

Shamokin Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Shamokin Area School District		116496503
Address 1		
2000 West State Street		
Address 2		
City	State	Zip Code
Coal Township	Pennsylvania	17834
Chief School Administrator		Chief School Administrator Email
Mr. Chris Venna		Cvenna@indians.k12.pa.us
Single Point of Contact Name		
Mary Teresa Komara		
Single Point of Contact Email		
Mkomara@indians.k12.PA.US		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mary Teresa Komara	Other	District	mkomara@indians.k12.pa.us
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Heather Fernandez	Parent	Parent	arby94@ptd.net
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LEA Profile

The Shamokin Area School District is located in rural South Eastern Northumberland County. It serves community population of approximately 17,000. The district is classified as a poor and rural community. Historically, employment opportunities in the south-east part of the county were in coal mining and manufacturing (based heavily in the apparel and textile industries). Shamokin and Coal Township have a combined population of 17,738, or 18.8% of the county population. The poverty level is 24.0% and the unemployment rate is 5.4%. According to USA.com, 0.29% of Shamokin city's population were not born in the United States. The district is composed of two physical buildings: the middle-senior high school and the elementary-intermediate school. The student enrollment is over 2300 k-12. The district is enrolled in the CEF Lunch program because our student population of economically deprived is over 78% .

Mission and Vision

Mission

All students graduating from Shamokin Area School District will possess the learning skills needed to communicate effectively and be productive and responsible citizens. All students and staff will respect individuals and society and will possess the ability to adapt to diversity and change.

Vision

The vision of Shamokin Area School District is to prepare students to embrace diversity and equity, as they continue their pathways to be successful in their life as they pursue their career choice.

Educational Values

Students

Quality and equitable education will be available to all students at Shamokin Area School District. The students will be educated and learn to become productive members of society. Students will be prepared in problem solving for the changing needs of local and global societies. Our schools will be a place where students feel safe and supported: emotionally, intellectually, and physically.

Staff

Quality and equitable education will be available to all students at Shamokin Area School District. All staff will embrace diversity and equity through the teaching process. All staff will assure access to all learning experiences and success for all students providing differentiated instruction to meet all needs to the the students they serve. Teachers and staff will provide a a safe and supported environment: emotionally, intellectually, and physically.

Administration

Quality and equitable education will be available to all students at Shamokin Area School District. All administrative leaders will support students, teachers and staff in the process of quality education and school improvement by providing the highest level of support. Administrators will provide opportunities during the school year to collaborate in an effort to meet needs the needs of all students. Administrators will support an environment where students, teachers and staff feel safe and supported: emotionally, intellectually, and physically.

Parents

Parents and Guardians will support the teachers, administrators and staff at Shamokin Area School District. Students and their families will share in the educational process through a partnership with teachers and staff. Parents and Guardians with support their students outside the classroom when needed.

Community

Our Community will play an active role in Shamokin Area School District by supporting the students, teachers, staff, administrators and parents. Our community will provide various opportunities for all members of the district to be involved with various organizations. Members of the community will share in the responsibility of fostering relationships between the school and community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary Science/Biology*	Proficient or Advanced on Pennsylvania State Assessments: Above Statewide Average by 8.8%, but did not meet the interim goal/improvement for 2021/22.
Elementary Mathematics/Algebra*	Meeting Annual Academic Growth Expectations (PVAAS): Above Statewide Average by 1.7.
Intermediate College and Career Measures*	The Intermediate school Career Standards Benchmark: Exceeded Statewide 2030 Goal by 11.1%
Middle School English Language Arts/Literature*	Meeting Annual Academic Growth Expectations (PVAAS): Exceeded the Statewide Growth Standard of 70 by a score of 79.
Elementary English Language Arts/Literature*	Meeting Annual Academic Growth Expectations (PVAAS): Above the Statewide Average of 76 with a score of 82 in ELA.
High School Mathematics/Algebra*	Proficient or Advanced on Pennsylvania State Assessments: Above Statewide Average by 11%
Elementary Math*	Meeting Annual Academic Growth Expectations (PVAAS): Above the Statewide Average of 76.2 with a score of 96 in Math*.
Middle School Mathematics/Algebra*	Meeting Annual Academic Growth Expectations (PVAAS): Met the Statewide Average of 76.2 by a score of 100 in Math.
High School Graduation Rate*	Four-Year Cohort: All Student Group met the Interim Goal / Improvement Target at a graduation rate of 85.5% just below the state average 1.7%.
Middle School Science/Biology*	Meeting Annual Academic Growth Expectations (PVAAS): Met the Statewide Average of 74.6 by a score of 73 in Science.

Challenges

Indicator	Comments/Notable Observations
Elementary English Language Arts*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 16.3% in ELA.
Elementary Mathematics/Algebra*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 10.2% in Math
Elementary Regular Attendance*	Regular Attendance: Below Statewide Average by 17.3%
Intermediate English/Language Arts/Literature*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 11.2% in ELA
Intermediate Mathematics/Algebra*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 16.2% in Math.
Intermediate English Language Arts/Literature*	Meeting Annual Academic Growth Expectations (PVAAS): Below Statewide Average of 76 by a score of 65 in ELA.

