

Shippensburg Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	115218003	
Address 1		
317 N Morris St		
Address 2		
City	State	Zip Code
Shippensburg	PA	17257
Chief School Administrator		Chief School Administrator Email
Mr Bill August		bill.august@ship.k12.pa.us
Single Point of Contact Name		
Leslee DeLong		
Single Point of Contact Email		
leslee.delong@ship.k12.pa.us		
Single Point of Contact Phone Number		
(717)530-2700		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William August	Administrator	Shippensburg Area School District	Bill.august@ship.k12.pa.us
Leslee DeLong	Administrator	Shippensburg Area School District	leslee.delong@ship.k12.pa.us
Nicole Avery	Administrator	Nancy Grayson Elementary	Nicole.avery@ship.k12.pa.us
Andrea Pyles	Administrator	James Burd Elementary School	Andrea.pyles@ship.k12.pa.us
Teri Mowery	Administrator	Shippensburg Area Intermediate School	Teri.Mowery@ship.k12.pa.us
Jeremy Barnes	Administrator	Shippensburg Area Middle School	jeremy.barnes@ship.k12.pa.us
Deborah Luffy	Administrator	Shippensburg Area Senior High School	Deborah.Luffy@ship.k12.pa.us
Jeremy Eastman	Administrator	Shippensburg Area School District	jeremy.eastman@ship.k12.pa.us
Susan Donat	Administrator	Shippensburg Area School District	susan.donat@ship.k12.pa.us
Susan Fink	Other	Greyhound Education Foundation	sue.fink@ship.k12.pa.us
Jennifer Meixell	Staff Member	Teacher- high school	jennifer.meixell@ship.k12.pa.us
Kathryn McCauslin	Staff Member	Teacher- grade 2	Kathryn.mccauslin@ship.k12.pa.us
Reshma Patel	Staff Member	Reading Specialist	reshma.patel@ship.k12.pa.us
Theresa Vetok	Staff Member	Teacher- grade 4	theresa.vetok@ship.k12.pa.us
Aimee Barrett	Staff Member	Teacher- grade 4	aimee.barrett@ship.k12.pa.us
Krystle McCoy	Staff Member	Teacher- grade 1	krystle.mccoy@ship.k12.pa.us
Leslie Tritt	Staff Member	Teacher MS	leslie.tritt@ship.k12.pa.us
Travis DeShong	Staff Member	Teacher MS	travis.deshong@ship.k12.pa.us
Deanna Rand	Parent	Parent	deanna_rand@yahoo.com
Jennifer Bistline	Parent	Parent	jennybenny21@gmail.com
Heather Detwiler	Parent	Parent	bink123@hotmail.com
Jami Burkett	Community Member	Shippensburg Community Resource Coalition Director	coordinator- scrc@shipresources.org
Daren Donovan	Board Member	School Board Member	daren.donovan@ship.k12.pa.us
Nicole Hill	Parent	Parent	nrhill@ship.edu
Patricia Blount	Parent	Parent	triciablount@hotmail.com
Troy Shively	Community Member	Community Member- Volvo	troy.schively@volvo.com
Levi Cressler	Board Member	School Board Member	levi.cressler@ship.k12.pa.us
Jamie Hudson	Parent	Parent	jamielynn083@gmail.com
Sara Moser	Staff Member	Teacher- grade 4	sara.moser@ship.k12.pa.us

LEA Profile

The Shippensburg Area School District is nestled in the rolling hills of the Cumberland Valley among picturesque mountains and fertile valleys. This south-central Pennsylvania community offers a wealth of educational, family and entertainment opportunities to its residents and tourists. Rich in tradition and enhanced by a dedicated group of administrators, teachers, and support staff, the Shippensburg Area School District offers a diverse program of opportunities to the school and community populations.

The Shippensburg Area School District includes approximately 129 square miles and provides transportation for nearly 90% of its approximately 3,700 students in grades K-12.

Facilities

The Shippensburg Area School District operates five educational facilities organized on a K-3, 4-5, 6-8, and 9-12 plan. Each of these facilities includes updated technology including automated library circulation systems, computers or Chromebooks, and internet access in each classroom. Specific to our buildings are gymnasiums, specialized rooms for music and art K-12, library media facilities to support the educational process, a modern swimming facility, a planetarium, as well as athletic and recreational facilities including an all-weather track. Additionally, the Shippensburg Area School District and Shippensburg University jointly operate the Grace B. Luhrs University Elementary School, a K-5 elementary school on the campus of Shippensburg University.

Reading and mathematics programs at the elementary level are offered at the educational level of the student with periodic evaluations to assure progression towards mastery of grade level standards. In addition, individualized and small group assistance for students having difficulty in attaining grade level standards is provided by certificated educational specialists. Well trained reading specialists provide small group assistance to students in K-5 who are identified as being “at risk” of not being successful in reading. This intensive instruction is designed to bring students up to the average level of their classmates, thus reducing the need for long-term remediation. All instruction in the areas of library science, art, vocal and instrumental music, and physical education is provided by certificated specialists. Choral and instrumental programs are provided for students wishing to begin instruction, or to pursue advanced musical groups. Public performances are a key component of the music program.

