount Pleasant Area School District will achieve full and consistent implementation of a Multi-Tiered System of Supports (MTSS) across all schools, resulting in 95% of identified students receiving timely, data-informed Tier 2 and Tier 3 supports, with fidelity to district-aligned intervention protocols and progress monitoring practices. |

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| • By the end of Year 3, the Mount Pleasant Area School District will strengthen Tier 1 instruction and target interventions in literacy, numeracy, and core content areas, resulting in a 10% increase in the percentage of students meeting or exceeding grade-level benchmarks, with particular focus on closing achievement gaps for students requiring remediation. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Develop and Launch the Districtwide High-Quality Instructional Framework- To create a shared vision for Tier 1 instruction by defining common expectations for lesson structure, instructional moves, and student engagement aligned to GRR and UDL principles. | | 2025-08-19 | 2026-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District/Building Administrators | HQIF document outlining instructional expectations (GRR and UDL-aligned) Sample lesson plan templates reflecting “I Do, We Do, You Do” and UDL checkpoints UDL Guidelines (from CAST) and GRR models (from Fisher & Frey) Time for collaborative work sessions with teacher leaders and instructional coaches Crosswalk with district curriculum documents and observation tools | No | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Embed HQIF into Tier 1 Instructional Practice, Coaching, and Data Cycles- To ensure widespread, consistent use of the HQIF through embedded support structures such as peer coaching, walkthroughs, and reflection protocols tied to Tier 1 effectiveness. | | 2026-08-28 | 2028-06-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District/Building Administrators and Schoology Pro experts on lesson design, flexible scaffolding, and student engagement strategies | Tier 1 observation and feedback tools aligned with HQIF (including GRR/UDL indicators) Coaching protocols and reflection templates for lesson planning and instructional walkthroughs School-based instructional coaches or HQIF leads to support peer feedback and modeling Access to formative assessment tools and student engagement rubrics | No | No |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|

| | |
|---|---|
| Districtwide Instructional Framework Document outlining expectations for Tier 1 instruction, including lesson structures grounded in GRR ("I Do, We Do, You Do") and UDL principles for accessibility and engagement. HQIF-Aligned Lesson Templates and Planning Tools used consistently across grade levels and content areas. Common Observation and Coaching Tools that support feedback tied to GRR/UDL-aligned instructional practices. Professional Learning Modules delivered to all instructional staff, with a focus on explicit instruction, differentiation, scaffolding, and data-informed planning. Increased Instructional Consistency and Equity in Tier 1 delivery, reducing the number of students requiring Tier 2/3 interventions. Student Work Samples and Formative Assessment Data showing increased engagement, academic growth, and skill mastery in literacy, numeracy, and foundational areas. | Progress on this initiative will be monitored and evaluated through a collaborative and continuous improvement process led by district administration, supported by building principals, instructional coaches, and teacher leaders. Beginning in Year 1, implementation fidelity will be tracked through quarterly walkthroughs and lesson observations using tools aligned to the HQIF. These observations will focus on the presence and quality of GRR lesson structures, UDL principles, and student engagement strategies. Biannual reviews of lesson plans and teacher reflection tools will provide insight into how teachers are applying the framework in daily instruction. Data collected will be analyzed to identify professional learning needs and provide targeted support. Additionally, formative student assessment data and work samples will be reviewed to evaluate the impact of improved Tier 1 instruction on academic growth. |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Implement Data Teams Cycle to Drive Tiered Interventions | Establish and Train School-Based Data Teams- Build collaborative, cross-disciplinary teams responsible for reviewing data, assigning interventions, and monitoring student progress. |
| Implement a Project-Based Learning (PBL) framework aligned to the Profile of a Viking Learner competencies across all grade levels and content areas. | Develop and Pilot a Districtwide PBL Unit Planning Template Aligned to Viking Learner Competencies- Establish a common planning structure for integrating Profile of a Viking Learner traits into standards-based, cross-curricular projects. |
| Implement a vertically aligned, K–12 STEM Pathways Integration Model that embeds future-focused programs into core and elective coursework, guided by workforce data and teacher capacity-building. | Build Teacher Capacity and Launch Integrated STEM Units Across Grade Bands- Provide teachers with the tools and confidence to deliver engaging STEM instruction tied to emerging technologies and workforce competencies. |

### Designing Project-Based Learning Aligned with the Profile of a Viking Learner

| Action Step | | |
|---|---|---|
| • Develop and Pilot a Districtwide PBL Unit Planning Template Aligned to Viking Learner Competencies- Establish a common planning structure for integrating Profile of a Viking Learner traits into standards-based, cross-curricular projects. | | |
| **Audience** | | |
| K–12 Teachers (All Subjects), Instructional Coaches, Gifted and Enrichment Staff | | |
| **Topics to be Included** | | |
| Core principles of project-based learning (PBL) Embedding Viking Learner traits in instructional design. Designing performance tasks and authentic assessments Student reflection and voice in PBL | | |
| **Evidence of Learning** | | |
| Developed interdisciplinary PBL units Implementation of PBL performance tasks Student reflections demonstrating Viking Learner traits | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| External PBL Consultants | 2025-08-19 | 2026-04-30 |

