

SUSQUEHANNA COMMUNITY SD

3192 Turnpike St.

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Susquehanna Community School District is to provide a safe inclusive educational environment that will inspire students to develop the knowledge, skills, and abilities necessary to become contributing members of society.

VISION STATEMENT

The vision of the Susquehanna Community School District is to educate all students in a safe, healthy environment to think with reflection; act with compassion; and lead with honor and integrity through the collaboration of highly qualified teachers, families, and the community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students have potential to become lifelong learners who respect and value diversity. Students should learn from the past, listen to the present, and lead into the future by developing individual goals that contribute to themselves, their families, and their community. We believe education should synthesize knowledge and experience.

STAFF

District faculty and staff are committed to lifelong learning, professional excellence, and serving as role models while leading and guiding district students.

ADMINISTRATION

District administrators are responsible for a safe learning environment for all students, faculty, staff, and visitors promoting the district's mission and vision across the school community.

PARENTS

The family is the primary and one of the child's most influential teachers.

COMMUNITY

The community contributes to the success of the educational process.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dori Spencer	Teacher- Regular Ed	HS
Karyn Grausgruber	Teacher- Regular Ed	Elementary
Julie Gallo	Administrator	Elementary
Sarah Krause	Teacher- Regular Ed	Elementary
Bridget Milos	School Counselor	Educational Specialist
Elizabeth Matis	School Nurse	HS/Elem
Pam Jones	Parent	HS
Liane Fabrizi	Parent	MS
Bronson Stone	Administrator	HS/Elem
Elizabeth Shivock	Administrator	HS/Elem Special Ed
Nancy Hurley	Community Member	Rep
Traci Fissel	Business	Rep
Tara Kelly	Business	Rep

Name**Position****Building/Group**

Amanda Cook

Board Member

District

Chad Haley

Community Member

District

Katie Edwards

Staff Member

Elementary

Carmen Megivern

Staff Member

High School

Lexis Iveson

Student

High School

ESTABLISHED PRIORITIES

Priority Statement

We are currently not on track to meet the 2030 targets for ELA, Math, and Science. We need to improve the quality and alignment of our planned courses and to ensure our educators have the best knowledge of and capability to use the most effective instructional strategies.

Outcome Category

Essential Practices 1:
Focus on Continuous
Improvement of
Instruction

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Focus on Continuous
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Instruction

To avoid an overidentification of students in special education and to ensure all students receive the supports necessary for academic success the district needs a framework to provide both academic and behavioral supports.

Essential Practices 3:
Provide Student-Centered
Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Curriculum Writing

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Revision of K-12 Curriculum	The district will revise all K-12 courses to drive continuous improvement of instruction and student achievement in Science, Language Arts, and Math determined by building and district data to be measured by various state and local assessments.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Rewrite all K-12 curriculums for alignment with state standards and assessment anchors.	2023-08-21 - 2026-06-05	Coordinator of Curriculum, Instruction, and Assessment	PA Common Core Standards and Assessment Anchors, curriculum writing framework

Anticipated Outcome
 Revised K-12 curriculums in all subjects/courses.

Monitoring/Evaluation
 Updated written curriculums in all K-12 courses that are aligned with PA Common Core Standards.

Evidence-based Strategy
 Data Review Protocols

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname**Measurable Goal Statement (Smart Goal)**

Data Review Protocols

The district will implement data review protocols K-12 to drive continuous improvement of instruction and student achievement in Science, Language Arts, and Math determined by building and district data to be measured by various state and local assessments.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Create and consistently implement data review protocols at the K-12 level.

2023-08-21 -
2026-06-05

Building
Principals

Student performance data via aimswebPlus, PSSA, Keystone Exams, interim assessments.

Anticipated Outcome

Consistent implementation of written data review protocols across the district.

Monitoring/Evaluation

Student performance data via aimswebPlus, PSSA, Keystone Exams, interim assessments.

Evidence-based Strategy

MTSS Implementation

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

MTSS Implementation	The district will implement a new framework (MTSS) to support the academic and social-emotional needs of all students.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop the Multi-tiered System of Support (MTSS) framework for K-12.	2023-08-21 - 2026-06-05	Building Principals and School Counselors	Core curriculum and intervention materials, student performance data, universal screening tool

Anticipated Outcome

Implementation of tiered interventions and supports with fidelity to students, thereby increasing the academic achievement of students.

