

Columbia Borough SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Columbia Borough School District		113361503
Address 1		
200 N. Fifth St.		
Address 2		
City	State	Zip Code
Columbia	PA	17512
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LEA Profile

Located in Lancaster County in south central Pennsylvania, Columbia Borough School District (CBSD) encompasses 2.4 square miles and serves a community of approximately 10,400 citizens in 4,000+ residential dwellings. Approximately 25% of these households have children in the district. The district is located on the east bank of the Susquehanna River, bordering York County. The district shares the same boundaries as the Borough of Columbia which is located on the eastern shore of the Susquehanna River. CBSD is the smallest school district in Lancaster County. The district provides transportation for students as needed for specific programming; all other children walk to school.

CBSD is governed by a nine member Board of School Districtors; each director is elected to a four-year term in office. CBSD has approximately 200 employees, which includes, administrators, teachers, support staff, and extra-curricular staff who serve approximately 1264 students in grades K-12.

Our student demographics are as follows:

80% Economically disadvantaged

40% White

41% Hispanic

8% Black or African-American

6% Multi Racial

.5% Asian

The educational program is delivered through three District owned and operated buildings, plus the Lancaster County Career and Technology Center. Elementary (K-4) students attend Park Elementary School. Students in grades 5 and 6 attend Columbia Middle School at the Taylor Campus and students in grades 7 and 8 attend at the Columbia Middle School Hill Campus. Also located at the Hill Campus is Columbia High School where students in grades 9-12 attend. The high school's graduation requirement consists of at least 24 credits. CBSD 4 year graduation rate was 78% in the 21-22 school year.

During the 2020-2021 school year, there was a change in the Superintendent, High School Principal, and Director of Pupil Services. Through the entry process, data analysis, and systems review, significant gaps and holes existed. Areas of deficit included district systems, operations, and teaching and learning. As a result, a reorganization of positions, roles, and responsibilities were implemented for the 2021-2022 school year. This comprehensive plan is focused on improving the CBSD experience for all students. The priority was to write K-12 curriculum and focus on instructional practices that are known to increase student success.

Mission

The Columbia Borough School District provides a learning environment where every student can excel to his/her highest potential of academic achievement. The district, in partnership with the community, will prepare each student to become an independent life-long learner and a responsible caring citizen.

Vision

The Columbia Borough School District will continue to grow as a progressive and dynamic educational organization by providing quality education that secures the future of our children and community.

Students We believe all students possess the ability to learn. Education is a partnership between family, school, and community. All students and staff are treated equally, fairly, and with respect. All students and staff are accepted and appreciated for their individuality and diversity. All students should be given the opportunity to reach their full potential and to develop their individual talents. All students and their parents/guardians must be responsible and active participants in the educational process. All students and staff are entitled to a safe and secure environment. All students and staff should be able to use technology as an integral part of their teaching, learning, and individual productivity. All students need to be prepared for lifelong learning and a variety of careers in a diverse global society. An appropriately state certified and dedicated staff is essential to the learning process.

Staff We believe all students possess the ability to learn. Education is a partnership between family, school, and community. All students and staff are treated equally, fairly, and with respect. All students and staff are accepted and appreciated for their individuality and diversity. All students should be given the opportunity to reach their full potential and to develop their individual talents. All students and their parents/guardians must be responsible and active participants in the educational process. All students and staff are entitled to a safe and secure environment. All students and staff should be able to use technology as an integral part of their teaching, learning, and individual productivity. All students need to be prepared for lifelong learning and a variety of careers in a diverse global society. An appropriately state certified and dedicated staff is essential to the learning process.

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individual productivity. All students need to be prepared for lifelong learning and a variety of careers in a diverse global society. An appropriately state certified and dedicated staff is essential to the learning process.

Parents We believe all students possess the ability to learn. Education is a partnership between family, school, and community. All students and staff are treated equally, fairly, and with respect. All students and staff are accepted and appreciated for their individuality and diversity. All students should be given the opportunity to reach their full potential and to develop their individual talents. All students and their parents/guardians must be responsible and active participants in the educational process. All students and staff are entitled to a safe and secure environment. All students and staff should be able to use technology as an integral part of their teaching, learning, and individual productivity. All students need to be prepared for lifelong learning and a variety of careers in a diverse global society. An appropriately state certified and dedicated staff is essential to the learning process. Believe all students and staff should be able to use technology as an integral part of their teaching, learning, and individual productivity. Believe all students need to be prepared for lifelong learning and a variety of careers in a diverse global society. Believe that an appropriately state-certified and dedicated staff is essential to the learning process.