The academic program provided in the middle school is a carefully articulated bridge between the experiences of the elementary program and the requirements of the senior high school. Students are grouped in teams to enhance their learning opportunities and to permit instruction to take place at a level where each student can be challenged and experience success. Students participate in exploratory subjects of STEAM, art, music, career exploration, health, and physical education to provide them with well-rounded educational opportunities. Students also have opportunities to participate in band, orchestra, and choral groups. Interscholastic athletics are offered at the 7th and 8th grade. The learning environment at this school has numerous features to assist our students in growing not only academically, but also as human beings. An emphasis on social and emotional learning along with implementing a rigorous literacy and math program that is standards-based provides many opportunities for students to reach their full potential. Additionally, technology integration into the content area is a strong component utilized by staff and students alike. Finally, teamwork and collaboration is modeled by our professional staff with programmatic decisions based upon what's best for students.

The Shippensburg Area Senior High School offers academic programs for students of all abilities and interests. College preparatory programs are enhanced by sixteen advanced placement courses, accelerated programs in science, English, math, and social studies, and a choice of two foreign language programs. The proximity of the Shippensburg University permits the district to offer students the opportunity to enroll in college level courses to supplement their educational program. The business and agricultural programs offer instruction leading to higher education as well as employment. Students are also offered the opportunity to participate in the variety of the offerings provided by the Franklin County Career and Technology Center. Students have the opportunity to participate in 13 interscholastic sports, as well as band, orchestra, chorus, theatrical performances, intramurals, various clubs and service organizations.

Mission and Vision

Mission

Our Mission is to design engaging and intellectually demanding work that empowers all learners to define their talents, exercise effective collaboration, practice skillful communication, and develop their critical thinking skills in order to lead them to success.

Vision

Prepared to contribute; Prepared to succeed

Educational Values

Students

Our learning community believes : -that all students can learn and have unique talents that can be developed. -that learning is a collaborative process and a shared responsibility of the students, teachers, staff, and families. -that students should have high ownership and high commitment to their learning. -that students rise to the level of expectations they are given. -that learning best takes place when students have autonomy, purpose and mastery over their work. -that every student has a place in our school community and our schools are places where all students can thrive. -that students and staff who are involved and take pride in their school community achieve greater success.

Staff

Our learning community believes: -that learning is a lifelong process and continuous growth is a value we model and instill in our learners. -that learning is a collaborative process and a shared responsibility of the students, teachers, staff, and families. -that educational experiences for should be founded in the engaging study of a variety of subjects. -that students and staff who are involved and take pride in their school community achieve greater success. -teachers and staff make a difference in the lives of students.

Administration

Our learning community believes that: -Recruiting and retaining a high quality staff is vital to achieving our mission. -our district promotes responsible citizenship. -our district fosters respect and understanding for every individual.

Parents

Our learning community believes that -that learning is a collaborative process and a shared responsibility of the students, teachers, staff, and families.

Community

Our learning community believes that -an involved and supportive community who honors the importance of the district will strengthen our schools, our community and beyond.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
GBLUES had 100% performance on Career Standards Benchmarks. Additionally, students are performing above the state average in Math and Science and have exceeded the growth standard in both areas.	the school is comprised of only one class each of grades 3,4,5 and only has 2 subgroups: White and Economically Disadvantaged.
James Burd Elementary Students are performing above the state average in math and are trending up in all subgroups. Also, attendance rates are well above state average and are trending up in all subgroups except Hispanic.	James Burd was exited from ATSI status in 2024 due to improving performance.
Students at Nancy Grayson met the interim goal and are performing well above the state average in Math and are trending up in all groups except students with disabilities.	
Students at the Intermediate school exceeded growth expectations in ELA and Science and met growth expectations in math.	
Students at the Middle School exceeded the growth expectations in ELA	
High School students exceeded the growth expectation in Math and ELA and met the expectation in biology	
Middle School students surpassed the state average for attendance, meeting the standard.	
Elementary and Middle School school students all meet the performance standard for attendance	
The high school 4 year graduation rate already surpassed the 2033 statewide goal	All student group graduation rate was 94.5% and the statewide average is 87%

Challenges

Indicator	Comments/Notable Observations
GBLUES Students are not meeting statewide targets in Math or ELA and progress is trending downward.	This is a very small n-size with only 20 students per grade in grades 3,4,5
James Burd students are performing below the state average in ELA.	All student groups are trending upwards.
Students at Nancy Grayson did not meet the interim goal in ELA.	However, scores in ELA are still above the state average and are trending up in all subgroups.

Students at the Intermediate school performed below the state average in ELA and did not meet the interim goal	Students performed above the state average in math but did not meet the interim goal
Middle school students did not meet the performance target and are performing below the state average in ELA, Math and Science	Students did not meet the growth standard for Math and science.
High school students are not meeting the performance standard for regular attendance	attendance is still above the state average.

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

Strengths

Indicator Performance in Math and ELA increasing Grade Level(s) and/or Student Group(s) Special Education students at James Burd Elementary K - 3	Comments/Notable Observations The percentage of proficiency doubled in ELA and improved by 5 times in math from 21-22 to 22-23.
Indicator Performance in Math is increasing at the middle school for certain groups of students Grade Level(s) and/or Student Group(s) Black, Hispanic, economically disadvantaged, ELL, and combined race students grades 6 - 8	Comments/Notable Observations while all of these groups are not meeting the interim goal, their scores are increasing overall.
Indicator Performance in math is increasing at the intermediate school for certain groups of students Grade Level(s) and/or Student Group(s) Hispanic, economically disadvantaged, and combined race students grades 4 - 5	Comments/Notable Observations
Indicator 100 % growth indicator in Math Grade Level(s) and/or Student Group(s) Economically disadvantaged students at the high school achieved 100% growth- grades 9 - 12	Comments/Notable Observations
Indicator High School graduation rates exceed state averages Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

