

MONITEAU SD

1810 W Sunbury Rd

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

We are the Moniteau School District and our students are the pulse of this community. Situated an hour north of Pittsburgh, our district serves approximately 1100 students from the boroughs of West Sunbury, Eau Claire, and Cherry Valley, and the townships of Cherry, Clay, Concord, Marion, Venango, and Washington. As educators and community members, we work together to create an environment that promotes a desire to learn and succeed. Our elementary building, Dassa McKinney Elementary School serves students from kindergarten through sixth grade. Moniteau Jr./Sr. High School serves students from grades seven through twelve.

Moniteau School District employs five (5) administrators, six (6) directors, one (1) business manager, ninety-four (94) teachers, and sixty-one (61) support staff members.

Mission and Vision

Mission

Our mission is to prepare Moniteau students to achieve their fullest potential as they face the challenges of life.

Vision

The Pennsylvania State Standards of Assessment serve as the foundation of the Moniteau School District's educational program with the achievement of these standards being our expected outcome. The Moniteau School District uses purposeful assessment to drive instruction and provide an educational program that meets the needs of all students in order to continuously improve student achievement. Educating Moniteau students is a shared responsibility amongst all stakeholders: students, parents, the board of directors, administrators, teachers, support staff members, and members of the community. High quality, content area professionals provide administrators, teachers, and support staff with the tools and knowledge required to enhance our ability to deliver a high quality instructional program.

Educational Value Statements

Students

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life."

Staff

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life."

Administration

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Parents

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Community

We believe that all students have the potential to learn and succeed. We believe students learn best in a safe and welcoming environment. We believe that individuals differ significantly and schools should help everyone to understand and respect those differences. We believe that everyone in a community of learners has the responsibility to be a lifelong learner. We believe that excellence is achieved through equal partnerships among the home, the school, and the community. We believe that through exposure to academics, arts and humanities, and athletics, all students have the opportunity to become knowledgeable, creative, and well-rounded individuals. We believe that it is a shared responsibility to fulfill the mission of our District, which is "to prepare students to achieve their fullest potential as they face the challenges of life."

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
100% of transition-age high school learning students have access to the transitional services through the office of vocational rehabilitation (OVR)	Yes
100% of students with a primary disability of Autism are serviced in their neighborhood school	No
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both met the performance standard for regular attendance based upon 2019-2020 attendance data.	Yes
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both exceeded the career standards benchmark based upon 2020-2021 data.	Yes
Agriculture program completers perform at a level 14 percentage points higher than non completers in terms of PSSA math.	Yes
93% of all High School FCS cooking classes have an attendance rate of over 94%	No
We have purchased a new math series with all possible professional training and development packages for teachers and staff.	No
We have brought in college professors to discuss new math workshops.	No
We have purchased hands on math manipulatives for each grade level.	No
Teachers at the elementary level are being trained in phonics based programs including ECRI and Heggerty.	No
We purchased robotic drones to enhance our science and engineering capabilities.	No
We purchased medical equipment and body simulators to enhance our physical science and biology courses.	No
The Title I Plan is engaging families and bringing the professional learning community in to our schools. Additionally, it is giving us student buy-in for optimal efforts.	No
The chapter 339 plan now allows for students to easily understand the graduation path they will complete to earn their diploma.	No
Dassa McKinney's 5th grade students had over a 99% participation rate for their Career Health Lesson. In addition, 65% of students scored 80% or higher on the assessment following the lesson.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	No

Ensure effective, standards-aligned curriculum and assessment.	No
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	No
Coordinate and monitor supports aligned with students' and families' needs.	No
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	No

Challenges

Challenge	Consideration In Plan
43% of transition-age high school learning students participate in the transitional services through the office of vocational rehabilitation (OVR)	No
Lack of systemic alignment between curriculum, materials, and assessments impedes the measurement and tracking of linear student growth.	No
64% of virtual academy tenth grade students scored below proficient on the 2021 Spring Literature Keystone Exam. (Compared to 14% of in-person Academic and Honors English 10 students).	Yes
Of the 46% of 8th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 61% missed 12 or more days of school.	Yes
Of the 57% of 7th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 34% missed 10 or more days of school.	Yes
7th grade 20-21 Keystone Algebra Results	Yes
8th grade 20-21 Keystone Algebra Results	Yes
Past 4 years of 8th grade MathPSSA/Keystone Data for junior high Algebra test takers (excludes 19-20)	Yes
AP Calculus Score Report 20-21 19-20 18-19	Yes
The majority of virtual students have failed the Biology Keystone exam. 2018-2019 (78% Fail, 22% Pass), 2019-2020 (55% Fail, 45% Pass), 2020-2021 (74% Fail, 26% Pass).	Yes