Intermediate Mathematics/Algebra*	Meeting Meeting Annual Academic Growth Expectations (PVAAS): Below Statewide Average of 76.2 by a score of 57 in Math.
Intermediate Regular Attendance*	Regular Attendance: Below Statewide Average by 25.2%
Middle School English/Language Arts/Literature*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 9% in ELA.
Middle School Mathematics/Algebra*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 22% in Math.
Middle School Science/Biology*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 15.6% in Science.
Middle School Regular Attendance*	Regular Attendance: Below Statewide Average by 19.4%
High School Science/Biology*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 13.7% in Science.
High School Regular Attendance*	Regular Attendance: Below Statewide Average by 15%
Elementary Science/Biology*	Meeting Annual Academic Growth Expectations (PVAAS): Above the Statewide Average of 74.6 with a score of 50 in Science.
High School English Language Arts/Literature*	Proficient or Advanced on Pennsylvania State Assessments: below the Statewide Average by 3% in ELA.
High School English Language Arts/Literature*	Meeting Annual Academic Growth Expectations (PVAAS): Below the Statewide Average of 76 by a score 50 in ELA.
High School Mathematics/Algebra*	Meeting Annual Academic Growth Expectations (PVAAS): Below the Statewide Average of 76.2 by a score 60 in Math.
High School Science/Biology*	Meeting Annual Academic Growth Expectations (PVAAS): Below the Statewide Average of 74.6 by a score 67 in Science.
Elementary Science/Biology*	Proficient or Advanced on Pennsylvania State Assessments: Below Statewide Average by 8.8% in Science.

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

Strengths

Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA* Grade Level(s) and/or Student Group(s) K-4 ED, white, special education	Comments/Notable Observations ED student group showed a growth of 88 compared to the score of 82 achieved by the all student group. The white subgroup scored 82. The special education met the standard of growth by a score of 72 on the ELA.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math*	Comments/Notable Observations ED student group showed a growth of 82 compared to the score of 96 achieved by the all student group. The white subgroup scored 100. The special education met the standard of growth by a score of 93 on the Math.

Grade Level(s) and/or Student Group(s) K-4 ED, white, special education	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA* Grade Level(s) and/or Student Group(s) 7, 8 White, ED, Spec Ed.	Comments/Notable Observations ED student group showed a growth of 74 compared to the score of 79 achieved by the all student group. The white subgroup scored 81. The special education met the standard of growth by a score of 72 on the ELA.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
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Indicator Proficient or Advanced on Pennsylvania State Assessments Math*	Comments/Notable Observations The subgroup of white students met the standard for proficient/advanced in math at 57.9%.

Grade Level(s) and/or Student Group(s) 9-12 White	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math* Grade Level(s) and/or Student Group(s) 7, 8 White, ED, Spec Ed.	Comments/Notable Observations ED student group showed a growth of 100 compared to the score of 100 achieved by the all student group. The white subgroup scored 100. The special education met the standard of growth by a score of 90 on the Math.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Science* Grade Level(s) and/or Student Group(s) 7, 8 White	Comments/Notable Observations White student subgroup scored a 72 and the all student group achieved a score of 73 in science to meet annual growth expectations.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math* Grade Level(s) and/or Student Group(s) 9-12 Spec. Ed	Comments/Notable Observations The students in the Spec Ed subgroup met the standard for growth scoring a 78 in Math.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Science* Grade Level(s) and/or Student Group(s) 9-12 spec. ed.	Comments/Notable Observations The students in the Spec Ed subgroup met the standard for growth scoring a 86 in Science.

Challenges

Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA* Grade Level(s) and/or Student Group(s) K-4 ED, white, special education	Comments/Notable Observations ED student group showed a growth of 88 compared to the score of 82 achieved by the all student group. The white subgroup scored 82. The special education met the standard of growth by a score of 72 on the ELA.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math*	Comments/Notable Observations ED student group showed a growth of 82 compared to the score of 96 achieved by the all student group. The white subgroup scored 100. The special education met the standard of growth by a score of 93 on the Math.

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Grade Level(s) and/or Student Group(s) 9-12 White	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math* Grade Level(s) and/or Student Group(s) 7, 8 White, ED, Spec Ed.	Comments/Notable Observations ED student group showed a growth of 100 compared to the score of 100 achieved by the all student group. The white subgroup scored 100. The special education met the standard of growth by a score of 90 on the Math.
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Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math* Grade Level(s) and/or Student Group(s) 9-12 Spec. Ed	Comments/Notable Observations The students in the Spec Ed subgroup met the standard for growth scoring a 78 in Math.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Science* Grade Level(s) and/or Student Group(s) 9-12 spec. ed.	Comments/Notable Observations The students in the Spec Ed subgroup met the standard for growth scoring a 86 in Science.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

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.