students with disabilities and economically disadvantaged	
---	--

Challenges

<p>Indicator Students are performing below the state average in ELA.</p> <p>Grade Level(s) and/or Student Group(s) K - 8</p>	<p>Comments/Notable Observations Students at Nancy Grayson elementary are performing above the state average, but did not meet the interim goal.</p>
<p>Indicator High School Regular Attendance is well below state average of 73.9%</p> <p>Grade Level(s) and/or Student Group(s) black students grades 9 - 12</p>	<p>Comments/Notable Observations regular attendance for this population has steadily decreased from 75.9% in 2018 to 55.1% in 2022-23.</p>
<p>Indicator Middle school students are not meeting growth standard in math and science.</p> <p>Grade Level(s) and/or Student Group(s) grades 6 - 8,- all students, white, students with disabilities</p>	<p>Comments/Notable Observations black students grew 84% in math and students with disabilities grew 74% in science</p>
<p>Indicator English learner populations, special education, homeless, and economically disadvantaged populations are growing</p> <p>Grade Level(s) and/or Student Group(s) K - 12</p>	<p>Comments/Notable Observations the ELL and homeless populations more than doubled from 2018 to 2023. The economically disadvantaged population grew by 11% in the same time period.</p>

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.

Elementary and Middle School school students all meet the performance standard for attendance
High School students exceeded the growth expectation in Math and ELA and met the expectation in biology
Students at the Intermediate school exceeded growth expectations in ELA and Science and met growth expectations in math.
The high school 4 year graduation rate already surpassed the 2033 statewide goal

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.

High school students are not meeting the performance standard for regular attendance
English learner populations, special education, homeless, and economically disadvantaged populations are growing.
Middle school students are not meeting performance standards in ELA, math or science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	the data shows that overall, the number of students who need intensive support is decreasing, yet there continues to be a need for tier 2 and 3 instruction
iReady	Instruction is effective in reducing number of students at risk for tier 3 interventions for all races and ethnicities, grades k - 5.
High School CDT	All students enrolled in a Keystone Lit course take the CDT. Teachers use the data to inform classroom instruction.
IXL	40% of 7th and 8th graders scored far below grade level on end of year diagnostic in ELA.

English Language Arts Summary

Strengths

Students participate regularly in ELA benchmark testing at the elementary level. Data is used to inform need for interventions.
Elementary teachers are participating in LETRS training and the science of reading.
All students enrolled in a Keystone Lit course take the CDT. Teachers use the data to inform classroom instruction.

Challenges

Middle School lacks intervention opportunities. Classroom teachers need training in intervention strategies and differentiation.
K- 5 ELA curriculum resources need to be aligned to the Science of Reading.
ELA teachers need professional development to implement the Science of Reading.

Mathematics

Data	Comments/Notable Observations
Acadience	the data shows that overall, the number of students who need intensive support is decreasing, yet there continues to be a need for tier 2 and 3 instruction in math
iReady	Instruction is effective in reducing number of students at risk for tier 3 interventions for all races and ethnicities, grades k -5.
HS CDT Algebra	All students enrolled in a Keystone Algebra course take the CDT. Teachers use the data to inform classroom instruction.
IXL	50% of students in grades 7 and 8 are scoring below grade level on the EOY diagnostic.

Mathematics Summary

Strengths

Students participate regularly in math benchmark testing at the elementary level. Data is used to inform need for interventions.
District has a math coach to offer classroom teachers supports and intervention strategies. Teachers have been receptive to coaching practices.
All students enrolled in a Keystone Algebra course take the CDT. Teachers use the data to inform classroom instruction.
Teachers have participated in K - 12 professional development in math teaching strategies.

Challenges

Teachers need professional development in small group instruction and differentiation strategies in math.
The pandemic continues to affect the math scores of our students, especially in the middle school.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
AP Course Offerings	The district offers 4 AP science courses at the HS level.
Advancing Science	All 4th and 5th graders have participated in Advancing Science lessons in partnership with Gettysburg College. Teachers have participated in professional development at Gettysburg College to further develop the partnership. In addition, the teachers have started to work with the Chesapeake Bay Foundation to integrate the Environmental Literacy components of the new Science standards. The Intermediate School will host a CBF professional development in January 2025 for our local area.
Curriculum Development	All science teachers are currently reviewing the new STEEL standards and are updating district curriculum.
HS CDT Biology	All students enrolled in a Keystone Biology course take the CDT. Teachers use the data to inform classroom instruction.

Science, Technology, and Engineering Education Summary

Strengths

Science teachers are involved in curriculum writing and alignment to the new STEEL Standards.
Students have access to many science offerings from elementary through high school.