Community We believe: All students possess the ability to learn. Education is a partnership between family, school, and community. All students and staff are treated equally, fairly, and with respect. All students and staff are accepted and appreciated for their individuality and diversity. All students should be given the opportunity to reach their full potential and to develop their individual talents. All students and their parents/guardians must be responsible and active participants in the educational process. All students and staff are entitled to a safe and secure environment. All students and staff should be able to use technology as an integral part of their teaching, learning, and individual productivity. All students need to be prepared for lifelong learning and a variety of careers in a diverse global society. An appropriately state certified and dedicated staff is essential to the learning process.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA ELA 22-23 - 3 percent increase at or above proficient at 5th and 6th grade cohort from the previous year.	Use of 22-23 and 21-22 data. Only data available per Future Ready Index.
PSSA Math 22-23 - 2 percent increase at or above proficient at 6th grade cohort from the previous year.	Use of 22-23 and 21-22 data. Only data available per Future Ready Index.
PSSA Math 22-23 - 9 percent increase at or above proficient at 7th grade cohort from the previous year.	Use of 22-23 and 21-22 data. Only data available per Future Ready Index.

Challenges

Indicator	Comments/Notable Observations
All student group in grades 3, 4, 5, 6, 7, and 8 in English Language Arts state assessment measure did not meet interim goal/improvement target.	Use of 23-24 Data. Only data available per Future Ready Index.
All student group in grades 3, 4, 5, 6, 7, and 8 in Math state assessment measure did not meet interim goal/improvement target.	Use of 23-24 Data. Only data available per Future Ready Index.
All student group on Keystone Algebra state assessment measure did not meet interim goal/improvement target.	Use of 23-24 Data. Only data available per Future Ready Index.
All student group on Keystone Literature state assessment measure did not meet interim goal/improvement target.	Use of 23-24 Data. Only data available per Future Ready Index.
All student group on Keystone Biology state assessment measure did not meet interim goal/improvement target.	Use of 23-24 Data. Only data available per Future Ready Index.
All students in 3-8 did not meet the standard demonstrating growth in ELA	
All students in 3-8 did not meet the standard demonstrating growth in Math	
Students taking Keystone did not meet the standard demonstrating growth in Literature, Algebra, and Biology.	

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

Strengths

<p>Indicator PSSA ELA 22-23 - 3 percent increase at or above proficient at 5th and 6th grade cohort from the previous year. Grade Level(s) and/or Student Group(s) 5th grade and 6th grade</p>	<p>Comments/Notable Observations Following a cohort group, the group in 5th grade and 6th grade showed some growth from the previous year.</p>
<p>Indicator PSSA Math 22-23 - 2 percent increase at or above proficient at 6th grade cohort from the previous year. Grade Level(s) and/or Student Group(s) 6th grade</p>	<p>Comments/Notable Observations Following a cohort group, the group in 6th grade showed some group from the previous year.</p>
<p>Indicator PSSA Math 22-23 - 9 percent increase at or above proficient at 7th grade cohort from the previous year. Grade Level(s) and/or Student Group(s) 7th grade</p>	<p>Comments/Notable Observations Following a cohort group, the group in 7th grade showed some growth from the previous year.</p>

Challenges

<p>Indicator Students in grade 3 and 4 and all subgroups did not meet proficiency goal/target in all three subjects. Grade Level(s) and/or Student Group(s) Grades 3 and 4</p>	<p>Comments/Notable Observations 18.9% proficient or advanced in ELA 18.1% proficient or advanced in Math 45.6% proficient or advanced in Science</p>
<p>Indicator Students in grade 5 and 6 and all subgroups did not meet proficiency goal/target in two subjects. Grade Level(s) and/or Student Group(s) Grades 5 and 6</p>	<p>Comments/Notable Observations 32.9% proficient or advanced in ELA 16.4% proficient or advanced in Math</p>
<p>Indicator Students in grade 7 and 8 and all subgroups did not meet proficiency goal/target in 3 subjects.</p>	<p>Comments/Notable Observations 23.1% proficient or advanced in ELA 7.1% proficient or advanced in Math 23.2% proficient or advanced in Science</p>

Grade Level(s) and/or Student Group(s) Grades 7 and 8	
Indicator Students taking Keystone exams did not meet proficiency goal/target in 3 areas. Grade Level(s) and/or Student Group(s) High School students taking Keystone exams.	Comments/Notable Observations 30.4% Literature 11.6% Algebra 22.1% Biology

Review the strengths

PSSA ELA 22-23 - 3 percent increase at or above proficient at 5th and 6th grade cohort from the previous year.
PSSA Math 22-23 - 2 percent increase at or above proficient at 6th grade cohort from the previous year.
PSSA Math 22-23 - 9 percent increase at or above proficient at 7th grade cohort from the previous year.