### Learning Format

| Type of Activities | Frequency |
|---|---|
| Collaborative curriculum development | Ongoing |
| **Observation and Practice Framework Met in this Plan** | |
| • 3b: Using Questioning and Discussion Techniques | |

| |
|---|
| • 1c: Setting Instructional Outcomes<br>• 3c: Engaging Students in Learning |
| **This Step Meets the Requirements of State Required Trainings** |
| |

## Building STEM Pathways Through Curriculum Mapping and Career Alignment

| **Action Step** | | |
|---|---|---|
| • Build Teacher Capacity and Launch Integrated STEM Units Across Grade Bands- Provide teachers with the tools and confidence to deliver engaging STEM instruction tied to emerging technologies and workforce competencies. | | |
| **Audience** | | |
| K–12 STEM Teachers, Department Heads, Curriculum Coordinators, School Counselors | | |
| **Topics to be Included** | | |
| Principles of vertical alignment in STEM education Workforce data analysis and labor market relevance Curriculum mapping aligned to STEM competencies Integrating emerging technologies into course progression | | |
| **Evidence of Learning** | | |
| Completed K–12 STEM pathway maps Updated course descriptions and syllabi Crosswalk documents connecting skills to workforce data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| WIU7 STEM Curriculum Specialist | 2025-08-19 | 2026-06-01 |

## Learning Format

| **Type of Activities** | **Frequency** |
|---|---|
| Collaborative curriculum development | Monthly during the school year |
| **Observation and Practice Framework Met in this Plan** | |
| • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1f: Designing Student Assessments | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Designing High-Quality Tier 1 Instruction Using GRR and UDL

| **Action Step** |
|---|
| • Develop and Pilot a Districtwide PBL Unit Planning Template Aligned to Viking Learner Competencies- Establish a common planning structure for integrating Profile of a Viking Learner traits into standards-based, cross-curricular projects. |
| **Audience** |
| K–12 General Education Teachers, Special Education Teachers, Peer Coaches, Building Principals |
| **Topics to be Included** |

| | | |
|---|---|---|
| Gradual Release of Responsibility (GRR) model Universal Design for Learning (UDL) principles Designing accessible and differentiated Tier 1 instruction Embedding formative assessment in core instruction | | |
| **Evidence of Learning** | | |
| Completed lesson plans using GRR and UDL-aligned templates Observation of GRR/UDL practices during walkthroughs Teacher reflection logs and implementation surveys | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| UDL/GRR Consultants | 2025-08-19 | 2026-06-01 |

## Learning Format

| **Type of Activities** | **Frequency** |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | quarterly follow-ups with embedded peer coaching |
| **Observation and Practice Framework Met in this Plan** | |
| • 3c: Engaging Students in Learning<br>• 3d: Using Assessment in Instruction<br>• 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Communications Activities

Integrate the Profile of a Viking Learner into district-wide instructional practices and school culture.

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| | District and School Administrators To ensure leadership alignment, drive instructional expectations, and support accountability structures. Classroom Teachers and Instructional Staff To guide lesson planning, classroom culture, and integration of Profile competencies into instruction. School Counselors and Support Staff To reinforce the Profile traits through SEL, advisement, and student support services. Students To understand, internalize, and apply competencies in academic and social settings. Families and Caregivers build home-school connections and encourage reinforcement of traits outside of school. School Board Members To secure ongoing governance support and align policy and resource allocation. Community and Business Partners To ensure relevance to workforce expectations and foster collaborative learning opportunities. | Overview of the Profile of a Viking Learner Vision and purpose of the Profile Definitions of each competency: Think Deeply & Critically Solve Creatively Collaborate & Communicate with Purpose Lead with Integrity & Empathy Adapt, Grow, and Stay Curious Connection to Academic and Workforce Readiness How the Profile aligns with PA Core Standards and Future Ready PA Index Integration with emerging technologies, 21st-century skills, and cross-curricular content Importance of social-emotional and character development Expectations for Instructional Integration How competencies will be embedded in lesson planning, classroom routines, and project-based learning Use of reflection tools, student goal-setting, and performance tasks Cultural Integration into School Life How the Profile will be visible in hallways, communications, and student recognition systems Role of student leadership, peer mentoring, and clubs in living the Profile Stakeholder Roles and Support How families can reinforce Profile traits at home Opportunities for community/business partnerships to support real-world learning Board and administrator commitment to sustainability and progress monitoring Timeline and Implementation Phases Key dates and milestones for rollout Opportunities for feedback, input, and iteration Success Indicators and Accountability What evidence of success will look like in classrooms, student behavior, and community perception How progress will be tracked, shared, and celebrated | District Administration | 05/09/2025 | 12/01/2025 |

