

**Sullivan County SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Public School		117576303
<b>Address 1</b>		
777 South Street PO Box 240		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Laporte	Pennsylvania	18626
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Douglas C. Lindner		linddoug@sulcosd.k12.pa.us
<b>Single Point of Contact Name</b>		
Douglas C. Lindner		
<b>Single Point of Contact Email</b>		
linddoug@sulcosd.k12.pa.us		
<b>Single Point of Contact Phone Number</b>		
570-946-8202		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Douglas Lindner	Administrator	Superintendent	linddoug@sulcosd.k12.pa.us
Lynn Eberlin	Administrator	Jr/Sr High School	eberlynn@sulcosd.k12.pa.us
Samantha Kahler	Administrator	Elementary School	kahlsama@sulcosd.k12.pa.us
Eric Fessler	Administrator	Technology Director	fessleric@sulcosd.k12.pa.us
Randi Zwatty	Administrator	Director of Special Education	dickrand@sulcosd.k12.pa.us
Allen Williams	Administrator	Business Manager	willalle@sulcosd.k12.pa.us
Allen Williams	Administrator	Transportation Manager	willalle@sulcosd.k12.pa.us
Christopher McMahon	Administrator	Director of Facilities	mcmachri@sulcosd.k12.pa.us
Carrie Devlin	Staff Member	Special Education Teacher	devlcarr@sulcosd.k12.pa.us
Brandy Walker	Staff Member	Intermediate Teacher	walkbrand@sulcosd.k12.pa.us
Stacy Stabryla	Staff Member	Special Education	stabstac@sulcosd.k12.pa.us
Melissa Swift	Parent	Art Teacher/Parent	swifmeli@sulcosd.k12.pa.us
Jennifer Manero	Staff Member	Nurse	manejenn@sulcosd.k12.pa.us
Renee Evans	Parent	Parent	rescvsv@frontier.com
Debra Lindner	Staff Member	Technology Teacher	linddebr@sulcosd.k12.pa.us
Mary Elise Nolan	Board Member	Curriculum Committee	nolamary@sulcosd.k12.pa.us
Dylan Wiesner	Staff Member	High School Teacher	wiesdyla@sulcosd.k12.pa.us
Ashley White	Staff Member	High School Teacher/Parent	whitashl@sulcosd.k12.pa.us
Clara Saba-Roinick	Student	Elementary Student	31sabcla@sullivanschools.net
Jenna Eberlin	Student	Jr/Sr High School Student	25ebejen@sullivanschools.net
Brice Hoffman	Staff Member	Elementary Teacher	hoffbric@sulcosd.k12.pa.us
Vanessa Toomey	Parent	Parent	vtoomey@friendshiphousepa.org

## LEA Profile

Sullivan County is located in north-central Pennsylvania as part of Pennsylvania's Endless Mountain Region. It is surrounded by Bradford County on the north, Wyoming and Luzerne Counties on the east, Columbia County on the south, and Lycoming County on the west. Comprised of 449.9 square miles or 287,961 acres, Sullivan County ranks 50th out of 67 counties in land area in the commonwealth. Sullivan County is divided into thirteen (13) municipalities, including four (4) boroughs (Dushore, Eagles Mere, Forksville, and Laporte) and nine (9) second class townships (Cherry, Colley, Davidson, Elkland, Forks, Fox, Hillsgrove, Laporte, and Shrewsbury).

Known as the "Gem of the Endless Mountains," Sullivan County is a unique area with beautiful state parks, breathtaking waterfalls, scenic vistas, small villages, natural lakes, quaint shops, and a rich heritage that draws the people to the region. In addition, the covered bridges located in Forksville, Hillsgrove, and Sonestown are part of the National Register of Historic Places. Major highways located within the county include U.S. Route 220. Recreational facilities include state parks such as Worlds End and Rickets Glen and 41,696 acres of state forest land. Most of the activities and economic opportunities in the county are related to the fields of education, social services, government, and nature. The seasonal interests and hobbies are hunting, fishing, hiking, biking, and visiting state parks and campgrounds. The Game Commission, the Pennsylvania State University Cooperative Extension, and local groups offer activities such as 4-H clubs, seminars, and programs throughout the year. Cultural experiences include activities sponsored by the Sullivan County Council on the Arts, Sullivan County Historical Society, local churches, and organizations, and summer groups in Eagles Mere, Lopez, etc.