Review the challenges

All students in 3-8 did not meet the standard demonstrating growth in ELA.
All students in 3-8 did not meet the standard demonstrating growth in Math.
Students taking Keystone did not meet the standard demonstrating growth in Literature, Algebra, and Biology.
Hispanic students and economically disadvantaged students did not demonstrate growth in ELA and Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
21-22 High School Literature Keystone Exams 33.3% did not meet interim goal/improvement target	High School
21-22 High School Literature growth 50 did not meet standard demonstrating growth	High School
21-22 Middle School ELA PSSA Exams 38.3% did not meet interim goal/improvement target	Middle School
21-22 Middle School ELA PSSA growth 71 did meet the standard demonstrating growth	Middle School
21-22 Park Elementary ELA PSSA Exams 29.0% did not meet interim goal/improvement target	Park Elementary
21-22 Park Elementary ELA PSSA growth 72 did meet the standard demonstrating growth	Park Elementary
Grades K-2 Heggerty Benchmark: 61% September 2022 were proficient. In May 2023, 67% were proficient. 70% for Kindergarten, 62% for first grade, and 77% for second grade.	Heggerty was implemented as a Tier 1 in 2021-2022.
Grades K-6 DIBELS Benchmark	BOY data showed 17% at benchmark and 13% above benchmark. EOY data showed 20% at benchmark and 22% above benchmark.
Columbia High School is tracking credits for students in grades 9-12 to determine them to be on-track for graduation.	During Quarter 1, 77% of students were on track. By Quarter 4 85% of students were on track for graduation.
20% of students entering Kindergarten have pre-school experience.	80% of our students come to kindergarten without preschool experience and are entering kindergarten without needed skills.

English Language Arts Summary

Strengths

21-22 Middle School ELA PSSA growth 71 did meet the standard demonstrating growth
21-22 Park Elementary ELA PSSA growth 72 did meet the standard demonstrating growth
Growth in phonemic awareness with early learners.
Growth in DIBELS.

Challenges

21-22 High School Literature Keystone Exams 33.3% did not meet interim goal/improvement target
21-22 High School Literature growth 50 did not meet standard demonstrating growth
21-22 Middle School ELA PSSA Exams 38.3% did not meet interim goal/improvement target
Continued growth needed for early learners to reach 80% of students to be at benchmark. Only 20% of students entering Kindergarten have pre-school experience; 80% of students enter kindergarten with few early literacy skills.

Mathematics

Data	Comments/Notable Observations
21-22 High School Algebra Exams 19.6% did not meet interim goal/improvement target	High School
21-22 High School Math growth 78 met the standard demonstrating growth	High School
21-22 Middle School PSSA Exams 7.7% did not meet interim goal/improvement target	Middle School
21-22 Middle School Math growth 77 met the standard demonstrating growth	Middle School
21-22 Park Elementary School Math growth 100 exceeded the standard demonstrating growth	Park Elementary
i-Ready Mathematics diagnostic results for the BOY showed 7% of K-8 graders were at grade level. EOY for the same cohort was 33%.	2022-2023 implemented i-Ready Mathematics in Grades K-8
i-Ready Mathematics Diagnostic assessment	Diagnostic growth by the end of the year showed 62% of students met their annual typical growth.

Mathematics Summary

Strengths

21-22 Park Elementary School Math growth 100 exceeded the standard demonstrating growth
21-22 Middle School Math growth 77 met the standard demonstrating growth
21-22 High School Math growth 78 met the standard demonstrating growth
Growth in Mathematics diagnostic for K-8

Challenges

21-22 High School Algebra Exams 19.6% did not meet interim goal/improvement target
21-22 Middle School PSSA Exams 7.7% did not meet interim goal/improvement target
21-22 Park Elementary School PSSA Exams 22.5% did not meet interim goal/improvement target
Students need to accelerate mathematics growth to catch up to grade level standards

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
21-22 High School Biology Exams 19.1% did not meet interim goal/improvement target	High School
21-22 High School Biology growth 73 met the standard demonstrating growth	High School
21-22 Middle School PSSA Science Exams 20.3% did not meet interim goal/improvement target	Middle School
21-22 Middle School Science growth 75 met the standard demonstrating growth	Middle School
21-22 Park Elementary PSSA Science Exam 58.9% did not meet the interim goal/improvement target	Park Elementary
21-22 Park Elementary Science growth 83 exceeded the standard demonstrating growth	Park Elementary
Science curriculum was not written since 2003 so this year a committee rewrote K-12 science curriculum based on the Next Gen Standards.	We started the 23-24 school year with K-12 Science curriculum and new resources for K-8 aligned to the Next Gen Standards.