According to Meeting Annual Academic Growth Expectations (PVAAS), the Elementary school is Above the Statewide Average of 76.2 with a score of 96 in Math*.
The Intermediate school Career Standards Benchmark: Exceeded Statewide 2030 Goal by 11.1%*
According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle school exceeded the Statewide Average of 76.2 by a score of 100 in Math.*
According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle School exceeded the Statewide Growth Standard of 70 by a score of 79.*
Four-Year Cohort: All Student Group met the Interim Goal / Improvement Target at a graduation rate of 85.5% just below the state average 1.7%.*

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.

K-12 Attendance- Elementary -Regular Attendance: Below Statewide Average by 17.3%, Intermediate - Regular Attendance: Below Statewide Average by 25.2%, MS-Regular Attendance: Below Statewide Average by 19.4%, HS-Regular Attendance: Below Statewide Average by 15%.*
According to the reports on the Proficient or Advanced on Pennsylvania State Assessments, the Elementary is Below Statewide Average by 16.3% in ELA, Intermediate is Below Statewide Average by 11.2% in ELA, Middle School is Below Statewide Average by 9% in ELA, the HS is below the Statewide Average by 3% in ELA.*
Proficient or Advanced on Pennsylvania State Assessments reports show the elementary school is Below Statewide Average by 10.2% in Math, the intermediate is Below Statewide Average by 16.2% in Math, and the middle school is Below Statewide Average by 22% in Math.*

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS)*	District wide - only grade levels 4 , 5 ,7 and 8 met the Statewide Average for the Statewide Growth Standard. 6th grade is well below the standard growth in ELA.* All students at the elementary school exceeded the standard demonstrating growth at 82 points above the state standard by 6 points. Intermediate School scored 65 which is Below the Statewide Average (76) by 11 on Meeting Annual Academic Growth Expectations (PVAAS) on English Language Arts/Literature Pennsylvania State Assessments.
I-Ready Reading*	I-Ready Diagnostics for the Elementary School (K-4) indicates that at the end of 2022-2023, 32% of students are operating on grade level or above ELA.* I-Ready Diagnostics for the Intermediate School (5-6) indicates that at the end of 2022-2023, 27% of students are operating on grade level or above on ELA.
Acadience Grades K-3 *	The Acadience Reading scores indicate that 51% of elementary students are well below benchmarks, 16.9% below benchmarks, 16% at benchmarks, and 15.4% above benchmark.*
FRI Elementary Proficient and Advanced on PSSA Standard for Growth Expectations*	According to the FRI information for 2021-2022 school year language arts, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed in increase in even though they didn't meet the interim goal. The students with disabilities subgroups maintained not meeting the standard percentage of proficient and advanced students on the 2021-2022 FRI report. On the FRI Meeting Annual Growth Expectations report, the Hispanic and Economically Disadvantaged subgroups exceeded the standard for growth. The students with disabilities subgroups showed a decrease in performance based on the standard growth expectations for 2021-2022 school year. * Elementary School is Below the Statewide Average by 16.3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.
FRI Intermediate Proficient or Advanced on Pennsylvania State Assessments*	According to the 2021-2022 data, the All Student Group did not meet the Interim Goal and Improvement Target on the ELA. The all student group was 11.2% below the state average in ELA.
FRI high school proficient and Advanced on PSSA standard growth expectations*	High school is Above the Statewide Average by 3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments. The HS scored 50 on the Academic Growth index which is 26 points below the state average of 76.
FRI Middle School Proficient and Advanced on PSSA Standard for Growth Expectations*	The Middle school all student group met the standard demonstrating growth at 79 which is 3 points above the state average of 76 on ELA.

English Language Arts Summary

Strengths

High school is Above the Statewide Average by 3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*
Middle school all student group met the standard demonstrating growth at 79 which is 9 points above the state average.*

All students at the elementary school exceeded the standard demonstrating growth at 82 points above the state standard by 6 points.*

Challenges

Elementary School is Below the Statewide Average by 16.3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*

Intermediate School is Below the Statewide Average by 11.2% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*

Intermediate School scored 65 which is Below the Statewide Average (76) by 11 on Meeting Annual Academic Growth Expectations (PVAAS) on English Language Arts/Literature Pennsylvania State Assessments.*

Mathematics

Data	Comments/Notable Observations
State Assessment Measures*	District wide - only the High School met or exceeded the Statewide Average percentage of Proficient or Advanced on Pennsylvania State Assessments by 20.1%. Middle School is Below the Statewide Average by 22.0% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.
Meeting Annual Academic Growth Expectations (PVAAS)	District wide - only the Intermediate and High School did not meet or exceed the Statewide Average for the Statewide Growth Standard.
FRI Elementary Mathematics Proficient and Advanced on PSSA Standard for Growth Expectations*	According to the FRI Elementary school report for the 2021-2022 school year, the subgroups of Economically Disadvantaged, White, Hispanic, and black students all showed in increase in even though they didn't meet the interim goal. The students with disabilities subgroups maintained not meeting the standard percentage of proficient and advanced students on the 2021-2022 FRI report. On the FRI Meeting Annual Growth Expectations report, the Hispanic and Economically Disadvantaged subgroups exceeded the standard for growth. The students with disabilities subgroups showed a decrease in performance based on the standard growth expectations for 2021-2022 school year. Elementary School is Below the Statewide Average by 10.2% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.
I Ready Math	I-Ready Math Diagnostics for the Elementary School (K-4) indicates that at the end of 2022-2023, 32% of students are operating on grade level or above.
FRI Intermediate Mathematics Proficient and Advanced on PSSA & Meeting Annual Academic Growth Expectations (PVAAS)	According to the 2021-2022 data, the All Student Group did not meet the Interim Goal and Improvement Target on the Math Assessments. The all student group 16.2% below the state average in math. According to the 2021-2022 data for the Intermediate school, the all student group was 19.2 units below the state average growth score in Math.