The county is one of Pennsylvania's most rural, with a population of 5,840 (2020 Decennial Census), reflecting a 9.0 percent decrease since 2010. Municipalities range in size from 120 residents in Eagles Mere borough to 1,705 residents in Cherry Township. The estimated population density is 12.98 persons per square mile compared to the state average of 284.4 persons per square mile. In 2020, the total number of housing units in the county was 6,386. The county's median household income during the 2015-2020 time periods was \$47,407. The median housing value during the same time period was \$154,400.

The approximate population of Sullivan County by age range is as follows: (a) 0-4 years old - 2.9% (b) 5-17 years old - 10.5%, (c) 18-59 years old - 52%, (d) 60-64 - 6.9%, and (e) 65 and older - 24.1%. The educational attainment of persons age 25 and older from 2007-2011 is (a) less than high school graduate 13.1%, (b) high school graduate or higher - 86.9%, (c) bachelor's degree or higher - 12.7%, and (d) professional or graduate degree - 3.1%. The approximate population of Sullivan County by race is as follows: (a) 97% Caucasian, (b) 1.2% African American, (c) .6% Hispanic, and (d) 1.8% other. The approximate population of Sullivan County by geographic mobility is as follows: (a) 94% non-movers, (b) 3% intra-county movers, (c) 2.6% inter-county movers, and (d) .8% inter-state movers.

The early history of education in Sullivan County School District occurred in small schoolhouses throughout the county. At one point in time there were a total of 95 different small schools in the county. Currently, Sullivan County School District (SCSD) is the only public school

system in the county with one elementary school (K-6) and one junior-senior high school (7-12). There were 620 students enrollment at the opening of the 2024-2025 school year. The advantage is small class size. In the elementary school, the average class size is approximately 20 students to 1 teacher. At the high school with the exception of the fine arts and physical education, class size is approximately 25 students or less to 1 teacher. Teacher turnover is primarily due to retirements. Professional development is strongly promoted and sustained through Title IIa, state grants, and SCSD funds.

Various educational programs are offered in the SCSD. Regular education, special education, gifted education, dual enrollment opportunities, full-day kindergarten, and vocational/technical/career programs are examples. Additional services are provided by the Student Assistance Program (SAP), Community and School Based Behavioural Health Services, guidance counselors, Title I staff, Transition Council, athletic trainer, and cooperating agencies. District committees such as the 339 plan that focuses on career awareness & interventions, and the Safety and Wellness committees focus both on staff and student priorities. Because of the geographical size of the county and the willingness to partner with neighboring counties, SCSD shares services. The commitment by the Sullivan County School Board for higher expectations and students meeting and exceeding standards has provided the impetus for raising student achievement.

The SCSD is the center of student and community activities. Beyond the educational programs, students are offered an extensive list of athletics and extracurricular opportunities. Practices, meetings, and events occur throughout the year. Groups such as junior baseball, tee-ball leagues and junior softball teams use school facilities to meet with students. In addition, other community groups such as the fire departments, health organizations, utility companies, churches, and parent groups request the use of the school facilities. The primary factor for the lack of involvement in any activity is the distance to travel because of the size of the county and transportation costs. To address this concern, the District does provide buses for activity purposes after school hours during the school year.

## **Mission and Vision**

### **Mission**

The mission of Sullivan County School District is to educate, engage, and empower our Griffin Family.

### **Vision**

The vision of the Sullivan County School District is to instill in all students the desire to learn, create, and apply critical thinking for a lifetime through just, fair, and caring quality instruction and leadership while reflecting community values.

## **Educational Values**

### **Students**

All students will succeed academically given time, effort, and support. All students will study a challenging curriculum that applies their learning to everyday situations, thereby enhancing the students' social, emotional and ethical development and deepening their commitment to character, citizenship, and community.

### **Staff**

All teachers will focus their instruction on high quality student work that meets local, state and national standards. All teachers will focus professional development on improving student learning by raising the level of expectations through the use of best practices.

### **Administration**

The Administration will ensure that all students will have the opportunity to thrive in a just, fair and caring learning environment that fosters confidence and a sense of belonging. All students will be provided the resources and technology to discover diverse cultures, expand career opportunities to prepare for the work force.