Science, Technology, and Engineering Education Summary

Strengths

21-22 High School Biology growth 73 met the standard demonstrating growth
21-22 Park Elementary Science growth 83 exceeded the standard demonstrating growth
21-22 Middle School Science growth 75 met the standard demonstrating growth
Curriculum committee rewrote Science curriculum in 22-23 school year based on the Next Gen Standards.

Challenges

21-22 High School Biology Exams 19.1% did not meet interim goal/improvement target
21-22 Middle School PSSA Science Exams 20.3% did not meet interim goal/improvement target
21-22 Park Elementary PSSA Science Exam 58.9% did not meet the interim goal/improvement target

Equity Considerations

Data	Comments/Notable Observations
English Language Arts/Literature Insufficient Sample for the High School and Park Elementary School	
21-22 Middle School English Learner subgroup did not meet the Statewide Goal/Interim Target and decrease from the previous year	

Students with Disabilities

Data	Comments/Notable Observations
21-22 High School Students with a disability has an Insufficient sample size for Literature, Algebra, and Biology	High School
21-22 Middle School Students with a disability did not meet the ELA statewide Goal/Interim Target. However, did increase performance from the previous year.	Middle School
21-22 Middle School Students with a disability did not meet the Math and Science statewide Goal/Interim Target and had a decrease performance from the previous year.	Middle School
21-22 Park Elementary School Students with a disability did not meet the ELA and Science statewide Goal/Interim Target and had a decrease performance from the previous year.	Park Elementary School
21-22 Park Elementary School Students with a disability did not meet the Math statewide Goal/Interim Target. However, did increase performance from the previous year.	Park Elementary School

Economically Disadvantaged

21-22 High School Students considered Economically Disadvantaged did not meet the Literature statewide Goal/Interim Target. However, did increase performance from the previous year.	High School
21-22 High School Students considered Economically Disadvantaged did not meet the Algebra statewide Goal/Interim Target and decreased performance from the previous year.	High School
21-22 High School Students considered Economically Disadvantaged did not meet the Biology statewide Goal/Interim Target and stayed the same from the previous year.	High School
21-22 Middle School Students considered Economically Disadvantaged did not meet the ELA and Math, statewide Goal/Interim Target. However, did increase performance from the previous year.	Middle School

Summary

Strengths

22-23 Middle School Students with a disability did not meet the ELA statewide Goal/Interim Target. However, did increase performance from the previous year.

22-23 Park Elementary School Students with a disability did not meet the Math statewide Goal/Interim Target. However, did increase performance from the previous year.

22-23 High School Students considered Economically Disadvantaged did not meet the Literature statewide Goal/Interim Target. However, did increase performance from the previous year.

Challenges

22-23 Middle School English Learner subgroup did not meet the Statewide Goal/Interim Target and decrease from the previous year

22-23 Middle School Students with a disability did not meet the Math and Science statewide Goal/Interim Target and had a decrease performance from the previous year.

22-23 High School Students considered Economically Disadvantaged did not meet the Algebra statewide Goal/Interim Target and decreased performance from the previous year.

22-23 Middle School Students considered Economically Disadvantaged did not meet the Science statewide Goal/Interim Target and decreased performance from the previous year.

22-23 Park Elementary School Students considered Economically Disadvantaged did not meet the ELA statewide Goal/Interim Target and decreased performance from the previous year.

Designated Schools

Columbia HS

Priority Challenge	Comments and Notable Observations
Regular Attendance	High School Regular Attendance decreases from our Elementary School to our High School. We know that parent/guardians are instrumental in building a foundation for their child of school importance. We have made a goal for all our schools to measure the attendance of parents/guardians at the School Attendance Improvement Plan Meeting. Since (SAIP) are mandated meetings but parent/guardian attendance is not a mandate, we are now tracking parent/guardian attendance. Last year, our first year of tracking, showed an increase of 40% from our baseline. Having the meeting with the parent/guardian is the first step in communicating school attendance importance.
Foster a culture of high expectations for success for all students, educators, families, and community members	We have implemented with Fidelity our PBIS program across the district. One of the incentives is using attendance as a motivator across the district. Each building determines what incentives are developmentally appropriate so we believe years of this will also produce better attendance at the High School.