Challenges

Science teachers have begun the process of curriculum writing and alignment to the new STEEL Standards. This is a very large task that requires resources and human capital.
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
53% of high school graduates are successful on industry standards based competency assessments	this is an increase of 35% from 21-22 school year and 21% above the state average
100% of middle school students, grade 8, met the career standards benchmarks in 22-23	this is 10.4% above the state average
99% of grade 5 students met the career standards benchmarks in 22-23	this is almost 10% above the state average.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Required Coursework	All students grades K - 8 take an art and a music class annually as part of their required coursework.
Course Offerings	The district offers a robust selection of art, musical, and theatrical electives and ensembles.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Required Coursework	Environmental Science is a required course for all high school students.
FFA programming and Agricultural Sciences offerings	Shippensburg has a strong FFA program and the Agricultural Sciences department offers 13 course to HS students.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Required Coursework	All 9th grade students must complete a FCS class as part of a graduation requirement.
Course Offerings	The FCS department offers 6 elective courses to HS students, including Food and Nutrition, Child Development, and

	Adult Roles and Responsibilities.
--	-----------------------------------

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Required Coursework	All K- 12 students participate in regular physical education and health classes.

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

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

Data	Comments/Notable Observations
AP Course Offerings	The HS offers 5 AP courses in Social Studies.
Civics Assessment	Students complete the Civics assessment as part of their 9th grade Government final exam.

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

Shippensburg University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Shippensburg University & SASD.pdf

Partnering Institution

Messiah University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Messiah University & SASD 9-25-23.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

HACC & SASD.pdf

Partnering Institution

Pennsylvania State University- Mont Alto Campus

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Between Penn State Mont Alto SASD.pdf

Partnering Institution

Harrisburg University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

Shippensburg S D Ed Agreement Signed 5~31~24.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.

All students in grades 6 - 8 take a Career Readiness class that focuses on the CEW standards. Students explore career pathways and participate in entrepreneurial activities.
in 23-24 the high school offered 28 career field trips and 248 students participated in the trips. Also, 43 high school students participated in work-based learning experiences.
The district offers a wide range of courses at all levels to engage students in interesting and meaningful learning experiences.
The district recently adopted a Profile of a Graduate framework that is intended to assist in planning and designing highly engaging learning tasks .

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.

The district continues to work to write and align curriculum and assessments to standards and to develop evidence based instructional

practices.

District resources limit the number of interventions that can be put in place to support students who are not meeting standards. The ending of ESSER funding forced the district to eliminate key intervention positions at the elementary and middle levels.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Only 44.8% of the ELL population at the middle school was proficient or advanced in ELA, compared to 52.9% for all students in 22-23 school year.	There was an insufficient sample size to see if this group of students showed growth in ELA on the PSSA.
Only 20.7% the ELL population was proficient or advanced in math, compared to 30% for all students in the 22-23 school year.	There was an insufficient sample size to see if this group of students showed growth in math on the PSSA.
High School ELL students met the Interim growth target for English Language in 22-23.	This is the first year that there is data available for this group.
High School ELL students had an 83.3% attendance rate, which is 4% above the all student average.	This is also 10% above the state average for attendance.
This population of students has more than doubled since 2018-19.	It continues to grow in 2023-24,

Students with Disabilities

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

Data	Comments/Notable Observations
HS students with disabilities had an 89% 4 year cohort graduation rate in 22-23	This is a 19% increase from 2018-19 and a 2% increase over the state average.
Middle school students (6 - 8) with disabilities have a 13% proficiency rate in ELA in 22-23.	This is a decrease of 13% since 2018-19.
Middle school students (6 - 8) with disabilities have a 4% proficiency rate in math in 22-23.	This is a decrease of 11% since 2018-19.
Middle school students (6 - 8) with disabilities have a 83.5% attendance rate in 22-23.	This is above the state average and has remained consistent since 2018-19.
Elementary school students (4 - 5) with disabilities have a 10% proficiency	This is a decrease of 10% since 2018-19.

rate in ELA in 22-23.	
Elementary school students (4 - 5) with disabilities have a 17% proficiency rate in math in 22-23.	This is an increase of 4% since 2018-19.
This population of students has grown by 3% since 2018-19.	It continues to grow in 2023-24,

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
This population of students has grown by 11% since 2018-19.	It continues to grow in 2023-24,
4 - 5 grade students in this group have 44.6% proficiency in ELA in 22-23.	This is 10% below the state average.
4 - 5 grade students in this group have 39% proficiency in math in 22-23.	This is 1% above the state average.
4 - 5 grade students in this group have 68.5% proficiency in science in 22-23.	This is 10% above the state average, but 5% below the all students average.
Middle school students (6 - 8) considered economically disadvantaged have a 42.2% proficiency rate in ELA in 22-23.	This is 12% below the state average.
Middle school students (6 - 8) considered economically disadvantaged have a 17.9% proficiency rate in math in 22-23.	This is a 4% increase since 21-22 but an overall decrease of 16% since 2018-19
This group of students, 6 - 8 has an 81.9% attendance rate.	This is 8% above the state average.
HS students in this group have a 77% growth rate in ELA and 76% in science in 2023	They have 100% growth in math in 2023.
HS students in this group have a 70% attendance rate in 2023.	This is 3% lower than the state average.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black high school students had a 55% attendance rate, this is well below the district and state average, by more than 20%.
Asian	This population has quadrupled since 2018-19 and continues to grow.

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.

HS Students considered to be economically disadvantaged had 100% growth in math in 2023.
4 year cohort graduation rates for HS students with disabilities and students considered economically disadvantaged are just above the state average and about 5% below the all student average for the district.
High School ELL students had an 83.3% attendance rate, which is 4% above the all student average. This is also 10% above the state average for attendance. Regular school attendance is a key factor in student achievement.

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.