Mathematics Summary

Strengths

Elementary School is Above the Statewide Average at 96 in Meeting Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments*

Middle School met the Statewide Growth Standard at 100 in exceeding Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments.*

High School is Above the Statewide Average 20.1 % in Meeting the Goal for Proficient and Advanced on Mathematics/Algebra Pennsylvania State Assessments.*

Challenges

Elementary School is Below the Statewide Average by 10.2% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.

Intermediate School is Below the Statewide Average by 16.2% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.

Intermediate School is Below the Statewide Average at 57 in Meeting Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments.

Middle School is Below the Statewide Average by 22.0% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
State Assessment Measures*	District wide - only the Elementary School met or exceeded the Statewide Average percentage of Proficient or Advanced on Pennsylvania State Assessments; excluding Students with Disabilities.
Meeting Annual Academic Growth Expectations (PVAAS)*	District wide - the Elementary and High School did not meet Statewide Average for the Statewide Growth Standard (Intermediate is not assessed for Science/Biology)

Science, Technology, and Engineering Education Summary

Strengths

Elementary School is Above the Statewide Average by 8.8% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*

Challenges

Middle School is Below the Statewide Average by 15.6% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*

Middle School is Below the Statewide Average by 1.0 in Meeting Annual Academic Growth Expectations (PVAAS) on Science/Biology Pennsylvania State Assessments.*

High School is below the Statewide Average by 7.6% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark*	The Intermediate School met and exceeded the Statewide 2030 Goal by 11.1%. The High School exceeded the state standard by 9.8%. The middle school exceeded the state standard by 9.5%.
High School Graduation Rate*	The High School Four-Year Cohort met the interim goal/improvement target for the 2020/2021 school year. Even though we met the goal/improvement target for the High School Four-Year Cohort, the district is still 1.2% below the state average.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

True 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.

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.

The Intermediate School met and exceeded the Statewide 2030 Goal by 11.1%. The High School exceeded the state standard by 9.8%. The middle school exceeded the state standard by 9.5%.*

The High School Four-Year Cohort met the interim goal/improvement target for the 2020/2021 school year.*

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.

Even though we met the goal/improvement target for the High School Four-Year Cohort, the district is still 1.2% below the state average.*

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index Regular Attendance *	According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of students with disabilities (57.8%) was 7.1% below the all student group and 24.4% below the state average (82.2%).
Future Ready Index State Assessment Measure Proficient/Advanced ELA*	According to the 2021-2022 State Assessments Measure in ELA, the students with disabilities group performing at proficient or advanced was 16.3% for Elementary, Intermediate and middle school. (The HS has an insufficient sample.)
Future Ready Index State Assessment Measure Proficient/Advanced Math*	According to the 2021-2022 State Assessments Measure in Math, the students with disabilities group performing at proficient or advanced levels was 16.9% for Elementary, Intermediate and middle school. (The HS has an insufficient sample.)
Future Ready Index State Assessment Measure Proficient/Advanced*	According to the 2021-2022 State Assessments Measure in Science, the students with disabilities proficient or advanced levels (25%) was 38.2% below the all student group and (29.4%) below the state average (55.4%).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index Proficient or Advanced on Pennsylvania State Assessments*	According to the 2021-2022 Future Ready Index data, the ED student group is 5% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the ED student group is 8.1% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of ED students (58%) was 6.9% below the all student group and 24.2% below the state average (82.2%).

Future Ready Index Meeting Annual Academic Growth Expectations (PVAAS)*	The Future Ready Index results for Meeting annual growth show the ED groups is showing growth +6 units compared to the all student group in ELA. In Math, the ED groups is showing -14 growth units compared to the all student group, however the growth is very positive for this subgroup.
eMetric District Summary Report*	K-8 (61.6%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (78.9%) scored Basic or Below Basic on the Spring 2019 Math PSSA.
PVAAS *	High School Economically Disadvantaged Students met the Standard for PA Academic Growth in ELA, Math, and Science.
Future Ready Index*	High School Economically Disadvantaged Students scored Above the Statewide Average in Math, ELA, and Career Readiness.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	According to the 2021-2022 Future Ready Index data, the Black student group is 5.1% above the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Black student group is 1.9% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Black students (42.5%) was 22.4% below the all student group and 39.7% below the state average (82.2%).*
Hispanic	According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).*

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.

According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).*
Intermediate School Students with Disabilities were Above the Statewide Average in Career Readiness.*

High School Economically Disadvantaged Students met the Standard for PA Academic Growth in ELA, Math, and Science.*

High School Economically Disadvantaged Students scored Above the Statewide Average in Math, ELA, and Career Readiness.*

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.