Systemic LEA Challenges
Regular Attendance
Graduation rate
Students on track for Graduation

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	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	Emerging
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Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational
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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.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.
Improvement in ensuring effective, standards-aligned curriculum and assessment
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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.

A current challenge is in the area of district leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district is in the process of providing ongoing guidance and support to schools to maintain a positive climate conducive to learning.
A current challenge is in the area of district leadership establishing a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. We have started a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes. Specifically in the areas of: -Fostering a vision and culture of high expectations for success for all students, educators, and families -Establishing 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.
Ensure effective, standards-aligned curriculum and assessment.
Preparedness for Incoming Kindergarten students.

Analyzing Challenges

Analyzing Challenges
21-22 High School Algebra Exams 19.6% did not meet interim goal/improvement target
21-22 Middle School PSSA Exams 7.7% did not meet interim goal/improvement target
21-22 High School Literature Keystone Exams 33.3% did not meet interim goal/improvement target
21-22 High School Biology Exams 19.1% did not meet interim goal/improvement target
21-22 Middle School ELA PSSA Exams 38.3% did not meet interim goal/improvement target
Continued growth needed for early learners to reach 80% of students to be at benchmark. Only 20% of students entering Kindergarten have pre-school experience; 80% of students enter kindergarten with few early literacy skills.
21-22 Park Elementary School PSSA Exams 22.5% did not meet interim goal/improvement target
Improve significant discrepant percentage of special education students compared to the statewide average.
Students need to accelerate mathematics growth to catch up to grade level standards
Ensure effective, standards-aligned curriculum and assessment.
Preparedness for Incoming Kindergarten students.

Analyzing Strengths

Analyzing Strengths	Discussion Points
21-22 Park Elementary School Math growth 100 exceeded the standard demonstrating growth	As of 22-23, we have rewritten K-8 curriculum, purchased resources, purchased an personalized math computer program for daily practice, and increased professional development in small group instruction.
21-22 Middle School Math growth 77 met the standard demonstrating growth	As of 22-23, we have rewritten K-8 curriculum, purchased resources, purchased an personalized math computer program for daily practice, and increased professional development in small group instruction.
21-22 Middle School ELA PSSA growth 71 did meet the standard demonstrating growth	AS of 22-23, we have rewritten 7-8 ELA curriculum, purchased new ELA resources, and implemented a pacing guide which includes consistent practice on TDA.
21-22 Park Elementary ELA PSSA growth 72 did meet the standard demonstrating growth	
21-22 High School Math growth 78 met the standard demonstrating growth	
Improvement in ensuring effective, standards-aligned curriculum and assessment	Having an aligned and vertical curriculum is necessary for teaching and learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strong Foundation for Early Learning - We will provide all students in Kindergarten, First, and Second Grade with high quality early childhood experiences, focusing on research-based foundational skills necessary for learning to read grade level literacy, in order to increase grade level literacy.
	High Achievement for all Learners – We will provide a high-quality education for all learners and remove barriers for at-risk students, students with disabilities, and English Learners.
	Strong Foundation for Early Learning - We will provide designated students in Pre-Kindergarten with high quality early childhood experiences, focusing on research-based foundational skills necessary for learning to read grade level literacy, in order to increase grade level literacy.

Priority: Strong Foundation for Early Learning - We will provide all students in Kindergarten, First, and Second Grade with high quality early childhood experiences, focusing on research-based foundational skills necessary for learning to read grade level literacy, in order to increase grade level literacy.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
80% of K-2 grade students will be proficient on the end of year Heggerty benchmark.		
Measurable Goal Nickname (35 Character Max)		
Heggerty Benchmark		
Target Year 1	Target Year 2	Target Year 3
70%	75%	80% of K-2 grade students will be proficient on the end of year Heggerty benchmark.
Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
80% of 1st and 2nd grade students will be at benchmark on DIBELS ORF and Accuracy.		
Measurable Goal Nickname (35 Character Max)		
DIBELS Benchmark		
Target Year 1	Target Year 2	Target Year 3
70%	75%	80% of 1st and 2nd grade students will be at benchmark on DIBELS ORF and Accuracy.
Outcome Category		
Early childhood development		
Measurable Goal Statement (Smart Goal)		
The district will explore and implement a pre-kindergarten program to include specified 3 and/or 4 year olds.		
Measurable Goal Nickname (35 Character Max)		
P-KDG		
Target Year 1	Target Year 2	Target Year 3
Explore	Find funding and implement.	The district will explore and implement a pre-kindergarten program to include specified 3 and/or 4 year olds.

