Profile and Plan Essentials

LEA Type		AUN	
Northern Tioga School District		117596003	
Address 1			
110 Ellison Road			
Address 2			
City	**State**	**Zip Code**	
Elkland	PA	16920	
Chief School Administrator		**Chief School Administrator Email**	
Kristopher Kaufman		kristopher.kaufman@ntiogasd.org	
Single Point of Contact Name			
Rebecca Koehler			
Single Point of Contact Email			
rebecca.koehler@ntiogasd.org			
Single Point of Contact Phone Number			
814-258-5646			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Daniel Fie	Director of Student Services	Northern Tioga School District	daniel.fie@ntiogasd.org
Kristopher Kaufman	Administrator	Superintendent	kristopher.kaufman@ntiogasd.org
Matthew Sottolano	Cowanesque Valley High School Principal	Cowanesque Valley Jr./Sr. High School	matthew.sottolano@ntiogasd.org
Cheryl Sottolano	Westfield Elementary School Principal	Westfield Area Elementary School	cheryl.sottolano@ntiogasd.org
Jess Millard	Clark Wood Elementary School Principal	Clark Wood Elementary School	jess.millard@ntiogasd.org
Julie Preston	Board Member	NTSD School Board Member	prestonj611@gmail.com
Kathy VanSchaick	Business Manager	Northern Tioga School District	vanschak@ntiogasd.org
Beverlea Hamilton	Cowanesque Valley High School	Guidance Counselor (7-12)	beverlea.hamilton@ntiogasd.org
Susan VanPelt	Clark Wood Elementary School	Social Worker (K-6)	susan.vanpelt@ntiogasd.org
Christine Wilson	Williamson High School	Guidance Counselor (7-12)	christine.wilson@ntiogasd.org
Todd Terpstra	Northern Tioga School District	Technology Director	todd.terpstra@ntiogasd.org
Erica Costellic	Staff Member	Clark Wood Elementary School	erica.costellic@ntiogasd.org
Wesley O'Neil	Community Member	Clark Wood Elementary School	WesleyO@cnbankpa.com
Karla Hakes	Parent	Clark Wood Elementary School	karla.hakes@ntiogasd.org
Deb Johnson	Staff Member	Cowanesque Valley High School	johnsond@ntiogasd.org
Heidi Vargeson	Staff Member	Cowanesque Valley High School	heidi.vargeson@ntiogasd.org
Chase Austin	Staff Member	RB Walter Elementary School	chase.austin@ntiogasd.org
Nicole Stephens	Staff Member	RB Walter Elementary School	nicole.stephens@ntiogasd.org
Ranae Monroe	Staff Member	Westfield Area Elementary School	ranae.monroe@ntiogasd.org
Shelby Button	Staff Member	Williamson High School	shelby.button@ntiogasd.org
Virginia Gee	Other	Northern Tioga School District	virginia.gee@ntiogasd.org
Steven Hepfer	Staff Member	Williamson High School	hepfers@ntiogasd.org
Steve Spencer	Other	Northern Tioga School District	spencers@ntiogasd.org
Chris Collum	Parent	Williamson High School	collumc@ntiogasd.org
Paula Jones	Community Member	Williamson High School	paulajones@hallslumber.com
Lisa Young	Staff Member	Westfield Area Elementary School	lisa.young@ntiogasd.org
Rebecca Koehler	Administrator	Principal of Academic Affairs	rebecca.koehler@ntiogasd.org
Riana Jones	Staff Member	Special Education Teacher	riana.jones@ntiogasd.org
JamieJo Sickler	Staff Member	Special Education Teacher	jamiejo.sickler@ntiogasd.org
Elizabeth Johnson	Staff Member	Special Education Teacher	elizabeth.johnson@ntiogasd.org
Kierstan Le	Staff Member	School Pschologist	kierstan.le@ntiogasd.org
Kathryn Slavinski	Administrator	RB Walter Principal	kathryn.slavinski@ntiogasd.org
Christopher Koehler	Parent	CVHS and WAES	cmkoehler31@yahoo.com

LEA Profile

The Northern Tioga School District encompasses 336 square miles of rural, mountainous terrain. It stretches approximately 60 miles from its eastern boundary with Bradford County to its western boundary with Potter County. There are only three main transportation routes in the district: Route 15 (future 99 corridor) that runs North and South, and Routes 49 and 328 that run East and West. The mountainous terrain and extensive area play a large role in determining school building locations. The district is divided into three attendance areas, each with its own elementary and two secondary schools located on the Eastern and Western ends of the district. Transportation routes serve each regional complex.

Elementary programming consists of three Pre K-6 buildings: Westfield Area Elementary, Clark Wood Elementary, and R.B. Walter Elementary. Secondary programming consists of two 7 - 12 buildings with a "school within the school" concept for middle school programming for grades 7 and 8. The high schools are Cowanesque Valley High School and Williamson High School. Career and technical education is provided within Cowanesque Valley High School which receives Perkins Vocational funding. Tioga County does not have a Career and Technology Center.