Monitoring/Evaluation

state-level assessments, special education rate

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will revise all K-12 courses to drive continuous improvement of instruction and student achievement in Science, Language Arts, and Math determined by building and district data to be measured by various state and local assessments. (Revision of K-12 Curriculum)	Curriculum Writing	Rewrite all K-12 curriculums for alignment with state standards and assessment anchors.	08/21/2023 - 06/05/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement a new framework (MTSS) to support the academic and social-emotional needs of all students. (MTSS Implementation)	MTSS Implementation	Develop the Multi-tiered System of Support (MTSS) framework for K-12.	08/21/2023 - 06/05/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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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

Elem- Mathematics- meeting annual academic growth Students with disabilities- 75- exceeds all student group academic growth score (74.3) and meeting statewide growth standard of 70

Elem- ELA- meeting annual academic growth Students with disabilities- 91- exceeds all student group academic growth score (77.0) and meeting statewide growth standard of 70

HS- Mathematics- meeting annual academic growth Economically disadvantaged- 69.3- exceeds all student group academic growth score (66.0)

HS- ELA (all student groups)- the percent proficient and advanced is well below the statewide average (41.3% vs. 55%)

Four of six tested grade levels had a higher percentage of students scoring proficient/advance on the 2022 Reading PSSA when compared to the 2021 PSSA. -Grade 4, 6, 7 & 8 - All Student Group

Overall reading proficiency in the high school is greater when comparing the 2021 reading PSSA results to the 2022 reading PSSA results for the high school.

Challenges

HS and Elementary -Overall ELA/Math/Science (all student groups)- the percent proficient and advanced is below the statewide average

Our district-wide special education incident rate is significantly higher than the state average (22% vs. 18%)

Elem- Although Economically Disadvantaged and Special Education subgroups are demonstrating growth, they are not as successful at attaining Proficient or Advanced.

Less students in the special education subgroups scored proficient and/or advanced on the 2022 reading PSSA when compared to non-special education peers. -Special education subgroup

Less students in the economically disadvantaged subgroups scored proficient and/or advanced on the 2022 reading PSSA when compared to their non-economically disadvantaged peers. - Economically disadvantaged subgroup

Elem- Our PVAAS growth is below the Statewide Average and the Meeting Statewide Growth Standard. Increasing student growth would increase our Proficient/Advanced percentage.

Strengths

Elem- Economically Disadvantaged and students with disabilities are showing growth in ELA

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

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

Elem- Students with Disabilities growth score is 75 compared to All Student Group of 53

HS- Mathematics- meeting annual academic growth Economically disadvantaged- 69.3- exceeds all student group academic growth score (66.0)

The intermediate grades have benchmark percentages that are similar to pre-COVID scores.

Elem- Students with Disabilities growth score is 75 compared to All Student Group of 53

Overall math proficiency in the high school is greater when comparing the 2021 math PSSA results to the 2022 math PSSA results for the high school.

Four of six tested grade levels had a higher percentage of

Challenges

Overall math proficiency rates in the high school and elementary school are below the state average.

Elem- Mathematics- proficient or advanced on PA state assessments Economically disadvantaged- was 23.4% compared to the all student group which was 31.1%

Elem- ELA- Advanced on PA state assessments Economically disadvantaged- was 10.5% compared to the all student group which was 13.5%

We are below the 2030 statewide goal and have not made gains toward it.

HS- Science- meeting annual academic growth All student groups- academic growth score (60) was well below the state average growth score of 74.5

Have all students meet or exceed the Statewide Performance Standard of 98% on the Career Readiness Indicator

It is challenging to get our cyber students to complete these requirements. Since they are not in the building, it is up to them to complete the assignments.

Support the development and professional learning of central office and school-based staff in alignment with district and school

Strengths

students scoring proficient/advance on the 2022 Math PSSA when compared to the 2021 PSSA. -Grades 3, 4, 6, & 8 - All Student Group

Percent Proficient/Advanced is above the statewide average

Percent Advanced is above the statewide average

Both tested grade levels had a higher percentage of students scoring proficient/advance on the 2022 Science PSSA when compared to the 2021 PSSA. -Grades 4 & 8 - All Student Group

Career Standards Benchmark on Future Ready PA Index All student groups exceeded the statewide average 94.9% exceeded the statewide average of 86.2%

Economically Disadvantaged (94.6%) exceeded the Statewide Average (86.2%).

Elem- Science/Biology (all student groups)- exceeds statewide average of proficient and advanced (76.4 vs. 63.7%)

Challenges

mission, vision, goals, and priorities

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

HS- ELA (all student groups)- the percent proficient and advanced is well below the statewide average (41.3% vs. 55%)

HS- Science/Biology-(all student groups)- the percent proficient and advanced is well below the statewide average (32.7% vs. 63.7%)

Coordinate and monitor supports aligned with students' and families' needs

Most Notable Observations/Patterns

Our RtII process focuses on academics with consideration for behaviors. Discussion at a planning meeting has led to a greater need to focus on the whole child. Consider MTSS. NOt on track to meet the 2030 goal based upon current academic state assessment scores.