These special populations of students continue to grow in the district. We must ensure that the resources allocated to these special groups is sufficient to meet the growing needs.
The district has a continuing need to develop and implement tiered levels of academic support to students to close the gap before special education testing and services are needed. Improving and strengthening these levels of academic support will increase student achievement and decrease the number of special education referrals.
SASD staff need professional development to implement high engagement and impactful learning opportunities for all groups of students.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Our Special Education population continues to grow and our department is understaffed.
Title 1 Program	The Reading Specialists have expressed a need for an evidence based intervention program. They have also reported a need for additional professional development. The team is also working to plan effective and meaningful parent engagement activities.
Student Services	This department has the same concerns as the Special Education Department.
K-12 Guidance Plan (339 Plan)	The district has a strong partnership with an outside counseling services to provide additional supports to students in-house, which is currently funded by grants.
Technology Plan	We are a 1:1 district. All classrooms are equipped with interactive boards.
English Language Development Programs	This population continues to grow rapidly in the district. Shippensburg will continue to evaluate its programming look for new and innovative ways to meet the needs of this growing population.

Strengths

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

We have 6 Reading Specialists and 1 math coach across 3 elementary buildings providing intervention and support to students.
We are a 1:1 district. All classrooms are equipped with interactive boards.

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.

The Special Education and Student Services departments are understaffed due to ever-increasing populations.
The district is in need of coaches and additional interventionists to support struggling students.
Fiscal constraints limit the interventions that can be offered to students.

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	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Work with departmental leaders and administration to ensure effective, standards-aligned curriculum and assessment that include the key components of the district's Profile of a Graduate.

Continue to 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. Continue to develop the Profile of a Graduate at every level.

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.

Partnering with the Greyhound Foundation to seek out local, regional and national funding opportunities to enhance the innovative programming of the district that is not currently funded by the limited district resources.

Allocate available resources carefully to ensure that they are supporting the overall mission, vision, goals, and Profile of a Graduate.

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
Elementary and Middle School school students all meet the performance standard for attendance	False
High School students exceeded the growth expectation in Math and ELA and met the expectation in biology	False
Students at the Intermediate school exceeded growth expectations in ELA and Science and met growth expectations in math.	False
The high school 4 year graduation rate already surpassed the 2033 statewide goal	False
Students participate regularly in ELA benchmark testing at the elementary level. Data is used to inform need for interventions.	False
Elementary teachers are participating in LETRS training and the science of reading.	False
Students participate regularly in math benchmark testing at the elementary level. Data is used to inform need for interventions.	False
District has a math coach to offer classroom teachers supports and intervention strategies. Teachers have been receptive to coaching practices.	True
Science teachers are involved in curriculum writing and alignment to the new STEEL Standards.	False
All students enrolled in a Keystone Lit course take the CDT. Teachers use the data to inform classroom instruction.	False
All students in grades 6 - 8 take a Career Readiness class that focuses on the CEW standards. Students explore career pathways and participate in entrepreneurial activities.	False
in 23-24 the high school offered 28 career field trips and 248 students participated in the trips. Also, 43 high school students participated in work-based learning experiences.	True
The district offers a wide range of courses at all levels to engage students in interesting and meaningful learning experiences.	False
HS Students considered to be economically disadvantaged had 100% growth in math in 2023.	False
4 year cohort graduation rates for HS students with disabilities and students considered economically disadvantaged are just above the state average and about 5% below the all student average for the district.	False
High School ELL students had an 83.3% attendance rate, which is 4% above the all student average. This is also 10% above the state average for attendance. Regular school attendance is a key factor in student achievement.	False

The district recently adopted a Profile of a Graduate framework that is intended to assist in planning and designing highly engaging learning tasks .	True
Students have access to many science offerings from elementary through high school.	False
All students enrolled in a Keystone Algebra course take the CDT. Teachers use the data to inform classroom instruction.	False
Teachers have participated in K - 12 professional development in math teaching strategies.	False
Work with departmental leaders and administration to ensure effective, standards-aligned curriculum and assessment that include the key components of the district's Profile of a Graduate.	True
Continue to recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. Continue to develop the Profile of a Graduate at every level.	False
We have 6 Reading Specialists and 1 math coach across 3 elementary buildings providing intervention and support to students.	False
We are a 1:1 district. All classrooms are equipped with interactive boards.	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
High school students are not meeting the performance standard for regular attendance	False
English learner populations, special education, homeless, and economically disadvantaged populations are growing.	True
Middle school students are not meeting performance standards in ELA, math or science.	False
Middle School lacks intervention opportunities. Classroom teachers need training in intervention strategies and differentiation.	False
Science teachers have begun the process of curriculum writing and alignment to the new STEEL Standards. This is a very large task that requires resources and human capital.	True
Teachers need professional development in small group instruction and differentiation strategies in math.	False
The district continues to work to write and align curriculum and assessments to standards and to develop evidence based instructional practices.	False
District resources limit the number of interventions that can be put in place to support students who are not	True

meeting standards. The ending of ESSER funding forced the district to eliminate key intervention positions at the elementary and middle levels.	
These special populations of students continue to grow in the district. We must ensure that the resources allocated to these special groups is sufficient to meet the growing needs.	False
K- 5 ELA curriculum resources need to be aligned to the Science of Reading.	True
ELA teachers need professional development to implement the Science of Reading.	False
The pandemic continues to affect the math scores of our students, especially in the middle school.	False
The district has a continuing need to develop and implement tired levels of academic support to students to close the gap before special education testing and services are needed. Improving and strengthening these levels of academic support will increase student achievement and decrease the number of special education referrals.	False
Partnering with the Greyhound Foundation to seek out local, regional and national funding opportunities to enhance the innovative programming of the district that is not currently funded by the limited district resources.	True
Allocate available resources carefully to ensure that they are supporting the overall mission, vision, goals, and Profile of a Graduate.	True
SASD staff need professional development to implement high engagement and impactful learning opportunities for all groups of students.	True
The Special Education and Student Services departments are understaffed due to ever-increasing populations.	False
The district is in need of coaches and additional interventionists to support struggling students.	False
Fiscal constraints limit the interventions that can be offered to students.	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.