The administrative offices for Northern Tioga School District are centrally located in the town of Elkland. The building is shared with Clark Wood Elementary and houses the Superintendent's Office, the Business Office, the Technology Office, the Student Services Office, the Principal of Academic Affairs and the Maintenance Office. The building serves as the central meeting location for all school board meetings.

Mission and Vision

Mission

The mission of NTSD is to equip all students with a foundation of critical thinking and problem solving tools essential for lifelong learning within local and global communities.

Vision

Empowering students to become productive citizens with a rural advantage.

Educational Values

Students

Every child has value, and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity.   Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences.   Students share the responsibility for their education and development of life-long goals.   Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.   Our community wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. The students join forces to provide a safe, positive, drug-free, and smoke-free school environment.   A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner.   Fostering a climate of mutual respect promotes learning for all students.

Staff

Every child has value and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity.   Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences.   The NTSD faculty and staff share the responsibility for out students education and development of life-long goals along with student, parents/guardians, and the community.   Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.   The faculty and staff wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. NTSD faculty and staff join forces with students, parents, the community to provide a safe, positive, drug-free, and smoke-free school environment.   A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner.   Fostering a climate of mutual respect promotes learning for all students.

Administration

The administration promotes the success of every student and employee through articulating and implementing the district's vision of learning.   Every child has value and learning is life-long. Students' mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity.   Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences.   The administration share the responsibility for their education and development of life-long goals along with students, parents, and the community.   Leaders promote the success of every student by cultivating a school climate conducive to learning and staff professional growth.   Family responsibility and community involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.   The administration wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. NTSD administration join forces to provide a

safe, positive, drug-free, and smoke-free school environment along with students, parents, and the community.   A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources to create a safe, efficient, and effective learning environment.   The administration promotes success of every student by acting with integrity, fairness and in an ethical manner. (ISLLC 2008, Standard 5)

Parents

Every child has value and learning is life-long. Students' and parent/guardian's mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity.   Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences. Parents/guardians share the responsibility for their education and development of life-long goals.   Family responsibility and involvement are essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.   Our parents/guardians want children to be successful and thrives from the educational successes of its children who become productive and responsible members of society. Parents/guardians join forces to provide a safe, positive, drug-free, and smoke-free school environment along with faculty, staff, students and the community.   A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner. Parents/guardians foster a climate of mutual respect promotes learning for all students.

Community

Every child has value and learning is life-long. We believe that a studen'ts mindset affects academic achievement. Students can learn research based strategies that foster a growth mindset building academic tenacity.   Intelligence is malleable and can be increased with hard work and effort (Dweck, Walton, Cohen, 2014). All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences.   The community shares the responsibility for our students' education and development of life-long goals along with parents/guardians, faculty and staff.   Community involvement is essential to each child's educational success. Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience. Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.   Our community wants children to be successful and thrive from the educational successes of its children who become productive and responsible members of society. The community joins together with students, parents/guardians, faculty and staff to provide a safe, positive, drug-free, and smoke-free school environment.   A performance accountability system helps promote an effective and efficient education. The school district strives to use all financial and other resources in a responsible, efficient, and effective manner.   The community fosters a climate of mutual respect promotes learning for all students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures (PSSA)	All student groups reported met the 2033 statewide goal in science at RBWES and met the interim goal/improvement goal at CWES, and WAES.
Meeting Annual Academic Growth Expectations (PVAAS)	All student groups reported exceeded the standard demonstrating growth in ELA, Math, and Science at CWES, in math and science at RBWES, and met the standard in ELA at WAES.
Advanced on Pennsylvania Assessments	All student groups reported scored advanced at a greater percentile than the statewide average in Science.
Regular Attendance	All student groups reported met the performance standard at all schools, except CVHS.
Career Standards Benchmark	All student groups reported exceeded the performance standard at RBWES and CVHS.
High School Graduation Rate	At CVHS all student groups reported met the 2033 statewide goal.
5-Year Cohort	All student groups reported exceeded the statewide average at CVHS.
Industry Based Learning	All student groups reported exceeded the statewide average and the statewide performance standard at CVHS.
Rigorous Courses of Study	All student groups reported exceeded the statewide average at CVHS.

Challenges

Indicator	Comments/Notable Observations
State Assessment Measures (Keystones)	CVHS and WHS did not meet interim goal/improvement target for Literature, Algebra and Biology for all student groups reported.
State Assessment Measures (PSSAs)	All three elementary schools did not meet the interim goal/improvement target for English and Math.
Regular Attendance	All student groups reported did not meet the performance standard at CVHS.
Career Standards Benchmark	All student groups reported did not meet the performance standard at CWES, WAES, and WHS.
High School Graduation Rate Four-Year Cohort	All student groups reported did not meet interim goal/improvement goal at WHS.