K-8 Grade Levels did not meet Statewide Goal Interim Target. K-8 (61.6%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (78.9%) scored Basic or Below Basic on the Spring 2019 Math PSSA. *

Middle School IEP Students did not meet the Standard for PA Academic Growth in ELA or Math.*

K-8 (87.3%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (91.8%) scored Basic or Below Basic on the Spring 2019 Math PSSA. K-8 (61.6%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (78.9%) scored Basic or Below Basic on the Spring 2019 Math PSSA. 2019 Math PSSA. *

According to the 2021-2022 State Assessments Measure in ELA, the students with disabilities group performing at proficient or advanced was 16.3% for Elementary, Intermediate and middle school. (The HS has an insufficient sample.)*

According to the 2021-2022 State Assessments Measure in Math, the students with disabilities group performing at proficient or advanced levels was 16.9% for Elementary, Intermediate and middle school. (The HS has an insufficient sample.)*

Designated Schools

Shamokin Area El Sch

Priority Challenge	Comments and Notable Observations
Meeting annual academic growth expectation (PVASS)	On the spring pssa 21-22 ela and math assessments, the growth measure is showing students 10 units from the state average in ela and 18.3 untis from the state average in Math. Students are showing no growth
Attendance	Regular atendance in Black -Hispanic and student with disabilities student groups for 21-22 are more than 10% below the state average of 82.2%
PA state measure for proficient and advance	On the spring pssa 2021-22 math assessment all student groups (16.2% lower than the state average
Pa state measures for proficient and advanced	On the spring pssa 2021-22 ELA assessment, the students with disability group scored (22.4%) lower than the all student group.

Shamokin Area El Sch

Priority Challenge	Comments and Notable Observations
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Shamokin Area HS

Priority Challenge	Comments and Notable Observations
5 year cohort graduation	PA index reporting year percent 2018-19--91.3% 2019-20-84% 2020-20- 86.7% 2021-22-83%
Regular Attendance	PA index reporting year Percent 2018-19-53.1% 2019-20-60.2^% 2020-2021- 64.6% 2021-2022- 67.2%
Proficient od advanced on PA state assessment science/bio	Pa index reporting year. percent 2018-19-55.6% 2019-20- 55.6% 2020-2021-5.9% 2021-22- 40.7%

Shamokin Area HS

Priority Challenge	Comments and Notable Observations
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Shamokin Area Intermediate Sch

Priority Challenge	Comments and Notable Observations
Proficient or advanced on pa assessments	according to 2021-22 data, athe all student group did not meet the interim goal and improvement target on the ela and math
Future Ready index regular attendance measure	Attendance decreased from 69.6% in 2019 -2020 to 57% in 2020-21
Regular attendance	according to the 2020 -21 regular attendance data the all attendance group did not meet the performance standard for regular attend. the all student group was 25.2 % below the state average
Meeting annual academic growth expectation	according to 2021-22 data the all student group was 11 units below the state average growth score in ELA and 19.2 units below the state average growth score in MATH

Systemic LEA Challenges
English Language Arts- below the state wide average
Attendance
The social and emotional wellness of students remain a concern in the post COVID time for our district.
Math - Below the state average

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan*	Approved 2023* Positive Schoolwide Supports the emotional and social needs of students in multiple ways.
Title I Program*	Full day kindergarten implementation funding Reading Specialist funding Parent Involvement programs Non Public Equity Services Federal Program Coordinator Salary and Benefits 10% prorated Kindergarten and Supplemental Programs supplies
Student Services*	na
K-12 Guidance Plan (339 Plan)*	Smart Futures Program
Technology Plan*	na
English Language Development Programs*	na
Professional development and coaching plan*	This plan will outline training and coaching to school staff and community partners to implement comprehensive Trauma Sensitive schools practices that are in embedded within the MTSS framework

Strengths

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

Our steering committee gathered as part of SASD ESSR committee meetings. Attendance, Discipline data as well as counslor referrals indicate a need for SEL curriculum tier 1-3.*
Full Day Kindergarten program funded to ensure early intervention and early literacy, math, social, and emotional skills.*
The K-12 Guidance Plan (339 Plan) that incorporated the Samrt Futures program helps SASD meet our College/Career and Readiness Benchmarks.*

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.

SEL curriculum implementation tier 1-3 with fidelity.
Professional development and coaching plan - initial stage of implementation

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	Emerging
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	Emerging

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	Operational

Implement Data-Driven Human Capital Strategies

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

Foster a vision and culture of high expectations for success for all students, educators, and families.*
Ensure effective, standards-aligned curriculum and assessment.*