Priority: Commitment to a Positive, Supportive, Safe Environment – We will create positive school communities with an inclusive equity lens and ensure individual learning needs, social-emotional wellness, and physical wellness of students are met; as well as training staff so they understand and apply Trauma-Informed and Culturally Responsive Teaching in the learning environment.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
100% of schools will improve the school environment and score at least a 80% on the Tiered Fidelity Inventory.		
Measurable Goal Nickname (35 Character Max)		
PBIS		
Target Year 1	Target Year 2	Target Year 3
70%	75%	100% of schools will improve the school environment and score at least a 80% on the Tiered Fidelity Inventory.
Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Schools will improve average daily attendance and reach 95% ADA.		
Measurable Goal Nickname (35 Character Max)		
ADA		
Target Year 1	Target Year 2	Target Year 3
85%	90%	Schools will improve average daily attendance and reach 95% ADA.

Priority: Preparation for College, Career, and Life - We will prepare students for college, career, and life with the necessary skills they need to succeed in post-secondary opportunities. Family engagement will be a critical component towards student success.

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
90% of 9-12 grade students will be on track for graduation.		
Measurable Goal Nickname (35 Character Max)		
On Track for Graduation		
Target Year 1	Target Year 2	Target Year 3
80%	85%	90% of 9-12 grade students will be on track for graduation.

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
Increase 4 year cohort graduation rate to 82.6%		
Measurable Goal Nickname (35 Character Max)		
4 year Grad Rate		
Target Year 1	Target Year 2	Target Year 3
80%	81%	Increase 4 year cohort graduation rate to 82.6%

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
Increase 4 year graduation rate for Students with a Disability to 73.1%.		
Measurable Goal Nickname (35 Character Max)		
4 year Grad Rate for St with a Disability		
Target Year 1	Target Year 2	Target Year 3
69%	72%	Increase 4 year graduation rate for Students with a Disability to 73.1%.

Priority: High Achievement for all Learners – We will provide a high-quality education for all learners and remove barriers for at-risk students, students with disabilities, and English Learners.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.		
Measurable Goal Nickname (35 Character Max)		
Instructional Practices		
Target Year 1	Target Year 2	Target Year 3
70% average of three instructional practices	75% average of three instructional practices	Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.
Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
80 % of students in Kindergarten through 8th grade will be On or Above grade level on the District i-Ready Math Diagnostic Assessment.		
Measurable Goal Nickname (35 Character Max)		
i-Ready Math Diagnostic Assessment		
Target Year 1	Target Year 2	Target Year 3
32%	60%	80 % of students in Kindergarten through 8th grade will be On or Above grade level on the District i-Ready Math Diagnostic Assessment.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
80% of students in third through sixth grade will demonstrate proficiency on DIBELS benchmark.		
Measurable Goal Nickname (35 Character Max)		
3-8 Grade DIBELS		
Target Year 1	Target Year 2	Target Year 3
32%	60%	80% of students in third through sixth grade will demonstrate proficiency on DIBELS benchmark.

Priority: Strong Foundation for Early Learning - We will provide designated students in Pre-Kindergarten with high quality early childhood experiences, focusing on research-based foundational skills necessary for learning to read grade level literacy, in order to increase grade level literacy.

Outcome Category		
Early childhood development		
Measurable Goal Statement (Smart Goal)		
We will explore and implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience.		
Measurable Goal Nickname (35 Character Max)		
P-KDG		
Target Year 1	Target Year 2	Target Year 3
Explore	Implement	We will explore and implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience.

Outcome Category		
Early childhood development		
Measurable Goal Statement (Smart Goal)		
We will implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience. Currently, only 20% have a preschool experience.		
Measurable Goal Nickname (35 Character Max)		
P-KDG		
Target Year 1	Target Year 2	Target Year 3
Explore	Implement	We will implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience. Currently, only 20% have a preschool experience.

Outcome Category		
Early childhood development		
Measurable Goal Statement (Smart Goal)		

We will implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience. Currently, only 20% have a preschool experience.