### **Parents**

All families will be invited as partners in the education process.

### **Community**

The School Community will provide a supportive partner in education ensuring our students become productive and caring members of society.

### **Other (Optional)**

## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
SCES FRI ELA exceeding the statewide growth expectation	23-24 FRI SCES ELA growth score 77.0% (growth standard 70%)
SCES FRI Math exceeding the statewide growth expectation	23-24 FRI SCES Math growth score 72% (growth standard 70%)
SCES FRI Science exceeding statewide proficient/advanced goal	23-24 FRI SCES Science 88.6% proficient/advanced (statewide goal 83%)
SCES FRI Science exceeding statewide growth expectation	23-24 FRI SCES Science growth score 99% (growth standard 70%)
SCES FRI Regular Attendance above statewide average	23-24 FRI SCES Regular Attendance 84.3% (statewide average 78.1%)
SCES FRI Career Standards Benchmark above state average and goal	23-24 FRI SCES Career Standards Benchmarks 100% (statewide average 89.6%, goal 98%)
SCHS FRI Science met the statewide growth expectation	23-24 FRI SCHS Science growth score 70% (growth standard 70%)
SCHS FRI Regular Attendance above statewide average	22-23 FRI SCHS Regular Attendance 78.7% (statewide average 78.1%)
SCHS FRI Career Standards Benchmark exceeding statewide average and state standard	23-24 FRI Career Standards Benchmark 100% (statewide average 91.4%, statewide standard 98%)
SCHS FRI Math exceeding statewide growth expectation	23-24 FRI SCHS Math growth score 84.7% (growth standard 70%)

#### Challenges

Indicator	Comments/Notable Observations
SCES FRI ELA percent proficient/advanced below state average	SCES FRI ELA percent proficient/advanced 43.8% (statewide average 53.9%)
SCES FRI Math percent proficient/advanced below state average	SCES FRI Math percent/advanced 34.5% (statewide average 40.2%)
SCES FRI ELA percent advanced below state average	SCES FRI ELA percent advanced 3.9% (statewide average 12.4%)
SCES FRI Math percent advanced below state average	SCES FRI Math percent advanced 63.8% (statewide average 15%)
SCHS FRI ELA/Literature percent proficient/advanced below state average	SCHS FRI ELA/Literature percent proficient/advanced 51.5% (statewide average 53.9%)
SCHS FRI Math/Algebra percent proficient/advanced below state average	SCHS FRI Math/Algebra percent proficient/advanced 36.8% (statewide average 40.2%)
SCHS FRI Science percent proficient/advanced below state average	SCHS FRI Science percent proficient/advanced 48.4% (statewide average 59.2%)

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

### Strengths

<p><b>Indicator</b> FRI Career Readiness Standards Benchmarks <b>Grade Level(s) and/or Student Group(s)</b> K-12</p>	<p><b>Comments/Notable Observations</b> SCES and SCHS Career Readiness Standards are met 100% in the Future Ready Index.</p>
<p><b>Indicator</b> FRI Regular Attendance Regular <b>Grade Level(s) and/or Student Group(s)</b> K-12</p>	<p><b>Comments/Notable Observations</b> SCES and SCHS regular attendance data is above the state average in the Future Ready Index.</p>
<p><b>Indicator</b> FRI Math Growth <b>Grade Level(s) and/or Student Group(s)</b> 3-12</p>	<p><b>Comments/Notable Observations</b> SCES and SCHS are exceeding the growth standard in mathematics.</p>
<p><b>Indicator</b> FRI Science Growth <b>Grade Level(s) and/or Student Group(s)</b> 4-12</p>	<p><b>Comments/Notable Observations</b> SCES has exceeded the growth standard in science. SCHS has met the growth standard in science.</p>

### Challenges

<p><b>Indicator</b> FRI Mathematics Proficient and Advanced below state average <b>Grade Level(s) and/or Student Group(s)</b> 3-10</p>	<p><b>Comments/Notable Observations</b> Students in both buildings are scoring below the state average on PSSA and Keystones in math.</p>
<p><b>Indicator</b> FRI ELA Proficient and Advanced below state average <b>Grade Level(s) and/or Student Group(s)</b> 3-10</p>	<p><b>Comments/Notable Observations</b> Students in both buildings are scoring below the state average on the PSSA and Keystone in ELA.</p>
<p><b>Indicator</b> FRI Science proficient and advanced below the</p>	<p><b>Comments/Notable Observations</b> Efforts need to be put into place to maintain student levels of proficiency on science</p>

state average <b>Grade Level(s) and/or Student Group(s)</b> 8-9	state assessments.
---	--------------------