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.*

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.*

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.*

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

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
According to Meeting Annual Academic Growth Expectations (PVAAS), the Elementary school is Above the Statewide Average of 76.2 with a score of 96 in Math*.	False
The Intermediate school Career Standards Benchmark: Exceeded Statewide 2030 Goal by 11.1%*	True
According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle school exceeded the Statewide Average of 76.2 by a score of 100 in Math.*	True
High school is Above the Statewide Average by 3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*	False
According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle School exceeded the Statewide Growth Standard of 70 by a score of 79.*	True
Four-Year Cohort: All Student Group met the Interim Goal / Improvement Target at a graduation rate of 85.5% just below the state average 1.7%.*	True
The Intermediate School met and exceeded the Statewide 2030 Goal by 11.1%. The High School exceeded the state standard by 9.8%. The middle school exceeded the state standard by 9.5%.*	False
Elementary School is Above the Statewide Average at 96 in Meeting Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments*	False
Elementary School is Above the Statewide Average by 8.8% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*	False
According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).*	True
Intermediate School Students with Disabilities were Above the Statewide Average in Career Readiness.*	False
High School Economically Disadvantaged Students met the Standard for PA Academic Growth in ELA, Math, and Science.*	False
High School Economically Disadvantaged Students scored Above the Statewide Average in Math, ELA, and Career Readiness.*	True
Middle school all student group met the standard demonstrating growth at 79 which is 9 points above the state average.*	False
All students at the elementary school exceeded the standard demonstrating growth at 82 points above the state standard by 6 points.*	False
The High School Four-Year Cohort met the interim goal/improvement target for the 2020/2021 school year.*	False

Middle School met the Statewide Growth Standard at 100 in exceeding Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments.*	False
High School is Above the Statewide Average 20.1 % in Meeting the Goal for Proficient and Advanced on Mathematics/Algebra Pennsylvania State Assessments.*	False
Foster a vision and culture of high expectations for success for all students, educators, and families.*	True
Ensure effective, standards-aligned curriculum and assessment.*	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.*	True
Our steering committee gathered as part of SASD ESSR committee meetings. Attendance, Discipline data as well as counslor referrals indicate a need for SEL curriculum tier 1-3.*	False
Full Day Kindergarten program funded to ensure early intervention and early literacy, math, social, and emotional skills.*	True
The K-12 Guidance Plan (339 Plan) that incorporated the Samrt Futures program helps SASD meet our College/Career and Readiness Benchmarks.*	True

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
K-12 Attendance- Elementary -Regular Attendance: Below Statewide Average by 17.3%, Intermediate - Regular Attendance: Below Statewide Average by 25.2%, MS-Regular Attendance: Below Statewide Average by 19.4%, HS-Regular Attendance: Below Statewide Average by 15%.*	True
According to the reports on the Proficient or Advanced on Pennsylvania State Assessments, the Elememntary is Below Statewide Average by 16.3% in ELA, Intermediate is Below Statewide Average by 11.2% in ELA, Middle School is Below Statewide Average by 9% in ELA, the HS is below the Statewide Average by 3% in ELA.*	False
Proficient or Advanced on Pennsylvania State Assessments reports show the elementary school is Below Statewide Average by 10.2% in Math, the intermediate is Below Statewide Average by 16.2% in Math, and the middle school is Below Statewide Average by 22% in Math.*	True
Elementary School is Below the Statewide Average by 10.2% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.	False
Intermediate School is Below the Statewide Average by 16.2% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.	False
Elementary School is Below the Statewide Average by 16.3% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*	False
Intermediate School is Below the Statewide Average by 11.2% in Proficient or Advanced on English Language Arts/Literature Pennsylvania State Assessments.*	False

Intermediate School is Below the Statewide Average at 57 in Meeting Annual Academic Growth Expectations (PVAAS) on Mathematics/Algebra Pennsylvania State Assessments.	False
Middle School is Below the Statewide Average by 22.0% in Proficient or Advanced on Mathematics/Algebra Pennsylvania State Assessments.	False
K-8 Grade Levels did not meet Statewide Goal Interim Target. K-8 (61.6%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (78.9%) scored Basic or Below Basic on the Spring 2019 Math PSSA. *	False
Middle School IEP Students did not meet the Standard for PA Academic Growth in ELA or Math.*	False
K-8 (87.3%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (91.8%) scored Basic or Below Basic on the Spring. K-8 (61.6%) scored Basic or Below Basic on the Spring 2019 ELA PSSA. K-8 (78.9%) scored Basic or Below Basic on the Spring 2019 Math PSSA. 2019 Math PSSA. *	False
Even though we met the goal/improvement target for the High School Four-Year Cohort, the district is still 1.2% below the state average.*	False
Intermediate School scored 65 which is Below the Statewide Average (76) by 11 on Meeting Annual Academic Growth Expectations (PVAAS) on English Language Arts/Literature Pennsylvania State Assessments.*	False
According to the 2021-2022 State Assessments Measure in Math, the students with disabilities group performing at proficient or advanced levels was 16.9% or Elementary, Intermediate and middle school. (The HS has an insufficient sample.)*	False
Middle School is Below the Statewide Average by 15.6% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*	False
Middle School is Below the Statewide Average by 1.0 in Meeting Annual Academic Growth Expectations (PVAAS) on Science/Biology Pennsylvania State Assessments.*	False
High School is below the Statewide Average by 7.6% in Proficient or Advanced on Science/Biology Pennsylvania State Assessments.*	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.*	False
SEL curriculum implementation tier 1-3 with fidelity.	False
Professional development and coaching plan - initial stage of implementation	True
According to the 2021-2022 State Assessments Measure in ELA, the students with disabilities group performing at proficient or advanced was 16.3% for Elementary, Intermediate and middle school. (The HS has an insufficient sample.)*	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.*	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.*	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.