Measurable Goal Nickname (35 Character Max)

P-KDG

Target Year 1	Target Year 2	Target Year 3
Explore	Implement	We will implement a Pre-Kindergarten program for designated students so the incoming Kindergarten classes have a higher rate of preschool experience. Currently, only 20% have a preschool experience.

Action Plan For: Heggerty Curriculum Instruction

Measurable Goals:
80% of K-2 grade students will be proficient on the end of year Heggerty benchmark. Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.

Action Step		Anticipated Start/Completion Date	
Research, explore, and implement an opportunity for a Pre-Kindergarten Program		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Asst Superintendent, Director of Business, Grant Writer, Principal	Data that shows need for programming	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Research places that currently have a Pre-K Program. Explore funding.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Asst Superintendent, Director of Business, Grant Writer, Principal	Depending on research, purchase materials that are needed	No	Yes
Action Step		Anticipated Start/Completion Date	
Coordinate the logistics		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Asst Superintendent, Director of Business, Grant Writer, Principal	Implementation data of incoming KDG students	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
70% of students entering kindergarten will have had pre-school experience. Currently only 20% of entering kindergarteners have preschool experience	Entrance to Kindergarten data using spreadsheet from enrollment which indicates Pre-school experience.

Action Plan For: Positive Interventions and Supports

Measurable Goals:
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%. 90% of 9-12 grade students will be on track for graduation. 100% of schools will improve the school environment and score at least a 80% on the Tiered Fidelity Inventory.

Action Step		Anticipated Start/Completion Date	
Analyze the results of the Self-Assessment Survey to refine the action plan.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst Superintendent, Principal, Director of Pupil Services	PA Fidelity Network	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement the action plans developed using the Tiered Fidelity Inventory.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst Superintendent, Principal, Director of Pupil Services	PA Fidelity Network	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of schools will improve school climate and reach 80% on the Tiered Fidelity Inventory.	Annual Evaluation

Action Plan For: Regular Attendance

Measurable Goals:
100% of schools will improve the school environment and score at least a 80% on the Tiered Fidelity Inventory. Schools will improve average daily attendance and reach 95% ADA.

Action Step		Anticipated Start/Completion Date	
Improve attendance through Tier I practices		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Action Plan of PBIS	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Monitor the impact of SAIC meetings		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, School Counselors	Attendance letters	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schools will improve average daily attendance and reach 95% ADA.	Quarterly reports

Action Plan For: On Track for Graduation

Measurable Goals:
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%. 90% of 9-12 grade students will be on track for graduation.

Action Step		Anticipated Start/Completion Date	
Counselors will maintain Graduation Progress		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors, Principals	PowerSchool	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Check in with students at the end of each quarter to review progress on plan		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors, Principals	Spreadsheet	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of 9-12 grade students will be on track for graduation.	Quarterly

Action Plan For: Instructional Practices

Measurable Goals:
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.

Action Step		Anticipated Start/Completion Date	
Building principals will provide observational feedback to sustain Instructional practices and provide instructional supports for best practices.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Asst Superintendent	Spreadsheets	Yes	No
Action Step		Anticipated Start/Completion Date	
Increase teacher awareness of trauma-informed practices, culturally relevant practices of our student population.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst Principal, Principals	Contractual Partners	Yes	No
Action Step		Anticipated Start/Completion Date	
Increase teacher awareness of trauma-informed practices, culturally relevant practices of our student population.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst Principal, Principals	Contractual Partners	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.	BOY, MOY, EOY Monitoring

Action Plan For: Written Feedback

Measurable Goals:
Schools and teachers will improve instructional effectiveness of district's three instructional practices of at least 80%.

Action Step		Anticipated Start/Completion Date	
Each teacher will receive 3 written feedbacks at a minimum from their supervisor.		2024-08-21	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	completed process in Perform which is part of our SIS.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of teachers will have at a minimum 3 written walkthrough feedback about their instruction.	Principals complete 3 times per year.