The district strives to align this plan to the current goals of well-being and engagement and to our newly adopted Profile of a Graduate work. The district, while resource poor and due to the loss of ESSER funding, is working to increase interventions available to students. Additionally, the district is working to overhaul the ELA curriculum to align with the science of reading, and to rework the science curriculum to align to the new STEEL standards.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English learner populations, special education, homeless, and economically disadvantaged populations are growing.	The growing populations force the district to make difficult staffing decisions, coupled with the loss of ESSER funding.	True
District resources limit the number of interventions that can be put in place to support students who are not meeting standards. The ending of ESSER funding forced the district to eliminate key intervention positions at the elementary and middle levels.	Past short-term financial decisions coupled with fast growth in the district has led to the necessity to make strategic decisions on staffing and budgeting.	False
Partnering with the Greyhound Foundation to seek out local, regional and national funding opportunities to enhance the innovative programming of the district that is not currently funded by the limited district resources.	SASD is vastly underfunded and this effects the district's abilities to provide innovative programs.	False
Allocate available resources carefully to ensure that they are supporting the overall mission, vision, goals, and Profile of a Graduate.	The district does not have enough funding to start interventions for all students before needing more resources to close larger gaps.	False
SASD staff need professional development to implement high engagement and impactful learning opportunities for all groups of students.	In a rapidly evolving world, teaching and learning must also change and improve to meet new realities.	True
Science teachers have begun the process of curriculum writing and alignment to the new STEEL Standards. This is a very large task that requires resources and human capital.	The new PA Science Standards take effect in 2025. Our science curriculum requires rewriting and an alignment of resources and professional development.	True
K- 5 ELA curriculum resources need to be aligned to the Science of Reading.	The district has been working to align curriculum to effective research based practices around ELA instruction in an effort to increase performance on standardized testing in ELA.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
in 23-24 the high school offered 28 career field trips and 248	All District students participate in career readiness activities which are

students participated in the trips. Also, 43 high school students participated in work-based learning experiences.	tracked in Smart Futures.
Work with departmental leaders and administration to ensure effective, standards-aligned curriculum and assessment that include the key components of the district's Profile of a Graduate.	Department leaders and administrators work together to align effective curriculum with the key components of our profile of a graduate.
Continue to recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	High-quality staff lead to better outcomes for students. Teachers make the difference with students. Valuable professional and personal growth retains teachers. High quality principals retain teachers.
The district recently adopted a Profile of a Graduate framework that is intended to assist in planning and designing highly engaging learning tasks .	Consistent goals and expectations for all students, grades K - 12, are being promoted and scaffolded throughout the years. The skills in the Profile of a Graduate are critical for success, no matter where students go after school.
District has a math coach to offer classroom teachers supports and intervention strategies. Teachers have been receptive to coaching practices.	The elementary math coach offer support and intervention strategies to teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	District administration must carefully consider our growing special populations when evaluating programs, curriculum, interventions, staffing, and resources to ensure that they are aligned to meet the needs of all students.
	District administration will offer staff choice and differentiation in their own professional learning that aligns to the district goals of engagement and well-being, to the Profile of a Graduate, and to exemplary practices in teaching and learning.
	In an effort to ensure our students perform well on summative assessments, our district will examine our science resources and curriculum to be certain they are aligned to the new Pennsylvania science standards and the new assessment system.
	We realize our students need better aligned ELA curriculum and accompanying resources. The District will work to improve our approach to better ELA instruction to improve student achievement in ELA.

Goal Setting

Priority: District administration must carefully consider our growing special populations when evaluating programs, curriculum, interventions, staffing, and resources to ensure that they are aligned to meet the needs of all students.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
The district will evaluate the special education, ESL, and student services departments to ensure that the staffing, curriculum, interventions, and resources are appropriate and aligned to meet the needs of the students. Research based intervention supports, curriculum and resources will be implemented.		
Measurable Goal Nickname (35 Character Max)		
Student Services Department evaluation		
Target Year 1	Target Year 2	Target Year 3
Conduct an audit of the student services department to review the number of students, the specialized programs, the staffing, and the funding to ensure that they are aligned to meet the needs of the students.	The district will use the data from the audit to make staffing and curricular changes as needed.	The district will evaluate the special education, ESL, and student services departments to ensure that the staffing, curriculum, interventions, and resources are appropriate and aligned to meet the needs of the students. Research based intervention supports, curriculum and resources will be implemented.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The district will provide research-based interventions to all students who are not meeting proficiency in ELA or in Math. MTSS teams will be fully functional K - 8, and piloted 9-12.		
Measurable Goal Nickname (35 Character Max)		
Interventions		
Target Year 1	Target Year 2	Target Year 3
District teams will review student data to determine intervention needs and staffing needs for intervention implementation.	District will implement interventions based on student data.	The district will provide research-based interventions to all students who are not meeting proficiency in ELA or in Math. MTSS teams will be fully functional K - 8, and piloted 9-12.