**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.

FRI Career Readiness Standards Benchmarks
FRI Regular Attendance Regular
FRI Math Growth
FRI Science Growth

**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.

FRI Mathematics Proficient and Advanced below state average
FRI ELA Proficient and Advanced below state average
FRI Science proficient and advanced below the state average

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
SCHS PSSA Proficient/Advanced 51.5%, statewide average 53.9% (2033 goal is 81.1%)	Slight increase in performance levels
SCES PSSA proficient/advanced 43.8%, statewide average 53.9% (2033 goal is 81.1%)	Maintained performance levels
SCHS annual academic growth expectations (PVAAS) was 66.7%, statewide average was 75.4% (growth standard 70)	Improvement from past year's PVAAS data
SCES Annual academic growth expectation (PVAAS) was 77%, statewide average was 75.4% (growth standard 70)	Significant improvement from previous years

### English Language Arts Summary

#### Strengths

SCES PVAAS ELA growth score about statewide average and growth standard
---

#### Challenges

SCES increase percent proficient and advanced
SCHS increase percent proficient and advanced

### Mathematics

Data	Comments/Notable Observations
SCES PSSA proficient and advanced scores 34.5%, statewide average 40.2% (2033 goal is 71.8%)	All student groups below the statewide average. It was a decrease from last year.
SCHS PSSA/Keystone proficient and advanced scores 36.8%, statewide average is 40.2% (2033 goal is 71.8%)	All student groups below the statewide average. It was an increase from last year.
SCES PSSA annual academic growth expectation 77% (PVAAS), statewide average 75.4%, growth standard 70%	All students groups above the statewide average and met the growth standard.
SCHS PSSA/Keystone annual academic growth expectation 84.7% (PVAAS) statewide average 74.9% (2033 goal 70)	All students groups above the statewide average and met the growth standard.

## Mathematics Summary

### Strengths

All students groups above the statewide average and met the growth standard (PVAAS)
---

### Challenges

SCES PSSA proficient and advanced scores
--

SCHS PSSA/Keystone proficient and advanced scores
---

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
SCES PSSA proficient and advanced scores 88.6%, statewide average 59.2% (2033 goal is 83%)	Above state average, met 2033 goal, increase from previous year
SCHS PSSA/Keystone proficient and advanced scores 48.4%, statewide average 59.2% (2033 goal is 83%)	Below state average, slight decrease from previous year
SCES PSSA annual academic growth expectation 99% (PVAAS), statewide average 74.7%, growth standard 70%	Above statewide average and growth standard, increase from previous year
SCHS PSSA/Keystone annual academic growth expectation 70% (PVAAS), statewide average 74.7%, growth standard 70%	Below state average, met growth standard, slight increase from previous year

## Science, Technology, and Engineering Education Summary

### Strengths

SCES PSSA proficient and advanced levels
--

SCES meets growth standard
----------------------------

SCHS meets growth standard
----------------------------

### Challenges

SCHS PSSA/Keystone proficient and advanced levels
---



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
SCHS FRI Career Standards Benchmarks 100% (statewide average 91.4% and statewide goal 98%)	SCHS FRI exceeds statewide average and goal on Career Standards Benchmarks
SCES FRI Career Standards Benchmarks 100% (statewide average 91.4% and statewide goal 98%)	SCES FRI exceeds statewide average and goal on Career Standards Benchmarks

### Career and Technical Education (CTE) Programs

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

### 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

Pennsylvania College of Technology

**Agreement Type**

Dual Credit

**Program/Course Area**

Program as available that aligns with eligible course catalog

**Uploaded Files**

Penn Tech Dual Enrollment Agreement.pdf

**Partnering Institution**

Lackawanna Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Program as available that aligns with eligible course catalog

**Uploaded Files**

Lackawanna College Dual Enrollment Agreement.pdf

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

SCHS FRI exceeds statewide average and goal on Career Standards Benchmarks
SCES FRI exceeds statewide average and goal on Career Standards Benchmarks