Note: The attendance/academics and social emotional learning were impacted by the pandemic 2020 (school closing) where students were on virtual learning platforms.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
K-12 Attendance- Elementary -Regular Attendance: Below Statewide Average by 17.3%, Intermediate - Regular Attendance: Below Statewide Average by 25.2%, MS-Regular Attendance: Below Statewide Average by 19.4%, HS-Regular Attendance: Below Statewide Average by 15%.*	Fixed Mindset of the Community; Students are worried about basic needs instead of academics; generational poverty; and of value in education.	True
Professional development and coaching plan - initial stage of implementation	Building a resilient classroom training for teacher and staff	True
Proficient or Advanced on Pennsylvania State Assessments reports show the elementary school is Below Statewide Average by 10.2% in Math, the intermediate is Below Statewide Average by 16.2% in Math, and the middle school is Below Statewide Average by 22% in Math.*	K-5 new math platform	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a vision and culture of high expectations for success for all students, educators, and families.*	Consultant- Provide training to support district of a professional development and coaching plan
Ensure effective, standards-aligned curriculum and assessment.*	Aligned Curriculum K-8.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.*	Heggerity, ECRI, PBIS, New Math program
According to the 2021-2022 Future Ready Index data, the Hispanic student group is 8.1% below the performance of the all student group in ELA. According to the 2021-2022 Future Ready Index data, the Hispanic student group is 15.2% below the performance of the all student group in Math. According to the 2020-2021 Future Ready Index Regular Attendance Data; The attendance of Hispanic students (53.5%) was 11.4% below the all student group and 28.7% below the state average (82.2%).*	Strategies implemented were small group instruction; better alignment in our curriculum and instruction; Wilson, Read Naturally, I-Ready; CDT Data and Supplemental Resources were used in small group settings. TDA professional development training was held for grades 5-8.
High School Economically Disadvantaged Students scored Above the Statewide Average in Math, ELA, and Career Readiness.*	Career Readiness was implemented as part of the core curriculum; Math Curriculum was aligned and updated; Updated Math Textbooks; small staffing changes were made to instructors in ELA.
The Intermediate school Career Standards Benchmark: Exceeded Statewide 2030 Goal by 11.1%*	Career Readiness implementation Grade level requirements
According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle school exceeded the Statewide Average of 76.2 by a score of 100 in Math.*	Loss of Learning Tutoring Applied Math Classes

According to the Meeting Annual Academic Growth Expectations (PVAAS), the Middle School exceeded the Statewide Growth Standard of 70 by a score of 79.*	Loss of Learning Tutoring Applied ELA Classes
Four-Year Cohort: All Student Group met the Interim Goal / Improvement Target at a graduation rate of 85.5% just below the state average 1.7%.*	Act 158 Requirements Curriculum revisions
Full Day Kindergarten program funded to ensure early intervention and early literacy, math, social, and emotional skills.*	Acadience scores, New math series, PBIS, SEL curriculum, Resiliency in the classroom training
The K-12 Guidance Plan (339 Plan) that incorporated the Samrt Futures program helps SASD meet our College/Career and Readiness Benchmarks.*	Smart futures implementation Grade level requirements

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish and maintain a focused system for continuous improvement and ensure organizational coherence.*
	Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.*

Goal Setting

Priority: Establish and maintain a focused system for continuous improvement and ensure organizational coherence.*

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Attendance: Shamokin Area School District will increase from an average of 63% to 69% daily attendance for the All Student Group by 2027.		
Measurable Goal Nickname (35 Character Max)		
ATTEND		
Target Year 1	Target Year 2	Target Year 3
The regular attendance target for first year is 65%	The regular attendance target for first year is 67%	Attendance: Shamokin Area School District will increase from an average of 63% to 69% daily attendance for the All Student Group by 2027.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
100% of teachers will complete the SAS science of reading by the school year 2027(structured literacy)		
Measurable Goal Nickname (35 Character Max)		
Science of Reading		
Target Year 1	Target Year 2	Target Year 3
80% of teachers will complete the SAS science of reading(structured literacy	90% of teachers will complete the SAS science of reading(structured literacy	100% of teachers will complete the SAS science of reading by the school year 2027(structured literacy)

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

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Comprehensive K-8 SEL Curriculum will be implemented with fidelity so that 100% of homeroom teachers K-8 are completing the requirements weekly during the 24-27 school years.		
Measurable Goal Nickname (35 Character Max)		
7 Mindsets		
Target Year 1	Target Year 2	Target Year 3
Comprehensive K-8 SEL Curriculum will be implemented with fidelity so that 90% of	Comprehensive K-8 SEL Curriculum will be implemented with fidelity so that 95% of	Comprehensive K-8 SEL Curriculum will be implemented with fidelity so that 100% of homeroom teachers K-8 are completing the

homeroom teachers K-8 are completing the requirements weekly during the 24-25 school year.	homeroom teachers K-8 are completing the requirements weekly during the 25-26 school year.	requirements weekly during the 24-27 school years.
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Priority: Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.*

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% SASD teachers will be trained in Building Resilient Classrooms through monthly meetings and training modules.		
Measurable Goal Nickname (35 Character Max)		
Building Resilient Classrooms		
Target Year 1	Target Year 2	Target Year 3
By the end of 2024-25, 50% SASD teachers will be trained in Building Resilient Classrooms through monthly meetings and training modules. This will be the core training group.	By the end of 2025-26, 75% SASD teachers will be trained in Building Resilient Classrooms through monthly meetings and training modules.	By 2027, 100% SASD teachers will be trained in Building Resilient Classrooms through monthly meetings and training modules.