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

Strengths

Indicator State Assessment Measures (PSSA) **Grade Level(s) and/or Student Group(s)** 4th Grade Science, All	Comments/Notable Observations In Science for RBWES all student (90.5%), white (90%), and economically disadvantaged (87.5%) groups met the 2030 statewide goal. In Science for WAES, all student (81.6%), white (81.6%), and economically disadvantaged (84.6%) met interim goal/improvement target. In science for CWES, all student (71.8%) and white (73%) groups met the interim goal/improvement target.

category and subgroup ED	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6	**Comments/Notable Observations** All student groups reported exceeded the standard demonstrating growth at CWES for English (All 88%, White 87%, ED 86%), Math (All 95%, White 95%, ED 80%), and Science (All 94%, White 92%, and ED 79%), at RBWES for Math (All 94%, White 94%, and ED 99%) and Science (All 82%, White 80%, and ED 82%), at WAES for English (All 71%, White 72%, ED 73%, and at both high schools for science CVHS All 89.5%, White 89.5%, ED 81.5, and SWD 76%. WHS All 79%, White 79%, and ED 76%.
Indicator Advanced on Pennsylvania Assessments **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6	**Comments/Notable Observations** All three elementary schools had a greater percent of all student groups reported score advanced than the statewide average in Science. RBWES All 64.9%, White 62.9%, ED 65%. CWES All 35.9%, White 35.1%, and ED 31.8%. WAES All 26.3%, White 26.3%, and ED 30.8%.
Indicator Regular Attendance **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6, except SWD at CWES	**Comments/Notable Observations** All three elementary schools had a greater percentage of students with regular attendance than the statewide average. WAES All 93.7%, White 93.9%, ED 92.3%, and SWD 90.2%. RBWES All 89%, White 88.8%, ED 85.1%, SWD 82.9%. CWES All 88.8%, White 88.6%, ED 86.4%, SWD 80.3%.
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** All student groups reported CVHS7-12	**Comments/Notable Observations** All 100%, White 100%, ED 100%, SWD 100%.
Indicator High School Graduation Rate **Grade Level(s) and/or Student Group(s)** Grade 12 all student groups CVHS	**Comments/Notable Observations** All 93.2%, White 93.1%, ED 87.5%
Indicator Industry Based Learning	**Comments/Notable Observations** All 38.8%, White 39.6%, ED 33.3%.

Grade Level(s) and/or Student Group(s) 11-12 CVHS	

Challenges

Indicator State Assessment Measures (PSSA) **Grade Level(s) and/or Student Group(s)** 4th Grade Science, All category and subgroup ED	**Comments/Notable Observations** In Science for RBWES all student (90.5%), white (90%), and economically disadvantaged (87.5%) groups met the 2030 statewide goal. In Science for WAES, all student (81.6%), white (81.6%), and economically disadvantaged (84.6%) met interim goal/improvement target. In science for CWES, all student (71.8%) and white (73%) groups met the interim goal/improvement target.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6	**Comments/Notable Observations** All student groups reported exceeded the standard demonstrating growth at CWES for English (All 88%, White 87%, ED 86%), Math (All 95%, White 95%, ED 80%), and Science (All 94%, White 92%, and ED 79%), at RBWES for Math (All 94%, White 94%, and ED 99%) and Science (All 82%, White 80%, and ED 82%), at WAES for English (All 71%, White 72%, ED 73%, and at both high schools for science CVHS All 89.5%, White 89.5%, ED 81.5, and SWD 76%. WHS All 79%, White 79%, and ED 76%.
Indicator Advanced on Pennsylvania Assessments **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6	**Comments/Notable Observations** All three elementary schools had a greater percent of all student groups reported score advanced than the statewide average in Science. RBWES All 64.9%, White 62.9%, ED 65%. CWES All 35.9%, White 35.1%, and ED 31.8%. WAES All 26.3%, White 26.3%, and ED 30.8%.
Indicator Regular Attendance **Grade Level(s) and/or Student Group(s)** All student groups reported grades 3-6, except SWD at CWES	**Comments/Notable Observations** All three elementary schools had a greater percentage of students with regular attendance than the statewide average. WAES All 93.7%, White 93.9%, ED 92.3%, and SWD 90.2%. RBWES All 89%, White 88.8%, ED 85.1%, SWD 82.9%. CWES All 88.8%, White 88.6%, ED 86.4%, SWD 80.3%.
Indicator Career Standards Benchmark **Grade Level(s) and/or**	**Comments/Notable Observations** All 100%, White 100%, ED 100%, SWD 100%.

Student Group(s)	
All student groups reported CVHS7-12	
Indicator High School Graduation Rate **Grade Level(s) and/or Student Group(s)** Grade 12 all student groups CVHS	**Comments/Notable Observations** All 93.2%, White 93.1%, ED 87.5%
Indicator Industry Based Learning **Grade Level(s) and/or Student Group(s)** 11-12 CVHS	**Comments/Notable Observations** All 38.8%, White 39.6%, ED 33.3%.

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.