## 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.

Increasing opportunities for SCSD students at the career center and at school

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
SCES - ELA proficient or advanced 27.5% (FRI 23-24)	Student group below state average, decrease from previous year
SCES - Math proficient or advanced 15% (FRI 23-24)	Student group below state average, decrease from previous year
SCHS - ELA proficient or advanced 14.3% (FRI 23-24)	Student group below state average, decrease from previous year
SCHS - Math proficient or advanced 10.7% (FRI 23-24)	Student group below state average, increase from previous year
SCHS - Science proficient or advanced 21.1% (FRI 23-24)	Student group below state average, increase from previous year
SCES - ELA advanced students 2.5% (FRI 23-24)	Student group below state average, decrease from previous year
SCES - Math advanced students 10% (FRI 23-24)	Student group below state average, increase from previous year
SCHS - ELA advanced students 3.6% (FRI 23-24)	Student group below state average, increase from previous year
SCHS - Math advanced students 0% (FRI 23-24)	Student group below state average
SCHS - Science advanced students 5.3% (FRI 23-24)	Student group below state average, increase from previous year

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
SCES - ELA proficient or advanced 27.5% (FRI 23-24)	Student group below state average, increase from previous year

SCES - Math proficient or advanced 32.3% (FRI 23-24)	Student group below state average, increase from previous year
SCES - Science proficient or advanced 82.6% (FRI 23-24)	Student group above state average, significant increase from previous year
SCHS - ELA proficient or advanced 46.4% (FRI 23-24)	Student group below state average, decrease from previous year
SCHS - Math proficient or advanced 26.8% (FRI 23-24)	Student group below state average, significant increase from previous year
SCHS - Science proficient or advanced 38.9% (FRI 23-24)	Student group below state average, slight decrease from previous year
SCES - ELA growth 81% (PVAAS)	Student group above state average, significant increase from previous year
SCES - Math growth 75% (PVAAS)	Student group above state average, decrease from previous year
SCES - Science growth 90% (PVAAS)	Student group above state average, significant increase from previous year
SCHS - ELA growth 71% (PVAAS)	Student group met growth standard, above state average, slight decrease from previous year
SCHS - Math growth 82% (PVAAS)	Student group met growth standard, above state average, significant increase from previous year
SCHS - Science growth 73% (PVAAS)	Student group met growth standard, slight increase increase from previous year

### 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.

SCHS PSSA/Keystone increase in proficient/advanced in math for economically disadvantaged students
SCHS PSSA/Keystone increase in proficient/advanced in science for economically disadvantaged students
SCHS & SCES PSSA/Keystone growth above state average in math

SCES PSSA/Keystone above growth standard in science
SCHS PSSA/Keystone met growth standard in science

**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.

SCES PSSA/Keystone proficient and advanced levels in ELA
SCES PSSA/Keystone proficient and advanced levels in math
SCHS PSSA/Keystone proficient and advanced levels in ELA
SCHS PSSA/Keystone proficient and advanced levels in math

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

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

### Strengths

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

### Challenges

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

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

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

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

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

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

**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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Coordinate and monitor supports aligned with students' and families' needs

## 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
FRI Career Readiness Standards Benchmarks	True
FRI Regular Attendance Regular	True
FRI Math Growth	True
FRI Science Growth	True
SCES PVAAS ELA growth score about statewide average and growth standard	False
All students groups above the statewide average and met the growth standard (PVAAS)	False
SCES PSSA proficient and advanced levels	False
SCES meets growth standard	False
SCHS meets growth standard	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
SCHS FRI exceeds statewide average and goal on Career Standards Benchmarks	False
SCES FRI exceeds statewide average and goal on Career Standards Benchmarks	False
SCHS PSSA/Keystone increase in proficient/advanced in math for economically disadvantaged students	False
SCHS PSSA/Keystone increase in proficient/advanced in science for economically disadvantaged students	False
SCHS & SCES PSSA/Keystone growth above state average in math	False
SCES PSSA/Keystone above growth standard in science	False
SCHS PSSA/Keystone met growth standard in science	False