| Communications | |
|---|---|
| **Type of Communication** | **Frequency** |
| Presentation | 1. District Kickoff Presentation Audience: All staff (teachers, administrators, support staff) Format: In-person or virtual slideshow (e.g., Google Slides, PowerPoint) during a professional development day Content: Overview of the Profile, instructional expectations, timeline, and integration examples 2. Instructional Integration Workshops Audience: Teachers and instructional coaches Format: Interactive sessions with breakout discussions, model lesson videos, and hands-on planning time Content: How to embed Profile competencies into lesson objectives, student projects, and assessments 3. Student Assemblies or Classroom Presentations Audience: Students (elementary, middle, and high school levels) Format: Grade-level appropriate slide decks with videos, student testimonials, and activity-based introductions Content: What the Profile means, why it matters, and how students will engage with it 4. Parent & Family Info Sessions Audience: Families and caregivers Format: Evening events or virtual town halls with visuals, family engagement packets, and Q&A Content: Purpose of Profile, how it supports student success, and how families can reinforce it at home 5. Community & Partner Presentations Audience: Local businesses, workforce partners, and postsecondary institutions Format: Community breakfast or roundtable presentations with handouts and student demonstrations Content: How the Profile aligns to workforce needs and partnership opportunities for real-world learning 6. School Board & Leadership Briefings Audience: School board, executive cabinet, and leadership teams Format: Formal presentation with data snapshots, implementation plans, and alignment to strategic goals Content: Rationale for adoption, resource needs, implementation updates, and impact metrics 7. Video Presentations and Social Media Campaigns Audience: General public, students, and families Format: Short video clips or animated explainers posted on the district website and social media Content: Key traits of Viking Learners in action, spotlight stories, and updates on implementation progress |

| Integrate the Profile of a Viking Learner into district-wide instructional practices and school culture. | | | | | |
|---|---|---|---|---|---|
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| | District and School Administrators To ensure leadership alignment, drive instructional expectations, and support accountability structures. Classroom Teachers and Instructional Staff To guide lesson planning, classroom culture, and integration of Profile competencies into instruction. School Counselors and Support Staff To reinforce the Profile traits through SEL, advisement, and student support services. Students To understand, internalize, and apply competencies in academic and social settings. Families and Caregivers build home-school connections and encourage reinforcement of traits outside of school. School Board Members To secure ongoing governance support and align policy and resource allocation. Community and Business Partners To ensure relevance to workforce expectations and foster collaborative learning opportunities. | Overview of the Profile of a Viking Learner Vision and purpose of the Profile Definitions of each competency: Think Deeply & Critically Solve Creatively Collaborate & Communicate with Purpose Lead with Integrity & Empathy Adapt, Grow, and Stay Curious Connection to Academic and Workforce Readiness How the Profile aligns with PA Core Standards and Future Ready PA Index Integration with emerging technologies, 21st-century skills, and cross-curricular content Importance of social-emotional and character development Expectations for Instructional Integration How competencies will be embedded in lesson planning, classroom routines, and project-based learning Use of reflection tools, student goal-setting, and performance tasks Cultural Integration into School Life How the Profile will be visible in hallways, communications, and student recognition systems Role of student leadership, peer mentoring, and clubs in living the Profile Stakeholder Roles and Support How families can reinforce Profile traits at home Opportunities for community/business partnerships to support real-world learning Board and administrator commitment to sustainability and progress monitoring Timeline and Implementation Phases Key dates and milestones for rollout Opportunities for feedback, input, and iteration Success Indicators and Accountability What evidence of success will look like in classrooms, student behavior, and community perception How progress will be tracked, shared, and celebrated | District Administration | 05/09/2025 | 12/01/2025 |

| Communications | |
|---|---|
| **Type of Communication** | **Frequency** |
| Presentation | 1. District Kickoff Presentation Audience: All staff (teachers, administrators, support staff) Format: In-person or virtual slideshow (e.g., Google Slides, PowerPoint) during a professional development day Content: Overview of the Profile, instructional expectations, timeline, and integration examples 2. Instructional Integration Workshops Audience: Teachers and instructional coaches Format: Interactive sessions with breakout discussions, model lesson videos, and hands-on planning time Content: How to embed Profile competencies into lesson objectives, student projects, and assessments 3. Student Assemblies or Classroom Presentations Audience: Students (elementary, middle, and high school levels) Format: Grade-level appropriate slide decks with videos, student testimonials, and activity-based introductions Content: What the Profile means, why it matters, and how students will engage with it 4. Parent & Family Info Sessions Audience: Families and caregivers Format: Evening events or virtual town halls with visuals, family engagement packets, and Q&A Content: Purpose of Profile, how it supports student success, and how families can reinforce it at home 5. Community & Partner Presentations Audience: Local businesses, workforce partners, and postsecondary institutions Format: Community breakfast or roundtable presentations with handouts and student demonstrations Content: How the Profile aligns to workforce needs and partnership opportunities for real-world learning 6. School Board & Leadership Briefings Audience: School board, executive cabinet, and leadership teams Format: Formal presentation with data snapshots, implementation plans, and alignment to strategic goals Content: Rationale for adoption, resource needs, implementation updates, and impact metrics 7. Video Presentations and Social Media Campaigns Audience: General public, students, and families Format: Short video clips or animated explainers posted on the district website and social media Content: Key traits of Viking Learners in action, spotlight stories, and updates on implementation progress |

## Approvals & Signatures

| Uploaded Files |
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| Chief School Administrator | Date |
| --- | --- |
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