Action Plan

Measurable Goals

ATTEND	Science of Reading
7 Mindsets	Building Resilient Classrooms

Action Plan For: Attendance Strategies

Measurable Goals:
<ul style="list-style-type: none"> Attendance: Shamokin Area School District will increase from an average of 63% to 69% daily attendance for the All Student Group by 2027.

Action Step		Anticipated Start/Completion Date	
Implement SEL platformk-8		2023-09-01	2027-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators	SEL resources, videos, and activities	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement Programs and Activities designed to improve the overall school environment		2023-09-01	2027-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Administrators	County Truency Officers attendance monitoring software parent resources on truency and info sessions	No	No
Action Step		Anticipated Start/Completion Date	
Continuation of the Backpack Program		2023-09-01	2027-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Personel	community based funding student helpers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved attendance and school environment	Administrative team will monitor through attend data reports on a weekly basis

Action Plan For: SEL Curriculum

Measurable Goals:
<ul style="list-style-type: none"> Comprehensive K-8 SEL Curriculum will be implemented with fidelity so that 100% of homeroom teachers K-8 are completing the requirements weekly during the 24-27 school years.

Action Step		Anticipated Start/Completion Date	
Implement SEL sets k-8 with fidelity		0023-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Special coordinator	videos, lesson, check in	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve attendance and school environment	administrative personnel

Action Plan For: Building resilient Classroom

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% SASD teachers will be trained in Building Resilient Classrooms through monthly meetings and training modules.

Action Step		Anticipated Start/Completion Date	
Implement the building Resilient classroom coaching		2023-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coach mentors/consultant	modules, training materials, resources- time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve attendance and school environment	administrative personnel

Action Plan For: Science of Reading

Measurable Goals:
<ul style="list-style-type: none"> 100% of teachers will complete the SAS science of reading by the school year 2027(structured literacy)

Action Step		Anticipated Start/Completion Date	
Staff will complete on -line module developed by SAS by 2027		2023-09-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	SAS	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100 % completion of course by contracted staff	SAS reports

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Strategies	Implement SEL platformk-8
Building resilient Classroom	Implement the building Reslient classroom coaching
Science of Reading	Staff will complete on -line module developed by SAS by 2027

Attendance Strategies

Action Step		
<ul style="list-style-type: none"> Implement SEL platformk-8 Implement the building Reslient classroom coaching 		
Audience		
All teaching staff		
Topics to be Included		
Promoting positive classroom culture, classroom management principles, establishing classroom rules and expectations, self care and teacher well being, promoting positive behaviors, building positive relationships with students, engaging instructional strategies, differentiated instruction for resilience, management classroom transition and routines, strategies for dealing with challenging behaviors, teaching college and career ready skills, reflecting on growth and future development		
Evidence of Learning		
pre program assessment mid program self assessment end of program self assessment Both for mentors and teachers		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Adminstrators	0023-09-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Core Team Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	yearly- Dr> Anne Katona presented to entire staff, Vector solution - trauma training review yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 2b: Establishing a Culture for Learning • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness • 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

7 Mindsets

Action Step
<ul style="list-style-type: none"> • Implement SEL platformk-8

Audience		
K-8		
Topics to be Included		
social emotional learning lessons		
Evidence of Learning		
Increase of attendance-daily		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrators	0023-09-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Science of Reading

Action Step		
<ul style="list-style-type: none"> • Staff will complete on -line module developed by SAS by 2027 		
Audience		
All contracted teaching staff		
Topics to be Included		
Science of Reading /literacy topics		
Evidence of Learning		
SAS reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator	2023-09-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	10 hours on-line
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources 	

- 1e: Designing Coherent Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Common Ground: Culturally Relevant Sustaining Education

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Attendance Strategies	Implement SEL platformk-8

7 Mindsets

Action Step		
• Implement SEL platformk-8		
Audience		
SASD students k-8, parents, and staff		
Topics to be Included		
SEL curriculum - The 7 Mindsets are based on a 3-year study resulting in the writing of the 7 Mindsets book and the development of an online Social and Emotional solution for elementary, middle, and high school students. The 7 Mindsets have been designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making in students (https://7mindsets.com/)		
Lead Person/Position	Anticipated Start	Anticipated Completion
adminstrative Team	0023-09-12	2027-06-30

Communication

Type of Communication	Frequency
Newsletter	monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date