Challenges	Discussion Point	Priority for Planning
<p>HS and Elementary -Overall ELA/Math/Science (all student groups)- the percent proficient and advanced is below the statewide average</p>	<p>A large percent (22%) are special education students and historically they have not been proficient on the state assessments. Additionally, the proficiency percentage has not improved enough over the course of the last 5 years.</p>	✓
<p>Our district-wide special education incident rate is significantly higher than the state average (22% vs. 18%)</p>	<p>We currently have a RtII process for academics and behavior. Moving to an MTSS approach will take into consideration the whole child.</p>	✓
<p>Overall math proficiency rates in the high school and elementary school are below the state average.</p>		
<p>HS- Science- meeting annual academic growth All student groups- academic growth score (60) was well below the state average growth score of 74.5</p>		
<p>HS- Science/Biology-(all student groups)- the percent proficient and advanced is well below the statewide average (32.7% vs. 63.7%)</p>		
<p>Coordinate and monitor supports aligned with students' and families' needs</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Writing

Action Steps	Anticipated Start/Completion Date	
Rewrite all K-12 curriculums for alignment with state standards and assessment anchors.	08/21/2023 - 06/05/2026	
Monitoring/Evaluation	Anticipated Output	
Updated written curriculums in all K-12 courses that are aligned with PA Common Core Standards.	Revised K-12 curriculums in all subjects/courses.	
Material/Resources/Supports Needed	PD Step	Comm Step
PA Common Core Standards and Assessment Anchors, curriculum writing framework	yes	yes



Action Plan: Data Review Protocols

Action Steps	Anticipated Start/Completion Date
Create and consistently implement data review protocols at the K-12 level.	08/21/2023 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Student performance data via aimswebPlus, PSSA, Keystone Exams, interim assessments.	Consistent implementation of written data review protocols across the district.

Material/Resources/Supports Needed	PD Step	Comm Step
Student performance data via aimswebPlus, PSSA, Keystone Exams, interim assessments.	yes	yes



Action Plan: MTSS Implementation

Action Steps	Anticipated Start/Completion Date
Develop the Multi-tiered System of Support (MTSS) framework for K-12.	08/21/2023 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
state-level assessments, special education rate	Implementation of tiered interventions and supports with fidelity to students, thereby increasing the academic achievement of students.

Material/Resources/Supports Needed	PD Step	Comm Step
Core curriculum and intervention materials, student performance data, universal screening tool	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Review Protocols	K-12 teachers	Principles of using performance data, data analysis protocols, understanding guiding questions, determining root causes, goal setting.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
consistent use of protocols at K-12 level	08/19/2024 - 06/05/2026	Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
MTSS K-12	K-12 staff	MTSS framework, screenings, multi-level prevention system (tiers 1, 2, and 3), progress monitoring, data analysis, and decision--making criteria, instructional adjustments, and interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student academic performance, improved attendance rates, and decreased course/grade level failure.	08/19/2024 - 06/05/2026	Building Principals and Special Education Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
K-12 Curriculum Revisions in all subjects K-12	all K-12 teaching staff	PA standards, assessment anchors and objectives

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Revised K-12 curriculums with improved PSSA and Keystone exam scores	08/18/2025 - 06/05/2026	Coordinator of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The district will revise all K-12 courses to drive continuous improvement of instruction and student achievement in Science, Language Arts, and Math determined by building and district data to be measured by various state and local assessments. (Revision of K-12 Curriculum)</p>	<p>Curriculum Writing</p>	<p>Rewrite all K-12 curriculums for alignment with state standards and assessment anchors.</p>	<p>2023-08-21 - 2026-06-05</p>
<p>The district will implement data review protocols K-12 to drive continuous improvement of instruction and student achievement in Science, Language Arts, and Math determined by building and district data to be measured by various state and local assessments. (Data Review Protocols)</p>	<p>Data Review Protocols</p>	<p>Create and consistently implement data review protocols at the K-12 level.</p>	<p>2023-08-21 - 2026-06-05</p>
<p>The district will implement a new framework (MTSS) to support the academic and social-emotional needs of all students. (MTSS Implementation)</p>	<p>MTSS Implementation</p>	<p>Develop the Multi-tiered System of Support (MTSS) framework for K-12.</p>	<p>2023-08-21 - 2026-06-05</p>



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Writing to Improve Student Success	K-12 teaching staff in Science, Math, and ELA	curriculum writing resources, Common Core Standards, and assessment anchors
Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 06/05/2026	as needed	Email
Lead Person/Position	Coordinator of Curriculum and Instruction and Assessment	

Communication Step	Audience	Topics/Message of Communication
Student Success through the MTSS framework	K-12 Academic and Behavioral RtII team	MTSS framework, data review protocols
Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 06/05/2026	as needed	Email

Lead Person/Position

Building Principals and Special Education Coordinator

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The school community will be informed about the priorities, goals, and strategies outlined in the comprehensive plan.	Comprehensive plan/Professional Education Plan	Website postings	All of the school community	As necessary, the website will be updated to include information on the comprehensive plan.