## Challenges

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

Strength	Check for Consideration in Plan
FRI Mathematics Proficient and Advanced below state average	False
FRI ELA Proficient and Advanced below state average	False
FRI Science proficient and advanced below the state average	False
SCES increase percent proficient and advanced	True
SCHS increase percent proficient and advanced	True
SCES PSSA proficient and advanced scores	False
SCHS PSSA/Keystone proficient and advanced scores	False
SCHS PSSA/Keystone proficient and advanced levels	True
Increasing opportunities for SCSD students at the career center and at school	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Coordinate and monitor supports aligned with students' and families' needs	True
SCES PSSA/Keystone proficient and advanced levels in ELA	False
SCES PSSA/Keystone proficient and advanced levels in math	False
SCHS PSSA/Keystone proficient and advanced levels in ELA	False
SCHS PSSA/Keystone proficient and advanced levels in math	False

## Most Notable Observations/Patterns

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



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Foster a vision and culture of high expectations for success for all students, educators, and families		False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Upon collection of survey results with various stakeholders, the district observed the need for increasing levels of communication among stakeholders.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Based on analysis of standardized testing results and local assessments, the students would benefit from academic intervention in areas of need. The district aims to implement an MTSS program.	True
Coordinate and monitor supports aligned with students' and families' needs	Continued high demand for educational and noneducational services.	True
SCES increase percent proficient and advanced		False
SCHS increase percent proficient and advanced		False
SCHS PSSA/Keystone proficient and advanced levels		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
FRI Career Readiness Standards Benchmarks	All grade levels are 100%.
FRI Regular Attendance Regular	Attendance is improving in both buildings. The implementation and enforcement of district attendance policy have been instrumental in this change.
FRI Math Growth	SCES are showing math growth.
FRI Science Growth	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission,	

vision, goals, and priorities	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	SCSD will increase communication with all stakeholders through multiple platforms to promote a trusting, positive school culture and climate.
	Based on data received from the PSSA and Keystone assessments the SCSD will implement a multi-tiered system of supports with a focus on effective interventions through professional development.
	Based on community and staff survey, discipline referrals, and SWIS data, SCSD will focus on appropriate and effective classroom management strategies that meet the needs of our students and families.

## Goal Setting

**Priority: SCSD will increase communication with all stakeholders through multiple platforms to promote a trusting, positive school culture and climate.**

<b>Outcome Category</b>		
Community Engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Communication		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
SCSD will update and improve the district's new website, making it more accessible and user-friendly. The district will create a district-wide communication plan to be implemented over the three target years of the comprehensive plan.	SCSD will continue to update and improve the website and follow the district-wide communication plan.	SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.

**Priority: Based on data received from the PSSA and Keystone assessments the SCSD will implement a multi-tiered system of supports with a focus on effective interventions through professional development.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Multi-Tiered System of Supports		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
SCSD will provide professional development for all professional staff members on MTSS, establish a MTSS leadership team, solidify universal screeners and data analysis tools, and develop the MTSS framework and goals.	SCSD will implement the developed MTSS framework and goals and provide on-going professional development for implementation with fidelity,	SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.

**Priority: Based on community and staff survey, discipline referrals, and SWIS data, SCSD will focus on appropriate and effective classroom management strategies that meet the needs of our students and families.**

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Effective classroom management strategies are instrumental in ensuring effective instructional processes. SCSD will focus on improving classroom management strategies to meet the needs of students and provide a safe, positive learning environment.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Classroom Management		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
SCSD will provide professional development on Responsive Classroom, utilize student SWIS data, and plan to create a safe, positive, and productive classroom environment for all students.	SCSD will provide on-going classroom management training and professional development for staff.	Effective classroom management strategies are instrumental in ensuring effective instructional processes. SCSD will focus on improving classroom management strategies to meet the needs of students and provide a safe, positive learning environment.

## Action Plan

### Measurable Goals

Communication	Multi-Tiered System of Supports
Classroom Management	

**Action Plan For: SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.**

### Measurable Goals:

- SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.