44% of 2020-21 8th grade students scored Proficient/Advanced on their Science PSSA's	No
Of the 56% of 8th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 61% missed 12 or more days of school.	Yes
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both did not meet the standard demonstrating growth for Mathematics/Algebra based upon 2018-2019 Pennsylvania State Assessments.	Yes
The All Student Group for Moniteau Junior Senior High School failed to meet the statewide average for percent proficient or advanced in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology based upon 2020-2021 Pennsylvania State Assessments.	Yes
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both failed to meet the statewide average for percent advanced in Mathematics/Algebra based upon 2020-2021 Pennsylvania State Assessments.	Yes
The majority of virtual students have failed the Biology Keystone exam. 2018-2019 (78% Fail, 22% Pass), 2019-2020 (55% Fail, 45% Pass), 2020-2021 (74% Fail, 26% Pass).	Yes
There are continuing to be students and families worried about the pandemic, leading to our virtual academy enrollment still being relatively high.	No
Disparages in brick and mortar verses the Virtual Academy have us needing to purchase a Learning Management System (LMS).	No
40.9% of Students with Disabilities at Dassa McKinney scored advanced or proficient on the 3rd Grade PSSA Reading assessment in 20-21.	No
54.5% of Economically Disadvantaged Dassa McKinney 3rd Grade students scored advanced or proficient on the PSSA Reading assessment.	No
While our ability to reduce the number of students performing below the 25th percentile in reading in grades 2 and 3 is encouraging, we are still at or below the pre-2020 performance level when comparing PSSA, CDT, and aimsweb data.	No
Foster a vision and culture of high expectations for success for all students, educators, and families .	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	No
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
100% of transition-age high school learning students have access to the transitional services through the office of vocational rehabilitation (OVR)	Quality transition opportunities are available for special education students.
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both met the performance standard for regular attendance based upon 2019-2020 attendance data.	Although state performance standards are being met for attendance, performance data in other areas display a strong correlation between poor attendance and poor academic performance.
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both exceeded the career standards benchmark based upon 2020-2021 data.	Strong compliance with state requirements for career standards has built a strong foundation for the district to further enhance unique career and college opportunities for students.
Agriculture program completers perform at a level 14 percentage points higher than non completers in terms of PSSA math.	Current completers in the agriculture CTE program display how success and engagement in such a program breeds academic success across the board, which will serve as a strong foundation and model for the development of additional CTE programs.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
64% of virtual academy tenth grade students scored below proficient on the 2021 Spring Literature Keystone Exam. (Compared to 14% of in-person Academic and Honors English 10 students).	We will continue to offer remediation times with virtual academy teachers. Virtual teachers will have and assure times to meet with the students.	No	
Of the 46% of 8th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 61% missed 12 or more days of school.	Poor attendance negatively impacts students' academic performance.	Yes	Poor attendance negatively impacts students' academic performance.

Of the 57% of 7th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 34% missed 10 or more days of school.		No	
7th grade 20-21 Keystone Algebra Results		No	
8th grade 20-21 Keystone Algebra Results		No	
Past 4 years of 8th grade MathPSSA/Keystone Data for junior high Algebra test takers (excludes 19-20)		No	
AP Calculus Score Report 20-21 19-20 18-19		No	
The majority of virtual students have failed the Biology Keystone exam. 2018-2019 (78% Fail, 22% Pass), 2019-2020 (55% Fail, 45% Pass), 2020-2021 (74% Fail, 26% Pass).		No	
Of the 56% of 8th grade students who scored Basic or Below Basic on the ELA PSSA during the 2020-21 school year, 61% missed 12 or more days of school.		No	
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both did not meet the standard demonstrating growth for Mathematics/Algebra based upon 2018-2019 Pennsylvania State Assessments.	Poor performance on state assessments leads to low enrollment and/or in advanced placement courses.	No	
The All Student Group for Moniteau Junior Senior High School failed to meet the statewide average for percent proficient or advanced in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology based upon 2020-2021 Pennsylvania State Assessments.		No	
The All Student Groups for Dassa McKinney Elementary School and Moniteau Junior Senior High School both failed to meet the statewide average for percent advanced in Mathematics/Algebra based upon 2020-2021 Pennsylvania State Assessments.	A comprehensive review of the district's k-12 mathematics program led to the identification of need for the adoption of new instructional resources and professional development in best practices	Yes	The district's k-12 mathematics program is in need of a comprehensive review and revision, with consideration given to standards alignment, instructional resources, and best practices in