Professional Development - Language and Literacy Acquisition for All Students (ACT 48)

Action Step		
Building principals will provide observational feedback to sustain Instructional practices and provide instructional supports for best practices.		
Audience		
Certified staff		
Topics to be Included		
Instructional Practices: Conditions for Learning, Learning Targets, and Student Engagement		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence for Domain 2 and 3.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals and Asst to the Superintendent	2024-08-21	2027-06-01

Type of Activities	Frequency
Classroom/school visitation	ongoing annually
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Professional Development - Language and Instructional Practices

Action Step		
Building principals will provide observational feedback to sustain Instructional practices and provide instructional supports for best practices.		
Audience		
Certified Staff		
Topics to be Included		
Diversity, Differentiation, and Equity		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence for Domain 2 and 3.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals and Asst to the Superintendent	2024-08-21	2027-06-01

Type of Activities	Frequency
Course(s)	Annually
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Professional Development - Teaching Diverse Learners

Action Step		
Analyze the results of the Self-Assessment Survey to refine the action plan. Increase teacher awareness of trauma-informed practices, culturally relevant practices of our student population.		
Audience		
All staff		
Topics to be Included		
School safety drills, ALICE training for proactive strategies for school safety		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence during drills. Action from the results of the Self-Assessment Survey.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals and School Safety Officer	2024-08-21	2027-06-01

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Professional Development - ALICE Training

Action Step		
Analyze the results of the Self-Assessment Survey to refine the action plan.		
Audience		
All Staff (FYI, I chose On Track for Graduation as the Support Activity because I didn't have another option. However, we know if students feel safe, they attend school and will eventually graduate. ALICE training for adults allows us to be prepared and develop a safe space for students.		
Topics to be Included		
Proactive Strategies for Safety during an Active Shooter Trauma-Informed care		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals and Safety Coordinator	2024-08-21	2027-06-01

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Professional Development - Culturally Relevant Training

Action Step		
Analyze the results of the Self-Assessment Survey to refine the action plan.		
Audience		
Certified Staff		
Topics to be Included		
Understanding oneself Understanding others		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Superintendent	2024-08-21	2027-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Professional Development - Structured Literacy

Action Step		
Building principals will provide observational feedback to sustain Instructional practices and provide instructional supports for best practices.		
Audience		
Certified Staff with a certification in Early Literacy, Elementary and Middle School, K-12 Special Education, ESL, and Reading Specialists.		
Topics to be Included		
Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-21	2027-06-01

Type of Activities	Frequency
Independent study	Every 3 years
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Professional Development - Professional Ethics

Action Step		
Implement the action plans developed using the Tiered Fidelity Inventory.		
Audience		
All Staff		
Topics to be Included		
Professionalism in the workplace. The standards of behavior, values, and principles that inform and guide professional decision behavior, values, and principles' include those detailed in the Pennsylvania Model Code of Ethics.		
Evidence of Learning		
Reflection from individual surveys in Frontline Management and instructional walkthrough evidence.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Superintendent	2024-08-21	2027-06-01

Type of Activities	Frequency
Inservice day	Every three years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Professional Development - Professional Ethics

Action Step		
Implement the action plans developed using the Tiered Fidelity Inventory.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Annually by the building principal
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications Activities

Heggerty Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents of students in Grades Kindergarten through second grade.	What Heggerty Instruction is and the purpose. Progress of how students are progressing at grade level expectations.	Principals, classroom teachers	08/17/2024	08/17/2027
Communications					
Type of Communication			Frequency		
Newsletter			Monthly in the Schools Newsletter. Trimester Report Cards		
Other			Conferences with parents/guardians in the Fall and Spring.		

Literacy Interventions					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents/Guardians of students needing a Tier 2 Literacy Intervention.	Information on why student needs a Literacy Intervention. Who, what, when, and where Literacy Intervention occurs.	Reading Specialist	08/17/2024	06/17/2027
Communications					
Type of Communication			Frequency		
Letter			When the student begins a Literacy Intervention.		

Self Assessment Survey					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	PBIS Team, Staff, and School Board	Progress results from staff survey on the implementation to PBIS. Actions steps connected to the results for continued growth.	PBIS Teams and PBIS Facilitator	08/17/2024	06/17/2027
Communications					
Type of Communication			Frequency		
Presentation			Yearly in the Spring after the SAS survey is taken.		

Attendance Tier I					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff and Parents/Guardians	Progress on Attendance. Tips for better Attendance.	Principals and School Counselors	06/17/2024	06/17/2027
Communications					
Type of Communication			Frequency		
Presentation			Beginning of the Year communication to staff.		
Newsletter			Monthly newsletter to parents/guardians about Attendance data and progress.		
Presentation			Three times a year update to the school board.		

Graduation Progress					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students and Parents/Guardians	Progress per student	School Counselors	08/17/2024	06/17/2027
Communications					
Type of Communication			Frequency		
Letter			Quarterly letters to families about student progress.		
Other			Face to face meetings with each student with their school counselor		

Approvals & Signatures

Uploaded Files
Board Affirmation.pdf

Chief School Administrator	Date
Ashley Rizzo	3/30/2024