

BLUE MOUNTAIN SD

685 Red Dale Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Blue Mountain School District will provide a comprehensive educational program to inspire all students to reach their full potential.

VISION STATEMENT

The Blue Mountain School District envisions an educational system that:

- Provides a dynamic, rigorous curriculum that creates life-long learners.
- Promotes a proud climate of acceptance, continuous improvement, collaboration, perseverance, and character.
- Ensures an environment is safe, accommodating, and welcoming.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Blue Mountain School District Students Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

STAFF

The Blue Mountain School District Staff Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among stakeholders Integration of technological skills throughout the entire educational community Respect for diversity and mindfulness of implicit bias Maintenance of a positive and safe learning environment that fosters student growth and development Empowering students to develop their personal, social, and physical well-being with awareness of selfcare Preparation of students for a variety of post secondary endeavors with the goal of becoming contributing members of society.

ADMINISTRATION

The Blue Mountain School District Administrators Value: A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Positive development of personal, social, and emotional wellness Skilled and supportive faculty and staff Students becoming contributing members of society for a variety of post-secondary endeavors Integration of technological skills throughout the entire educational community Respect for diversity of all Maintenance of a positive and safe learning environment that fosters student growth and achievement

PARENTS

The Blue Mountain School District Parents Value: Student learning and achievement A culture of continuous improvement in order to meet

student needs Communication and collaboration among students, parents, staff, community and business Students becoming contributing members of society at all age levels Integration of technological skills throughout the entire educational community Preparation of students for a variety of post- secondary endeavors Respect and inclusion of all members of the school community Maintenance of a positive and safe learning environment that fosters student growth and personal, social, and physical development.

COMMUNITY

The Blue Mountain School District Community Members Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

STEERING COMMITTEE

Name	Position	Building/Group
James McGonigle	Administrator	BM Middle School
Kristin Frederick	Administrator	BM Elementary West
Sean Palmer	Administrator	BMSD Technology
Amanda Muncy	Parent	BMSD Community
Regina Fanelli	Parent	BMSD Community
Roy Heim	Community Partner	BMSD Community
Michelle Vesay	Community Member	BMSD Community
Corey Smith	Staff Member	BM Middle School
Rosanne Zelusky	Community Member	Blue Mountain SD
Cindy Brooks	Staff Member	BM Elementary West
Luke McMurtrie	Administrator	BM High School
Audrey Lantz	Staff Member	BM High School
Jill O'Toole	Staff Member	Blue Mountain SD

Name	Position	Building/Group
Krista Kantner	Teacher	BM Elementary East
Josie Carriglitto	Teacher	Blue Mountain High School
Megan Hughes	Administrator	BM School District
C. Eric Schaeffer	Administrator	BM High School
Tyler Herman	Administrator	Blue Mountain School District
Susan Shpakovsky	Teacher	BM Elementary West
Dana Mady	Parent	BM School District
Janelle Hooper	Teacher	BM Middle School
Mark Cesari	Administration	Blue Mountain Elementary
Becky Hoover	Parent	Blue Mountain SD
Molly Zwiebel	Staff Member	BM Elementary East
Gwen Witmer-Belding	Administration	Blue Mountain SD
David Helsel	Administration - Superintendent	Blue Mountain SD
Katie Hubiak	Administrator	BM Elementary East
Tim Gombar	Administrator	Blue Mountain Middle School

Name

Position

Building/Group

Sondra Steinruck

Teacher

BM Elementary West

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The BMSD needs to address not only the academic growth of our students but also their mental and social health in order for them to be successful learners and citizens.	Social emotional learning Social emotional learning
BMSD needs to address the academic success of students in the area of mathematics. This need is shown in all grades at Blue Mountain Middle School on their PSSA scores which are below state averages. Additionally, this area of academic need is shown in declining Keystone proficiency levels at Blue Mountain High School. This was indicated by the Comprehensive Planning Committee as a priority area of need.	Mathematics Essential Practices 1: Focus on Continuous Improvement of Instruction Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Trauma-Informed Practices/SEL
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social and Emotional Learning Support	The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators.
Identifying students at risk	All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.	2024-01-02 - 2026-12-18	Dr. Tyler Herman	Trauma Informed Training resources, such as Lakeside. Resources on SEL practices and strategies. Support from local agencies such as LVHN and St. Lukes.