Priority: District administration will offer staff choice and differentiation in their own professional learning that aligns to the district goals of engagement and well-being, to the Profile of a Graduate, and to exemplary practices in teaching and learning.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The district will publish a multi-year plan of implementation of the Profile of a Graduate at every grade band.		
Measurable Goal Nickname (35 Character Max)		
Profile of a Graduate Implementation		
Target Year 1	Target Year 2	Target Year 3
Teachers will participate in training and planning to implement the Profile of a Graduate at their grade level or in their content area.	Building level administrators will work with staff to finalize implementation planning of the Profile of a Graduate in their buildings.	The district will publish a multi-year plan of implementation of the Profile of a Graduate at every grade band.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
All staff members will participate in differentiated professional learning that is focused on increasing student engagement and well-being and research-based instructional strategies.		
Measurable Goal Nickname (35 Character Max)		
Professional development		
Target Year 1	Target Year 2	Target Year 3
Building level administrators will work with district administration to create and offer differentiated Professional learning that focuses on increasing student engagement and well being.	Building level administration will implement differentiated professional learning with staff.	All staff members will participate in differentiated professional learning that is focused on increasing student engagement and well-being and research-based instructional strategies.

Priority: In an effort to ensure our students perform well on summative assessments, our district will examine our science resources and curriculum to be certain they are aligned to the new Pennsylvania science standards and the new assessment system.

Outcome Category
STEM

Measurable Goal Statement (Smart Goal)		
The district will have a written curriculum that fully aligns to the new STEEL Standards, and will have purchased the necessary materials to implement the standards in classrooms. We will monitor this alignment through student performance on the new state summative assessments, which will be at or above current levels of performance.		
Measurable Goal Nickname (35 Character Max)		
Science STEEL Standards		
Target Year 1	Target Year 2	Target Year 3
District teams will write and pilot the new curriculum and resources to be implemented in classrooms.	District teams will evaluate and purchase materials to support the new curriculum.	The district will have a written curriculum that fully aligns to the new STEEL Standards, and will have purchased the necessary materials to implement the standards in classrooms. We will monitor this alignment through student performance on the new state summative assessments, which will be at or above current levels of performance.

Priority: We realize our students need better aligned ELA curriculum and accompanying resources. The District will work to improve our approach to better ELA instruction to improve student achievement in ELA.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The district will see an increase in ELA proficiency scores, as measured by the PSSA and Keystone, upon implementation of an ELA curriculum and resources that are fully aligned to the Science of Reading and state standards.		
Measurable Goal Nickname (35 Character Max)		
ELA Proficiency		
Target Year 1	Target Year 2	Target Year 3
ELA teachers will complete Letrs training and review all ELA curriculum and materials to confirm alignment to the Science of Reading.	ELA teachers will implement research-based interventions in ELA for students not meeting proficiency as measured by benchmark assessments in grades K-8.	The district will see an increase in ELA proficiency scores, as measured by the PSSA and Keystone, upon implementation of an ELA curriculum and resources that are fully aligned to the Science of Reading and state standards.

Action Plan

Measurable Goals

Student Services Department evaluation	Profile of a Graduate Implementation
Interventions	Professional development
Science STEEL Standards	ELA Proficiency

Action Plan For: Standards-Aligned Curriculum

Measurable Goals:
<ul style="list-style-type: none"> The district will see an increase in ELA proficiency scores, as measured by the PSSA and Keystone, upon implementation of an ELA curriculum and resources that are fully aligned to the Science of Reading and state standards. The district will have a written curriculum that fully aligns to the new STEEL Standards, and will have purchased the necessary materials to implement the standards in classrooms. We will monitor this alignment through student performance on the new state summative assessments, which will be at or above current levels of performance.

Action Step		Anticipated Start/Completion Date	
Science teachers and the Director of CIA will review new science STEEL Standards and update district curriculum and resources		2024-08-30	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CIA	SAS, Rubicon Atlas	Yes	No
Action Step		Anticipated Start/Completion Date	
ELA teachers and the Director of CIA will review the ELA standards and district materials to ensure alignment to the science of reading.		2024-09-03	2026-08-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CIA	SAS, district materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
SASD science curriculum will be fully aligned to the new STEEL standards and ELA curriculum and materials will be fully aligned to the standards and support the science of reading.	The Director of CIA will monitor the progress of the curriculum revision via meetings with teachers and regular checks in the Atlas Rubicon system, our curriculum database.

Action Plan For: LETRS Training

Measurable Goals:
<ul style="list-style-type: none"> The district will see an increase in ELA proficiency scores, as measured by the PSSA and Keystone, upon implementation of an ELA curriculum and resources that are fully aligned to the Science of Reading and state standards.

Action Step		Anticipated Start/Completion Date	
All elementary teachers K - 5 will be trained in the science of reading via LETRS.		2024-09-03	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of CIA	LETRS training materials, CAIU trainers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All elementary teachers K - 5 will be trained in the science of reading via LETRS.	Director of CIA will monitor the training of all elementary teachers yearly.

Action Plan For: High Quality Professional Learning

Measurable Goals:
<ul style="list-style-type: none"> The district will publish a multi-year plan of implementation of the Profile of a Graduate at every grade band. All staff members will participate in differentiated professional learning that is focused on increasing student engagement and well-being and research-based instructional strategies.