Regular Attendance-All three elementary schools had a greater percentage of students with regular attendance than the statewide average.
Meeting Annual Academic Growth Expectations (PVAAS)-All student groups reported exceeded the standard demonstrating growth at CWES for English, Math, and Science, at RBWES for Math and Science, at WAES for English, and at both high schools for science.
High School Graduation Rate-At CVHS all student groups reported met the 2030 statewide goal.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Increase/Meet or exceed FRI Targets in Mathematics 3-8 and for ED, IEP subgroups
Increase/Meet or exceed FRI Targets in ELA 3-8 and for ED, IEP subgroups
Maintain or increase regular attendance

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CW ELA 3-6	2021-22 FRI 51.3 (13.7 under state goal), ED 45.7 (19.3 below goal), IEP 35.6 with 16.4 below the goal.
WAES ELA 3-6	2021-22 FRI 54.5 (all students group under goal by 10.1), ED 53.4 -under the goal by 5.4, and IEP at 5% under the goal by 18.7%.
WHS ELA PSSA's and Keystone Literature	2021-22 FRI 49.6 (31.5 under goal), ED 41.4 (40 under goal), SWD 24.1% (57 under goal). School goal-all 64.6, ED 58.7 and SWD 48.6. PSSA 7th 29.5%, 8th 31.9% and 0% prof. SWD subgroup.
CV ELA PSSA and Keystone Literature	2021-22 FRI 58.3 (5.2 under goal), ED 8.4 above goal, IEP 7.5% (12.5 below goal) School goal-all 63.5, ED 50 and IEP 20.4. PSSA 7th 65.7%, 8th 36.2% and 6.3% prof. IEP subgroup.
RBW ELA 3-6 PSSA	2021-22 FRI 67.9% (exceeded goal by 3.3), ED 58%- below the goal by 3, and IEP at 30.3 exceeding the goal by 5.2.

English Language Arts Summary

Strengths

Professional growth and development of SEL across contents
Implementation of PBIS in positively impacting school culture and climate
Development of a better understanding with school personnel of the impact of poverty on students and families
Student Achievement in ELA in our last state assessment (2022 PSSA/Pre-pandemic) was overall 57.7 and the state percentage was 60.9. Historically a few points below, yet still in the range of the state percentage. Prior to 2019, there were three years in the 60's, therefore the programmatic data is consistent.

Challenges

The loss of students due to home education, online, partially online and absenteeism are impacting the continuity of our ELA instruction. NTSD is also anticipating that the loss of sequential, explicit instruction instruction may very well have an impact on our future PSSA ELA scores due to gaps experienced due to the pandemic.
Appear to be declining slightly in PSSA ELA over time. Tests have been shortened. It will be critical to focus on the students with disabilities subgroup.
Three reporting categories that could be a focal point would be "Conventions of Standard English- Writing," "Key Ideas and Details" and the TDA for an overall increase in points.

Mathematics

Data	Comments/Notable Observations
WHS Math PSSA's and Keystone	2022 FRI 38.8 (8.8 under goal), ED 33.6 (11 under goal), IEP 21.4% (4.9 under goal). State wide overall 42.4 and the school was at 30.7. In 2017 26.2, 2018 30.5 and 2019 increased to 30.7.
CVHS Math and Keystone	2022 FRI 39.8 (matched goal), ED 33.3 (4.6 above goal), IEP 7.5% (4.5 under goal). State wide overall 42.4 and the school was at 27.2. In 2017 17.5, 2018 23 and 2019 increased to 27.2.
RBW Math PSSA	2022 FRI 39.3 (Under goal by 8.3), ED 30 (under goal by 16.1), IEP 24.2% (16.1 under goal). State wide overall 42.4 and the school was at 39.3 In 2017 64.8 , 2018 66.8 and 2019 increased to 67.9.

CW Math PSSA	2020 FRI 37 (Under goal by 11), ED 34.8 (under goal by 10.2), IEP 22.2% (14.8 under goal). State wide overall 42.4 and the school was at 35.7 In 2017 48.8 , 2018 44.5 and 2019 decreased to 35.7.
WAES Math PSSA	2022 FRI 38.4 (Under goal by 9.2), ED 31.4 (under goal by 17.3), IEP 2.5% (17.3 under goal). State wide overall 42.4 and the school was at 38.4 In 2017 46.8 , 2018 43.4 and 2019 decreased to 38.4.

Mathematics Summary

Strengths

Professional growth and development of SEL across contents
Implementation of PBIS in positively impacting school culture and climate
Development of a better understanding with school personnel of the impact of poverty on students and families.