Anticipated Outcome
Evidence of increased resources available in all schools to provide support for social, emotional and mental health learning.

Monitoring/Evaluation
Surveys to measure type and amount of services available for students - completed at the end of each year (used to show progress and identify areas of need)

Evidence-based Strategy

Analysis of Academic Data for Instructional Change

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Mathematics Proficiency
Priority Areas

Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state averages.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.

2023-09-01 -
2026-05-29

Director of
Elementary and
Secondary Education
Lead Math Teachers
Principals

SAS Resources PSSA and
Keystone scores (raw
scores and reports)

Anticipated Outcome

After a review and analysis of prior year's PSSA scores, each grade and/or course will identify at least 2 areas on the assessment that are priority areas for improvement.

Monitoring/Evaluation

Identify annually for input into instructional planning for the school year.

Evidence-based Strategy

Research Based Instructional Practices in Math

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Instructional Practices

Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Train and implement the Building a Thinking Classroom in Mathematics strategies.

2023-10-09 -
2025-05-12

Superintendent Principal and Assistant Principals Lead Teachers in Mathematics Director of Elementary and Secondary Education

Building Thinking Classrooms in Mathematics (K-12) books Resources, such as vertical wipe off boards) to implement strategies in all math classrooms

Anticipated Outcome

For each year of training, the teachers in math classrooms will implement research based mathematical practices (at least 3 new strategies each year) on a consistent basis.

Monitoring/Evaluation

Principals and Assistant Principals evaluate through quarterly walk-throughs and observations (1 per year).

Evidence-based Strategy

Effective Intervention

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Intervention

Provide more students with effective mathematics intervention, both within the school day and beyond.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.

2023-11-01 -
2026-04-30

Principals and
Assistant
Principals
Director of
Elementary and
Secondary
Education

Intervention resources
aligned with essential
curriculum
standards/objectives.

Anticipated Outcome

Increase the amount of students involved in mathematics intervention.

Monitoring/Evaluation

Monitor the types/amount of intervention opportunities available for students in mathematics and measure how many students participate in these interventions (quarterly by marking period)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators. (Social and Emotional Learning Support)</p> <p>All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports. (Identifying students at risk)</p>	Trauma-Informed Practices/SEL	Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.	01/02/2024 - 12/18/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state averages. (Mathematics Proficiency Priority Areas)	Analysis of Academic Data for Instructional Change	Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.	09/01/2023 - 05/29/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement. (Math Instructional Practices)	Research Based Instructional Practices in Math	Train and implement the Building a Thinking Classroom in Mathematics strategies.	10/09/2023 - 05/12/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide more students with effective mathematics intervention, both within the school day and beyond. (Math Intervention)	Effective Intervention	Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.	11/01/2023 - 04/30/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

According to the PA Future Ready Index, Blue Mountain High School's four-year cohort graduation rate has risen to 94% (above state average of 86.7% and 2030 goal of 92.4%).

According to the PA Future Ready Index, students drastically exceed the state average of 14.6% Advanced on Keystone Exams.

According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.

According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.

BMEW - 2022 and 2023 ELA PSSA: The last two years of overall proficiency on PSSA ELA has been consistent (range 71.8% to 73.7%). Each year was above the state average of 52.7% (PDE 2022).

BMEW - 2023 ELA PSSA: When looking at ELA proficiency scores by grade level, each grade level exceeded the state average and ranged from 59.5% to 82.6% of the students meeting proficiency.

Challenges

There was a drastic drop in achievement in Algebra in the Spring of the 2022-2023 school year.

According to the PA Future Ready Index, historically underperforming subgroups did not meet the Regular Attendance Performance Measure (below statewide average of 82.2%)

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.

English Learners: Increases in the number of EL students across the district for 2021 through 2023. The instructional need (low English proficiency) has also experienced an increase.

English Learners: The EL population in BMSD has shown

Strengths

BMEW - 2022 and 2023 Math PSSA: The last two years of overall proficiency on PSSA Math has been consistent (range 53% to 61.3%). Each year was above the state average of 41.8% (PDE 2022).