Action Step		Anticipated Start/Completion Date	
Update and improve the district's website making it accessible and user-friendly.		2025-07-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Fessler - Technology Director	Tech support from website company	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Create a district wide communication plan.		2025-07-01	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Douglas Lindner - Superintendent Lynn Eberlin - HS Principal Samantha Kahler - ES Principal	District website, Facebook, Messaging system	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased usability of the district website. Increased communication from the school to all stakeholders.	Surveys

### Action Plan For: Multi-Tiered System of Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.</li> </ul>

Action Step		Anticipated Start/Completion Date	
SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Samantha Kahler - Elementary Principal Lynn Eberlin - High School Principal	IU MTSS professional development training, LinkIt, SWIS, PVAAS, Acadience, PSSA and Keystone Results	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student achievement with more individualized intervention for students in need. Decrease in special education referrals.	Bi-weekly advanced tiers team meetings to address behavior and academic student progress using interventions. Benchmark testing, Firefly, CDTs and other assessment analysis.

### Action Plan For: SCSD will focus on improving classroom management strategies to meet the needs of students and provide a safe, positive learning environment.

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Effective classroom management strategies are instrumental in ensuring effective instructional processes. SCSD will focus on improving classroom management strategies to meet the needs of students and provide a safe, positive learning environment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Improve teacher classroom management by providing professional development on effective, evidence-based strategies to improve student behavior and increase student engagement/achievement.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Samantha Kahler/Elementary Principal Lynn Eberlin/High School Principal	Responsive classroom professional development trainings, workbooks, textbooks	Yes	Yes
--	--	-----	-----

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Teachers will provide a safe learning environment for students focusing on a positive approach to classroom management and instruction.	SWIS data, PAYS survey, community and staff surveys

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.	Update and improve the district's website making it accessible and user-friendly.
SCSD will increase and improve community engagement through communication and implementation of a district-wide communication plan.	Create a district wide communication plan.
Multi-Tiered System of Supports	SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.
SCSD will focus on improving classroom management strategies to meet the needs of students and provide a safe, positive learning environment.	Improve teacher classroom management by providing professional development on effective, evidence-based strategies to improve student behavior and increase student engagement/achievement.

### Website Updates

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Update and improve the district's website making it accessible and user-friendly.</li> </ul>		
<b>Audience</b>		
SCSD Staff Members, students, parents/families		
<b>Topics to be Included</b>		
Teacher webpage requirements and current posting, streamlining of material available on website, where to find information on the website for staff, students and families		
<b>Evidence of Learning</b>		
Updated website with up to date information available to all stakeholders		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Eric Fessler/Technology Coordinator Samantha Kahler/Elementary Principal Lynn Eberlin/High School Principal	2025-08-18	2025-09-12

### Learning Format

Type of Activities	Frequency
--------------------	-----------

Inservice day	Once at the beginning of the year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

District-Wide Communication Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Create a district wide communication plan.</li> </ul>	All SCSD stakeholders	Assigning roles for updating and maintaining different pages on the website, making posts on the Facebook page, and making all calls to parents/families. Continued use of building calendars.	Douglas Lindner, Superintendent Samantha Kahler, Elementary Principal Lynn Eberlin, High School Principal Eric Fessler, Technology Coordinator	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Ongoing		
Email			Ongoing		
Newsletter			Monthly		

Multi-Tier System of Supports/Classroom Management Strategies

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>SCSD will effectively implement a Multi-Tiered System of Supports (MTSS) framework district-wide by the end of the 2028 school year focusing on academic and behavioral supports across three tiers.</li> <li>Improve teacher classroom management by providing professional development on effective, evidence-based strategies to improve student behavior and increase student engagement/achievement.</li> </ul>	SCSD Professional Staff and Paraprofessional	Multi-Tier System of Supports: systems overview, training Advanced Tiers team, universal screeners, data analysis, evidence-based intervention strategies, classroom management strategies to improve student engagement and achievement	Samantha Kahler, Elementary Principal Lynn Eberlin, High School Principal	07/01/2025	06/30/2028

**Communications**

Type of Communication	Frequency
Presentation	Beginning, middle, and end of each year

Update and improve new website

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Update and improve the district's website making it accessible and user-friendly.</li> </ul>	SCSD stakeholders	What is available on the school website and how to locate information and documents	Eric Fessler, Technology Coordinator Samantha Kahler, Elementary Principal Lynn Eberlin, High School Principal	07/01/2025	09/12/2025

**Communications**

Type of Communication	Frequency
Presentation	Beginning of each year
Posting on district website	Beginning of each year

**Approvals & Signatures**

<b>Uploaded Files</b>

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