Challenges

"All subgroup" need to seek to hit baseline targets.
"Students with disabilities" subgroup need to seek baseline targets.
"Economically Disadvantaged" subgroup seek to meet baseline targets.
The loss of students due to home education, online, partially online and quarantines may impact the continuity of our math instruction. NTSD students have experienced some gaps in their explicit math instruction with a state appropriately certified teacher in a classroom. The classroom enables the teacher to discern through face-to-face instruction students that need clarification, support, and re-teaching of math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
WHS Science Data	2022 FRI 66.7 (Under goal by 3), ED 63.1 (under goal by 2), IEP% 25.9 (23.1 under goal). State wide overall 68 and the school was at 69.4 In 2017 48.9 , 2018 44.2 and 2019 increased to 69.4.
CV Science Data	2022 FRI 51.6 (Under goal by 11.6), ED 42.3 (under goal by 6.9), IEP 0 (67.6 under goal). State wide overall 68 and the school was at 44.8 In 2017 38.2 , 2018 57.9 and 2019 decrease to 44.8.
RBW Science Data	2022 FRI 90.9 (exceed the goal by 23.3), ED 87.8 (exceed the goal by 11.4), IEP -insufficient n count. State wide overall 68 and the school was at 90.9 In 2017 90.3 , 2018 91.4 and 2019 90.9.
CW Science Data	20 FRI 81 (exceed the goal by 13), ED 75 (exceed the goal by 7), IEP -insufficient n count. State wide overall 68 and the school was at 80 In 2017 88.9 , 2018 81.6 and 2019 80.
WAES Science Data	2022 FRI 85.4 (exceed the goal by 17.8), ED 79.4 (exceed the goal by 11.8), IEP -insufficient n count. State wide overall 68 and the school was at 85.4 In 2017 91.4 , 2018 82 and 2019 85.4.

Science, Technology, and Engineering Education Summary

Strengths

Elementary Science PSSA scores significantly exceed the state baseline targets for all student group and economically disadvantaged.
Elementary scores have been traditionally high.

Professional growth and development of SEL across contents
Implementation of PBIS in positively impacting school culture and climate

Challenges

8th Grade Science will continue to strive to meet state baseline targets in all student group and economically disadvantaged.
Strive to meet baseline targets for the Biology Keystone Assessment and to aide in future graduation requirements (Prof. or advanced or students meeting a composite score).
The loss of students due to home education, online, partially online and quarantines due to the pandemic are anticipated to have some affect on science instruction, particularly in grades 7-11.

Related Academics

Career Readiness

Data	Comments/Notable Observations
WHS	In 2022 99.4 all student, ED 98.5 and IEP 96.6
CV	In 2022 100 all students.
RBW	In 2022 97%, ED 97.6 and IEP insufficient n count
CW	In 2022 100% all students
WAES	In 2022 100% all students

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture General	Industry based Learning 35.72 NOCTI Competent = 24.3, 1.4% earned industry recognized credential, 32.29 completed work based experience
Agriculture Mechanics	Industry based Learning 35.72 NOCTI Competent = 24.3, 1.4% earned industry recognized credential, 32.29 completed work based experience

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 career benchmarks (although a new indicator) exceeds the state benchmarks.
The activities involved in meeting the career indicators may help aide students in future careers, make courses elective decisions and determining their skills, interests and abilities with the help of teachers and counselors.
NTSD offers a number of courses of rigorous study through the ACE Corning Community College, ESP at Mansfield University and PENN NOW through Pennsylvania College of Technology. All are low cost or free to students with exemption if there is a need to purchase a textbook.

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.

Difficulty in growing apprenticeship programs, CTE courses, internships, externships, co-ops as defined by PDE Industry-Based Learning Indicator for the Future Ready PA Index.
It seems there has been some change in seeking industry based credentials. The defined credentials have remained available to see on the PDE site. Some thought had been given to systematically building credentials into courses that are very suitable, such as ServSafe in Family Consumer Science courses. It seems that this may have shifted from the state. A plethora of options has been difficult to build into the educational system. Some standard, very suitable industry certifications would help offer these opportunities to students.

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
Data is specified in the section "Future Ready PA Academics"	Data is specified in the section "Future Ready PA Academics"

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Data is specified in the section "Future Ready PA Academics"	Data is specified in the section "Future Ready PA Academics"

Student Groups by Race/Ethnicity

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

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.

Professional growth and development of SEL across contents
Implementation of PBIS in positively impacting school culture and climate
Development of a better understanding with school personnel of the impact of poverty on students and families

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.

"Students with disabilities" subgroup need to seek baseline targets.
"Economically Disadvantaged" subgroup seek to meet baseline targets.

Designated Schools

Williamson SHS

Priority Challenge	Comments and Notable Observations
Implement a multi-tiered system of supports for academic and behavior.	MTSS
Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices.	Modifications/Accommodations
Regular Attendance	SEL-Create a sense of belonging
Increasing students' with disabilities performance growth.	Modifications/Accommodations

Systemic LEA Challenges
Behavioral, academic, and attendance barriers to education.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title I Program	
Student Services	
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

In 2010 NTSD began implementing Learning Focused Schools, a comprehensive instructional framework build on evidence based practices. One components of the LFS framework is Monitoring for Achievement in which monitoring focuses on patterns of effective instructional practices in LFS. This professional practice

aides teachers in reflecting and leading towards systemic improvements. The framework provides consistent, pervasive and purposeful implementation. Additionally, the district implemented power curriculum and uses the LFS framework for curriculum writing.
Another component of LFS is to refresh professional understandings of learning focused lessons. NTSD has eight LFS instructional coaches that can provide formal and informal re-teaching sessions. Exemplary lessons are "purposely planned in order to provide students with engaging and challenging instruction." Increasing the use of HOT, summarizing, vocabulary in context, advanced organizers, and non verbal representations.
NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach Higher Order Thinking (HOT) systematically as the impact on achievement is a 45% percentile gain. HOT LFS strategies will deepen student understandings of the content and increases the ability to retain, apply and transfer learning.
NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach accelerating learning for all focusing on previewing, scaffolding and differentiating in order to aid in closing the achievement gap, with a focus on the following subgroups: economically disadvantaged and students with disabilities.
The district has embraced and continues to train newly hired teachers to APL, classroom and instructional strategies that improve learning outcomes.