Action Step		Anticipated Start/Completion Date	
Teachers will participate in professional development designed to increase student engagement		2025-08-25	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Assistant Superintendent, Director of CIA	trainings and materials that support student engagement	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Profile of a Graduate will become a integral part of the curriculum of the district	The administration will work with the staff to support and evaluate student engagement via surveys and observations.

Action Plan For: Recruit and retain high quality educators

Measurable Goals:
<ul style="list-style-type: none"> The district will evaluate the special education, ESL, and student services departments to ensure that the staffing, curriculum, interventions, and resources are appropriate and aligned to meet the needs of the students. Research based intervention supports, curriculum and resources will be implemented.

Action Step	Anticipated Start/Completion Date		
The Director of Student services will conduct an audit of students, services and personnel to ensure that the department is appropriately staffed to match the level of student need.	2025-06-13	2026-08-13	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services	financial support for needed additional staffing	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The student services department will be fully staffed to meet the growing needs of the district.	The Director of Student Services will continue to monitor district enrollment and programs on a monthly basis and make recommendations to the Superintendent as to additional staffing needs.

Action Plan For: Early Warning Dashboard

Measurable Goals:
<ul style="list-style-type: none"> The district will provide research-based interventions to all students who are not meeting proficiency in ELA or in Math. MTSS teams will be fully functional K - 8, and piloted 9-12.

Action Step		Anticipated Start/Completion Date	
The district will select, purchase, and implement a data warehouse system to monitor student data and create intervention groups.		2025-08-18	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Technology Director	Data warehouse platform, training on use of platform	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A data warehouse will be in use by the end of the 26-27 school year	Director of CIA will work with building principals monthly to monitor use of the tool

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Aligned Curriculum	Science teachers and the Director of CIA will review new science STEEL Standards and update district curriculum and resources
Standards-Aligned Curriculum	ELA teachers and the Director of CIA will review the ELA standards and district materials to ensure alignment to the science of reading.
LETRS Training	All elementary teachers K - 5 will be trained in the science of reading via LETRS.
High Quality Professional Learning	Teachers will participate in professional development designed to increase student engagement
Early Warning Dashboard	The district will select, purchase, and implement a data warehouse system to monitor student data and create intervention groups.

Professional learning and training on the STEEL Standards

Action Step		
<ul style="list-style-type: none"> Science teachers and the Director of CIA will review new science STEEL Standards and update district curriculum and resources 		
Audience		
K-12 Science and Technology teachers		
Topics to be Included		
STEEL Standards, curriculum development		
Evidence of Learning		
Teachers will implement STEEL standards in lessons and will use science kits.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CIA	2025-08-25	2026-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 	

This Step Meets the Requirements of State Required Trainings

LETRS Training

Action Step		
<ul style="list-style-type: none"> All elementary teachers K - 5 will be trained in the science of reading via LETRS. 		
Audience		
All elementary teachers K - 5		
Topics to be Included		
The Science of Reading, Structured Literacy		
Evidence of Learning		
All teachers will successfully complete the training and the project		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CIA	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Course(s)	Monthly trainings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Professional Development on creating activities to increase student engagement and aligned to the Profile of a Graduate.

Action Step
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increases student engagement
Audience
All teachers
Topics to be Included
Project-based learning, differentiation and student choice, student engagement and motivation
Evidence of Learning

All teachers will create activities that align to the Profile of a Graduate and produce artifacts as evidence		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of CIA	2025-08-13	2027-08-23

Learning Format

Type of Activities	Frequency
Inservice day	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Training on Data Warehouse platform

Action Step		
<ul style="list-style-type: none"> • The district will select, purchase, and implement a data warehouse system to monitor student data and create intervention groups. 		
Audience		
All teachers and classroom assistants and building administration		
Topics to be Included		
Training on the effective use of the data warehouse, implementation of intervention groups, progress monitoring		
Evidence of Learning		
Principals and teachers will use data warehouse to identify students at risk and provide appropriate interventions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2025-08-25	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	2 times upon initial implementation
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly, ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Opening Day Activities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increase student engagement 	Teachers and staff	Student engagement, Profile of a Graduate	Superintendent	08/25/2025	08/25/2025

Communications

Type of Communication	Frequency
Presentation	once annually
Posting on district website	ongoing
Email	quarterly messages to families regarding the Profile of a Graduate

Teacher Professional Learning sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increase student engagement 	Teachers and staff	Developing engaging student activities that connect to the Profile of a Graduate	Director of CIA	08/25/2025	06/04/2027

Communications

Type of Communication	Frequency
Email	Director of CIA sends an email to all staff the week before scheduled in-service days

Teacher Professional Learning sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increase student engagement 	Teachers and staff	Developing engaging student activities that connect to the Profile of a Graduate	Director of CIA	08/25/2025	06/04/2027

Communications

Type of Communication	Frequency
Email	Director of CIA sends an email to all staff the week before scheduled in-service days

Profile of a Graduate Showcase

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increase student engagement 	Families	Presentation of Profile of a Graduate projects	Building Principals	02/16/2027	05/31/2027

Communications

Type of Communication	Frequency
Presentation	Once a year per building

Profile of a Graduate Showcase

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will participate in professional development designed to increase student engagement 	Families	Presentation of Profile of a Graduate projects	Building Principals	02/16/2027	05/31/2027

Communications

Type of Communication	Frequency
Presentation	Once a year per building

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
William August	2025-01-08