BMEW - 2023 Math PSSA: When looking at Math proficiency scores by grade level, each grade level exceeded the state average and ranged from 56.6% to 68.8% of the students meeting proficiency.

BMSD partners with local educational agencies, universities, and businesses to evaluate the how well the district does to prepare students for success after leaving school.

BMSD coordinates effectively with the local career and technical school (Schuylkill Technology Centers) and has greatly increased the number of students enrolled in the STC.

BMSD leverages state, federal and local funds to effectively and efficiently support educational services at all schools.

Technology: Cyber Security - The District has increased our network security posture by implementing stricter controls to prevent spamming, email phishing, malware, viruses, etc.

Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to

Challenges

significant growth from 2021 through 2023.

Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)

BMEW - Although 2023 PSSA Math Scores (61.3% proficient or higher) exceed district and state average, the scores continue to be lower than ELA (73.7% proficient or higher) and Science (79.8% proficient or higher). Additional data to support this weakness is the 2022 PVAAS Growth Indicator which indicated Well Below for the 2022 Grade 4 Math PSSA.

Administration, working with mentors and teacher leaders, will identify educators/classrooms that need to incorporate effective teaching practices which are research based and support the use of these practices in the classrooms.

PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%)

Special Education: 15.6% higher than state average identification of Specific Learning Disability

Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel "All in all, I am inclined to think that I am a failure." In 2017, only

Strengths

devices both at school and at home.

Keystone Math scores for 8th grade- 2022-2023- 96.1% proficiency; 2021-2022- 100% proficiency; 2020-2021- 93% proficiency

PSSA Science scores for 8th grade- 2022-2023- 66.8% proficiency; 2021-2022- 71% proficiency; 2020-2021- 62% proficiency

According to the PA Future Ready Index, 45.2% of students with disabilities are achieving a score of Advanced on industry-based competency exams.

BMMS - Career Standards Benchmark- reached 99% in 2021-2022

Technology: E-Rate Program - Gained extensive knowledge and took advantage of the government E-Rate Program to aid in the purchase of hardware at a 60% discount.

Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.

Special Education: Updated, comprehensive, and responsive Gifted Universal Screener, Screening Matrix, and Evaluation Matrix

Challenges

10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%. 3.8% lower than state average identification of Autism 3.9% lower than state average identification of Emotional Disturbance

Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)

Technology: New Technology and Infrastructure Hardware - Evaluate and keep up to date on new upcoming educational applications that can be used for instruction as well as continue to replace and upgrade antiquated infrastructure hardware to maximize each building's efficiency.

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.

Strengths

Special Education: Transition skills through Coffee Shop and The Nutrition Group at BMHS

Challenges

Increase number of available industry credentials at BMHS.

Increase dual enrollment/college in the high school offerings.

Ongoing updates to curriculum and access to all curriculum and resources.

Most Notable Observations/Patterns

The mental health challenges experienced by all the Blue Mountain Schools were noted in comprehensive plan discussion meetings. Additionally, this was discussed by the Comprehensive Planning Committee and indicated as the top challenge that the district is facing.

Challenges	Discussion Point	Priority for Planning
<p>Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel “All in all, I am inclined to think that I am a failure.” In 2017, only 10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%. 3.8% lower than state average identification of Autism 3.9% lower than state average identification of Emotional Disturbance</p>		✓
<p>PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%)</p>		✓

ADDENDUM B: ACTION PLAN

Action Plan: Trauma-Informed Practices/SEL

Action Steps	Anticipated Start/Completion Date
Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.	01/02/2024 - 12/18/2026

Monitoring/Evaluation	Anticipated Output
Surveys to measure type and amount of services available for students - completed at the end of each year (used to show progress and identify areas of need)	Evidence of increased resources available in all schools to provide support for social, emotional and mental health learning.

Material/Resources/Supports Needed	PD Step	Comm Step
Trauma Informed Training resources, such as Lakeside. Resources on SEL practices and strategies. Support from local agencies such as LVHN and St. Lukes.	yes	no

Action Plan: Analysis of Academic Data for Instructional Change

Action Steps	Anticipated Start/Completion Date
Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.	09/01/2023 - 05/29/2026

Monitoring/Evaluation	Anticipated Output
Identify annually for input into instructional planning for the school year.	After a review and analysis of prior year's PSSA scores, each grade and/or course will identify at least 2 areas on the assessment that are priority areas for improvement.