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.

NTSD seeks to continue to use the Learning Focused Schools Framework with research-based best instructional practices.
The loss of students in school due to home education, online, partially online and charter schools have made it difficult to use all LFS practices. The social elements of learning are not possible online and many students do not have consistent, adequate internet.
The focus on online instruction, need for technology and keeping google classrooms updated has shifted teacher time to managing these facets of teaching. LFS lessons, HOT strategies and accelerating learning for all takes planning time to prepare for teaching and learning.
The district recognizes that students have experienced gaps in instruction (learning gaps). The district would seek to look into system of accelerated learning to address these learning gaps.
Development and implementation of a sustainable SEL professional development model.

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
Regular Attendance-All three elementary schools had a greater percentage of students with regular attendance than the statewide average.	False
Meeting Annual Academic Growth Expectations (PVAAS)-All student groups reported exceeded the standard demonstrating growth at CWES for English, Math, and Science, at RBWES for Math and Science, at WAES for English, and at both high schools for science.	False
High School Graduation Rate-At CVHS all student groups reported met the 2030 statewide goal.	False
Professional growth and development of SEL across contents	True
Implementation of PBIS in positively impacting school culture and climate	False
Development of a better understanding with school personnel of the impact of poverty on students and families	True
Student Achievement in ELA in our last state assessment (2022 PSSA/Pre-pandemic) was overall 57.7 and the state percentage was 60.9. Historically a few points below, yet still in the range of the state percentage. Prior to 2019, there were three years in the 60's, therefore the programmatic data is consistent.	False
Elementary Science PSSA scores significantly exceed the state baseline targets for all student group and economically disadavantaged.	False
Elementary scores have been traditionally high.	False
Professional growth and development of SEL across contents	False
Implementation of PBIS in positively impacting school culture and climate	False
Development of a better understanding with school personnel of the impact of poverty on students and families.	False
Professional growth and development of SEL across contents	False
Implementation of PBIS in positively impacting school culture and climate	False
The career benchmarks (although a new indicator) exceeds the state benchmarks.	False
The activities involved in meeting the career indicators may help aide students in future careers, make courses elective decisions and determining their skills, interests and abilities with the help of teachers and counselors.	False
NTSD offers a number of courses of rigorous study through the ACE Corning Community College, ESP at Mansfield University and PENN NOW through Pennsylvania College of Technology. All are low cost or free to students with exemption if there is a need to purchase a textbook.	False
Professional growth and development of SEL across contents	False
Implementation of PBIS in positively impacting school culture and climate	False
Development of a better understanding with school personnel of the impact of poverty on students and families	False

In 2010 NTSD began implementing Learning Focused Schools, a comprehensive instructional framework build on evidence based practices. One components of the LFS framework is Monitoring for Achievement in which monitoring focuses on patterns of effective instructional practices in LFS. This professional practice aides teachers in reflecting and leading towards systemic improvements. The framework provides consistent, pervasive and purposeful implementation. Additionally, the district implemented power curriculum and uses the LFS framework for curriculum writing.	False
Another component of LFS is to refresh professional understandings of learning focused lessons. NTSD has eight LFS instructional coaches that can provide formal and informal re-teaching sessions. Exemplary lessons are "purposely planned in order to provide students with engaging and challenging instruction." Increasing the use of HOT, summarizing, vocabulary in context, advanced organizers, and non verbal representations.	False
NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach Higher Order Thinking (HOT) systematically as the impact on achievement is a 45% percentile gain. HOT LFS strategies will deepen student understandings of the content and increases the ability to retain, apply and transfer learning.	False
NTSD can leverage the LFS instructional coaches and administrative leadership to re-teach accelerating learning for all focusing on previewing, scaffolding and differentiating in order to aid in closing the achievement gap, with a focus on the following subgroups: economically disadvantaged and students with disabilities.	False
The district has embraced and continues to train newly hired teachers to APL, classroom and instructional strategies that improve learning outcomes.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Increase/Meet or exceed FRI Targets in Mathematics 3-8 and for ED, IEP subgroups	True
Increase/Meet or exceed FRI Targets in ELA 3-8 and for ED, IEP subgroups	False
Maintain or increase regular attendance	False
The loss of students due to home education, online, partially online and absenteeism are impacting the continuity of our ELA instruction. NTSD is also anticipating that the loss of sequential, explicit instruction instruction may very well have an impact on our future PSSA ELA scores due to gaps experienced due to the pandemic.	False
Appear to be declining slightly in PSSA ELA over time. Tests have been shortened. It will be critical to focus on the students with disabilities subgroup.	False
"All subgroup" need to seek to hit baseline targets.	False
"Students with disabilities" subgroup need to seek baseline targets.	True
"Economically Disadvantaged" subgroup seek to meet baseline targets.	False
The loss of students due to home education, online, partially online and quarantines may impact the continuity of our math instruction. NTSD students have experienced some gaps in their explicit math instruction with a state appropriately certified teacher in a classroom. The classroom enables the teacher to discern through face-to-face instruction students that need	False