	in instructional delivery.		instructional delivery.
The majority of virtual students have failed the Biology Keystone exam. 2018-2019 (78% Fail, 22% Pass), 2019-2020 (55% Fail, 45% Pass), 2020-2021 (74% Fail, 26% Pass).	The Moniteau Virtual Academy is in need of continued development and enhancement of instructional delivery methods.	Yes	The Moniteau Virtual Academy is in need of continued development and enhancement of instructional delivery methods.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Opportunities for the district to partner with local businesses, community organizations, and other agencies are limited.	Yes	Opportunities for the district to partner with local businesses, community organizations, and other agencies are limited.

Goal Setting

Priority: Poor attendance negatively impacts students' academic performance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	District stakeholders will conduct a strategic review of all district policies and procedures relate to student attendance with intent to revise policies and procedures to increase the percentage of students with regular attendance at Dassa McKinney Elementary School and Moniteau Junior Senior High School as measured on the PA Future Ready Index.	Student Attendance Policy and Procedure Review and Revision	Review district policies and procedures related to student attendance at the building level. Provide administrative recommendations for policy revisions to the district policy committee, if applicable.	Approval and implementation of revised district policies, if applicable. Implementation of revised procedures, if students with regular attendance at Dassa McKinney Elementary School and Moniteau Junior Senior High School as measured on the PA Future Ready Index.	District stakeholders will conduct a strategic review of all district policies and procedures relate to student attendance with intent to revise policies and procedures to increase the percentage of students with regular attendance at Dassa McKinney Elementary School and Moniteau Junior Senior High School as measured on the PA Future Ready Index.

Priority: The district's k-12 mathematics program is in need of a comprehensive review and revision, with consideration given to standards alignment, instructional resources, and best practices in instructional delivery.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	During the 2025 Spring PSSA testing window , students in grades K-8 will show a 5% increase in the overall achievement percentage for each grade level on Math PSSA scores when compared with similar scores for the 2022 PSSA Math test., and or produce a 5% growth in individual test scores for 50% of the students who scored basic or below basic on the PSSA Math test in Spring 2022.	Gathering and distributing materials.	Assure each teacher has new textbooks and time to review digital resources. Set a getting started training and follow up.	Have teachers actively using the textbooks, digital resources, manipulatives, and trainings as provided.	During the 2025 Spring PSSA testing window , students in grades K-8 will show a 5% increase in the overall achievement percentage for each grade level on Math PSSA scores when compared with similar scores for the 2022 PSSA Math test., and or produce a 5% growth in individual test scores for 50% of the students who scored basic or below basic on the PSSA Math test in Spring 2022.
Mathematics	Instructional strategies from professional development are evident in mathematics classrooms along with continued evidence of 100% implementation of the new HMH math series. Instructional time is extended by greater than 10% in intermediate grade math classes compared with the 21-22 school year.	Professional Development and Math Classroom Structures	Moniteau School District teachers and administration will complete professional development in the new math series with trainings and coaching sessions for teachers and administrators.	Data from administrative walkthroughs and reviews of lesson plans will reflect full implementation of the new math series by 100% of teachers with feedback provided to teachers relating to the instructional strategies provided through professional development.	Instructional strategies from professional development are evident in mathematics classrooms along with continued evidence of 100% implementation of the new HMH math series. Instructional time is extended by greater than 10% in intermediate grade math classes compared with the 21-22 school year.