Material/Resources/Supports Needed	PD Step	Comm Step
SAS Resources PSSA and Keystone scores (raw scores and reports)	yes	

Action Plan: Research Based Instructional Practices in Math

Action Steps		Anticipated Start/Completion Date	
Train and implement the Building a Thinking Classroom in Mathematics strategies.		10/09/2023 - 05/12/2025	
Monitoring/Evaluation		Anticipated Output	
Principals and Assistant Principals evaluate through quarterly walk-throughs and observations (1 per year).		For each year of training, the teachers in math classrooms will implement research based mathematical practices (at least 3 new strategies each year) on a consistent basis.	
Material/Resources/Supports Needed		PD Step	Comm Step
Building Thinking Classrooms in Mathematics (K-12) books Resources, such as vertical wipe off boards) to implement strategies in all math classrooms		yes	

Action Plan: Effective Intervention

Action Steps		Anticipated Start/Completion Date	
Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.		11/01/2023 - 04/30/2026	
Monitoring/Evaluation		Anticipated Output	
Monitor the types/amount of intervention opportunities available for students in mathematics and measure how many students participate in these interventions (quarterly by marking period)		Increase the amount of students involved in mathematics intervention.	
Material/Resources/Supports Needed		PD Step	Comm Step
Intervention resources aligned with essential curriculum standards/objectives.			yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators. (Social and Emotional Learning Support)</p> <p>All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports. (Identifying students at risk)</p>	Trauma-Informed Practices/SEL	Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.	01/02/2024 - 12/18/2026
Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state averages. (Mathematics Proficiency Priority Areas)	Analysis of Academic Data for Instructional Change	Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource	09/01/2023 - 05/29/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		development and scheduling.	
Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement. (Math Instructional Practices)	Research Based	Train and implement the	10/09/2023
	Instructional Practices in Math	Building a Thinking Classroom in Mathematics strategies.	-
			05/12/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Informed Practices and SEL	Classroom Teachers Principals/Assistant Principals Support Staff/Paras	There has been a ongoing initiative to train cohorts of educators on implementing Trauma-Informed practices (comfort corners). This initiative will continue to be offered to train more educators and support personnel on these strategies and supporting the implementation of these strategies. More strategies will be identified to address SEL needs in the district.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys will be given each year to determine the type and amount of services offered in BMSD to address SEL and mental health needs. Over the years of these surveys, increases in the amount of services and the students who participate in these services will be expected.	06/01/2023 - 06/01/2026	Tyler Herman, Director of Student Support Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Development Step	Audience	Topics of Prof. Dev
Analysis of Academic Data for Instructional Change	All teachers of mathematics Principals/Assistant Principals Director of Elementary and Secondary Education	Upon the receipt of assessment data from PSSA, Keystone Exams, and other mathematics assessments, teachers will analyze the data to identify specific areas of need. These areas will be targeted for curriculum improvement through resource development, assessment planning and instructional professional development.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The topics identified by each grade/course from the data analysis will be included in revised classroom lessons as evidenced through classroom walkthroughs, lesson plans, and professional development discussions.	06/03/2024 - 08/31/2026	Math Curriculum Lead Teachers Principals/Assistant Principals Director of Elementary and Secondary Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Research Based Instructional Practices in Mathematics	All mathematics Teachers Principals/Assistant Principals	14 Strategies from Building a Thinking Classroom in Mathematics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence that the strategies are implemented in all math classrooms though classroom observations.	10/09/2023 - 05/12/2025	Principals/Assistant Principals Superintendent Director of Elementary and Secondary Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide more students with effective mathematics intervention, both within the school day and beyond. (Math Intervention)	Effective Intervention	Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.	2023-11-01 - 2026-04-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Effective Intervention	Teachers Administrators Parents	Communicate to all stakeholders the intervention opportunities that students struggling in math have access to.
Anticipated Timeframe	Frequency	Delivery Method
01/02/2024 - 04/01/2026	Monthly	Posting on district website Newsletter
Lead Person/Position		
Principals and Assistant Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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