clarification, support, and re-teaching of math.	
Three reporting categories that could be a focal point would be "Conventions of Standard English- Writing," "Key Ideas and Details" and the TDA for an overall increase in points.	False
8th Grade Science will continue to strive to meet state baseline targets in all student group and economically disadvantaged.	False
Strive to meet baseline targets for the Biology Keystone Assessment and to aide in future graduation requirements (Prof. or advanced or students meeting a composite score).	False
The loss of students due to home education, online, partially online and quarantines due to the pandemic are anticipated to have some affect on science instruction, particularly in grades 7-11.	False
Difficulty in growing apprenticeship programs, CTE courses, internships, externships, co-ops as defined by PDE Industry-Based Learning Indicator for the Future Ready PA Index.	False
It seems there has been some change in seeking industry based credentials. The defined credentials have remained available to see on the PDE site. Some thought had been given to systematically building credentials into courses that are very suitable, such as ServSafe in Family Consumer Science courses. It seems that this may have shifted from the state. A plethora of options has been difficult to build into the educational system. Some standard, very suitable industry certifications would help offer these opportunities to students.	False
"Students with disabilities" subgroup need to seek baseline targets.	False
"Economically Disadvantaged" subgroup seek to meet baseline targets.	False
NTSD seeks to continue to use the Learning Focused Schools Framework with research-based best instructional practices.	True
The loss of students in school due to home education, online, partially online and charter schools have made it difficult to use all LFS practices. The social elements of learning are not possible online and many students do not have consistent, adequate internet.	False
The focus on online instruction, need for technology and keeping google classrooms updated has shifted teacher time to managing these facets of teaching. LFS lessons, HOT strategies and accelerating learning for all takes planning time to prepare for teaching and learning.	False
The district recognizes that students have experienced gaps in instruction (learning gaps). The district would seek to look into system of accelerated learning to address these learning gaps.	False
Development and implementation of a sustainable SEL professional development model.	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase/Meet or exceed FRI Targets in Mathematics 3-8 and for ED, IEP subgroups	Examine scores and use data to inform math curriculum revision work that occurs in 2024-25. Hypothesis- that our math achievement may be rooted in bolstering instructional practices and mathematic habits. Start by looking at the data, then go back to the standards for clarity on what is in the instructional range, ensure it is written into curriculum then delivered in instruction and assessed to the level that standards/eligible content define.	False
"Students with disabilities" subgroup need to seek baseline targets.	This challenge has been exasperated by gaps in instruction and being able to implement LFS.	False
Development and implementation of a sustainable SEL professional development model.	The district will develop building level teams that will contribute to a district level core team to develop it's own professional development model for SEL.	True
NTSD seeks to continue to use the Learning Focused Schools Framework with research-based best instructional practices.	NTSD will focus on using research-based best instructional practices consistently in all classrooms throughout the district.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Professional growth and development of SEL across contents	SEL strategies take time to develop and overlap with strategies to help families struggling with poverty.
Development of a better understanding with school personnel of the impact of poverty on students and families	Without basic needs met (Maslow) it is impossible of very difficult to learn.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district needs a system wide SEL professional development model that supports both students and staff.
	NTSD seeks to continue using the Learning Focused Schools Framework but recognizes that professional development needs to focus on the most updated framework for instruction.

Goal Setting

Priority: The district needs a system wide SEL professional development model that supports both students and staff.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
The district will implement a system wide SEL professional development model that supports both students and staff progressively over a three-year period.		
Measurable Goal Nickname (35 Character Max)		
SEL Professional Development Model		
Target Year 1	**Target Year 2**	**Target Year 3**
The core SEL group will be teach the 8 social emotional skills that the district has identified as priority to the teachers and all staff will model these skills. The core SEL group will create lessons to teach the students the eight social emotional skills.	The staff will teach the entire student body four of the eight social emotional skills in the first year and four of the eight social emotional skills the second year and the staff will continue to model all of the behaviors.	The district will implement a system wide SEL professional development model that supports both students and staff progressively over a three-year period.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
NTSD will develop and implement a system wide MTSS program to provide student-centered support systems to meet students needs.		
Measurable Goal Nickname (35 Character Max)		
MTSS		
Target Year 1	**Target Year 2**	**Target Year 3**
A MTSS Needs assessment will be conducted by the IU. The district will form a MTSS leadership committee and this committee will meet quarterly. The district will begin to develop a MTSS plan and handbook based on the recommendations from the IU.	NTSD will ensure consistent core instructional times and tier one interventions are being implemented consistently district-wide by the beginning of the school year. The NTSD MTSS team will identify consistent cut scores based on national percentiles and exit criteria based on projected scores. The NTSD MTSS Leadership Team will continue to meet quarterly.	NTSD will develop and implement a system wide MTSS program to provide student-centered support systems to meet students needs.