Priority: The Moniteau Virtual Academy is in need of continued development and enhancement of instructional delivery methods.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	Teachers, administrators, guidance, staff, and stakeholders will review our current learning management system. The Moniteau Virtual Academy program will be a fully sustainable virtual instruction option for families living in our school district. The program will hold virtual intakes meetings for families, information sessions, rules, regulations, and policies/procedures for optimal academic achievement in a virtual setting. The intent will be to enhance our digital presence and increase our virtual learning outcomes for the virtual academy and students who attend in-person instruction.	Learning Management System Exploration and Guidelines	Create a LMS team of educators at all levels. Follow a Request For Information (RFI) process and review demonstrations. Conduct voting procedures for LMS team members. Provide the information to committees and finalize purchase. Start with select team members labeled "champions" for a pilot of the program. Conduct getting started trainings and recordings for teachers and staff members. Virtual Academy will review policies, attendance, and guidelines for students interested in Virtual Academy. Create informational pamphlets for incoming families as well as conduct meetings upon entrance into the academy. Lastly, discuss attendance and rules of the program with admission paperwork.	Hold trainings for all teachers and staff members. Have the "champions" trained in regular training and advanced training to help any teacher or staff members. Hold trainings for families and students as deemed necessary. Utilize the learning management system platform for all grade levels with the champions in place for questions. Approve any implementation and revised district policies, if applicable. Continue to hold entrance appointments for the academy with published informational packets. Ensure students and families understand the rules, regulations, and expectations by signed documents.	Teachers, administrators, guidance, staff, and stakeholders will review our current learning management system. The Moniteau Virtual Academy program will be a fully sustainable virtual instruction option for families living in our school district. The program will hold virtual intakes meetings for families, information sessions, rules, regulations, and policies/procedures for optimal academic achievement in a virtual setting. The intent will be to enhance our digital presence and increase our virtual learning outcomes for the virtual academy and students who attend in-person instruction.

Priority: Opportunities for the district to partner with local businesses, community organizations, and other agencies are limited.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By the 2024-2025 school year, the district will see an increase in community engagement opportunities available to families, which will promote a stronger collaboration between all stakeholders to participate in the students' educational process.	Stakeholder Engagement	In the 2022-2023 school year establish one consistent teacher communication platform and provide professional development for all teachers while simultaneously engaging the community through district social media platforms in addition to the regular methods of communication.	In the 2023-2024 school year plan and implement a series of parent engagement opportunities in collaboration with a community based partner, on a consistent basis that targets school culture and academic achievement.	By the 2024-2025 school year, the district will see an increase in community engagement opportunities available to families, which will promote a stronger collaboration between all stakeholders to participate in the students' educational process.

Action Plan

Action Plan for: Stakeholder Support

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Stakeholder Engagement 		More community engagement and involvement in school-sponsored events as well as more participation in their student's educational process. Furthermore, with the addition of family engagement events more people from the community will show an interest in the district assisting in improving the culture of the community, therefore, showing a marked increase in the school climate.			Attendance will be monitored at all school events. Frequency of family/teacher communications via dojo app. Analytics of social media platforms will be measured quarterly. Number of new of repeat programs offered to the community. Attendance at the new programs. Surveys to determine benefits/improvements to each event.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Select and utilize one consistent method of communication	08/25/2022	05/31/2023	Elementary principals	Dojo App	Yes	No
Frequent and consistent communication with community stakeholders using various social media platforms in addition to all additional traditional methods of communication in order to facilitate more engagement between school and home.	07/01/2022	06/30/2024	Superintendent Building administrators	Facebook, Twitter, Youtube, podcasts, other social media platforms or communication venues as needed	No	Yes

Action Plan for: Curriculum, Instruction, and Assessment Outcome Improvement with Virtual Program

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Learning Management System Exploration and Guidelines 		A fluent digital learning environment that directly mirrors the brick and mortar setting. Successful curriculum, instruction, and assessment implementation by virtual means.			Evaluation process for Learning Management System. Digitalized curriculum and resources.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increasing digital presence by utilizing a learning management system with specific guidelines. Create digital resources and curriculum that follows all PA Core and PA Academic Standards.	08/25/2022	05/25/2023	David DiCaprio / Director of Curriculum, Instruction, and Assessment	Learning Management System Demonstrations, Learning Management System Trainings, Learning Management Teammates	No	Yes

Action Plan for: Sound and Reasonable Attendance Policies and Procedures

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Student Attendance Policy and Procedure Review and Revision 		The district will see an overall rise in students attending school with decrease in those considered habitually truant.			Attendance records of students Referrals to the district magistrate Referrals to any community based attendance programs	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Review of Attendance Policies	05/02/2022	06/06/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
Review and Revision of Attendance Procedures	07/01/2022	08/19/2022	Dustin Thompson, Co-Principal of Student Affairs - MJSHS	Newly Revised/Recommended District Attendance Policies Current/Previous Attendance Procedures Research-Based Strategies for Student Attendance	No	No
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
Review and Revision of Attendance Procedures	07/01/2022	08/19/2022	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Newly Revised/Recommended District Attendance Policies Current/Previous Attendance Procedures Research-Based Strategies for Student Attendance	No	No
Implementation of Revised Attendance Procedures	08/22/2022	05/31/2023	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Revised Attendance Procedures	No	Yes
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
Review and Revision of Attendance Procedures	07/01/2022	08/19/2022	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Newly Revised/Recommended District Attendance Policies Current/Previous Attendance Procedures Research-Based Strategies for Student Attendance	No	No
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No

Implementation of Revised Attendance Procedures	08/22/2022	05/31/2023	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Revised Attendance Procedures	No	Yes
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
Review and Revision of Attendance Procedures	07/01/2022	08/19/2022	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Newly Revised/Recommended District Attendance Policies Current/Previous Attendance Procedures Research-Based Strategies for Student Attendance	No	No
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
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Implementation of Revised Attendance Procedures	08/22/2022	05/31/2023	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Revised Attendance Procedures	No	Yes
School Board Review and Revision of Attendance Policies	06/06/2022	09/12/2022	Aubrie Schnelle, Superintendent	District Attendance Policies PSBA Attendance Policy Recommendations Neighboring/Regional District Attendance Policies	No	No
Review and Revision of Attendance Procedures	07/01/2022	08/19/2022	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Newly Revised/Recommended District Attendance Policies Current/Previous Attendance Procedures Research-Based Strategies for Student Attendance	No	No
Implementation of Revised Attendance Procedures	08/22/2022	05/31/2023	Dustin Thompson, Co-Principal of Student Affairs - MJSHS Nicole Fox, Assistant Principal - DMES	Revised Attendance Procedures	No	Yes

Action Plan for: Mathematics Classroom Structure

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Professional Development and Math Classroom Structures 		Increased instructional time in mathematics courses.			A comparison chart will be developed for the school team to review increases in math instructional time. Data Meetings consistent with our professional development and Title I plan will allow for evaluation of how additional time is utilized.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Completion of the 22-23 master schedule	05/01/2022	09/01/2022	Elementary School Principal	- Staffing Plan - Spreadsheet layout of elementary master schedule - Skyward SIS	No	No
Math Classroom Structures Professional Development	08/01/2022	06/30/2023	Principals and/or Director of Curriculum	- HMH Training Live/Virtual Sessions - PA-ETEP for recording observational information.	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Stakeholder Support	<ul style="list-style-type: none"><li data-bbox="531 220 1287 253">• Select and utilize one consistent method of communication
Mathematics Classroom Structure	<ul style="list-style-type: none"><li data-bbox="531 277 1287 310">• Math Classroom Structures Professional Development

Professional Development Activities

Dojo App Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Select and utilize one consistent method of communication 	Teachers	How to use and communicate via Class Dojo.	All elementary teachers will utilize one messaging platform to communicate with families. Teachers will report monthly how often the app is used and what it is used to communicate (private messages, class messages, reminders, etc...).	Elementary principals	08/22/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	One initial training with updates as needed		<ul style="list-style-type: none"> 4c: Communicating with Families 			

Mathematics Classroom Structures

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Math Classroom Structures Professional Development 	K-2 teachers, 3-6 Math teachers	"Math Talks", formative assessments	Questionnaires, post-training evaluations	Director of Curriculum	08/01/2022	06/30/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	2x annually, 1 hour of instruction	<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Stakeholder Support	<ul style="list-style-type: none"> • Frequent and consistent communication with community stakeholders using various social media platforms in addition to all additional traditional methods of communication in order to facilitate more engagement between school and home.
Curriculum, Instruction, and Assessment Outcome Improvement with Virtual Program	<ul style="list-style-type: none"> • Increasing digital presence by utilizing a learning management system with specific guidelines. Create digital resources and curriculum that follows all PA Core and PA Academic Standards.
Sound and Reasonable Attendance Policies and Procedures	<ul style="list-style-type: none"> • Implementation of Revised Attendance Procedures • Implementation of Revised Attendance Procedures • Implementation of Revised Attendance Procedures • Implementation of Revised Attendance Procedures

Communications Activities

Community Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	District community and surrounding area	Engagement opportunities to encourage a connection between the school and community in order to foster a positive school climate and learning opportunities for students.	Aubrie Schnelle	09/01/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Monthly		
Posting on district website			Monthly		
Newsletter			Quarterly		

Attendance Updates and Implementation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents/guardians Students Staff	Policies and procedures regarding all attendance related matters	Dustin Thompson and Nicole Fox	09/01/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Quarterly		
Letter			start of each school year		
Posting on district website			yearly		
Other			as needed		