Priority: NTSD seeks to continue using the Learning Focused Schools Framework but recognizes that professional development needs to focus on the most updated framework for instruction.

Outcome Category
Professional learning
Measurable Goal Statement (Smart Goal)
The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best

practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework

Measurable Goal Nickname (35 Character Max)

Learning Focused Schools Train the Trainer Institute

Target Year 1	Target Year 2	Target Year 3
The LFS Trainers will be trained in the updated LFS Instructional Framework.	The LFS Trainers will train the staff and administration on the updated LFS Instructional Framework.	The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework.
Measurable Goal Nickname (35 Character Max)
Professional development on LFS coaching for the school district administrators.

Target Year 1	Target Year 2	Target Year 3
The school district administrators will receive a LFS coaching refresher professional development in order to provide teachers with instructional support. The school district administrators will conduct monthly observations at a different school within the district specifically looking for LFS best teaching practices.	The LFS Coaches and administrators will identify the LFS best teaching practices that will be a focus of during their monthly observations. The administrators will continue to conduct their monthly observations to ensure best teaching practices and improve instruction.	School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Teachers will receive an overview of Universal Design for Learning that will involve their participation in experiential learning models.		
Measurable Goal Nickname (35 Character Max)		
Universal Design for Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
Teachers will receive an overview of Universal Design for Learning.	Teachers will utilize the Universal Design for Learning.	Teachers will receive an overview of Universal Design for Learning that will involve their participation in experiential learning models.

Action Plan

Measurable Goals

SEL Professional Development Model	MTSS
Learning Focused Schools Train the Trainer Institute	Professional development on LFS coaching for the school district administrators.
Universal Design for Learning	

Action Plan For: Learning Focused Schools

Measurable Goals:
• The school district will provide professional development through Learning Focused School to update the district LFS trainers on the most current LFS best practices, framework, and programming. This training will also include the incorporation of additional trainers. The Train the Trainer institute will provide participants with the common language and strategies needed to effectively redeliver professional development that is job-embedded and distributed across the school year. Trainers will be able to tailor professional development to meet the specific needs of teachers while ensuring consistency and pervasiveness of practices across all grade levels and content areas. Follow up to the Train the Trainer Institute will include the training of the professional staff on the updated LFS Instructional Framework • School district administrators will receive professional development on implementation coaching in order to provide teachers with the support in areas of need in order to improve implementation of the LFS Instructional Framework. These sessions are targeted to ensure that the district administrators have the necessary background and resources to coach the classroom teachers on their planning and implementation of the LFS instructional framework.

Action Step		Anticipated Start/Completion Date	
Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.		0024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal of Academic Affairs	Professional Development time LFS Trainers Training Materials	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
District administrators will receive professional development on LFS Coaching.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal of Academic Affairs	LFS Leadership Specialist	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Following the training on the three stages of the LFS Instructional Framework, teachers will develop and deliver effective lessons that will address the gaps in learning among students. Administration will be able to support teacher implementation of the LFS Instructional Framework following a coaching model.	Building and district administration will monitor the implementation of the LFS Instructional Framework through lesson plan review and classroom walk-throughs.

Action Plan For: SEL Professional Development

Measurable Goals:
• The district will implement a system wide SEL professional development model that supports both students and staff progressively over a three-year period.

Action Step		Anticipated Start/Completion Date	
The school district will develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal of Academic Affairs	Free and online materials/resources.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The work in year one will lead to the implementation during year 2 and 3.	The core team will actively monitor the implementation and assess it's effectiveness through data collection.

Action Plan For: Universal Design For Learning

Measurable Goals:
• Teachers will receive an overview of Universal Design for Learning that will involve their participation in experiential learning models.

Action Step		Anticipated Start/Completion Date	
Professional staff will receive an overview of Universal Design for Learning in a format that provides experiential learning that will allow teachers to come away with applicable skills for classroom instruction.		0024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal of Academic Affairs	IU 17 Blast Staff	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will apply the skills demonstrated in their lesson planning and instruction.	The building level administration and principal of academic affairs will monitor and support the implementation of the skills.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.
Learning Focused Schools	District administrators will receive professional development on LFS Coaching.
SEL Professional Development	The school district will develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.
Universal Design For Learning	Professional staff will receive an overview of Universal Design for Learning in a format that provides experiential learning that will allow teachers to come away with applicable skills for classroom instruction.

Learning Focused Schools Train the Trainer Institute

Action Step		
• District administrators will receive professional development on LFS Coaching.		
Audience		
District LFS trainers and administration will participate.		
Topics to be Included		
The district LFS trainers will receive training on the updated Learning Focused School Instructional Framework that includes three stages: high performance, higher order thinking, reading and writing, and accelerating learning.		
Evidence of Learning		
Trainers will have the necessary background in the updated LFS Instructional Framework and will deliver the trainings to the professional staff.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	5 days of training to be delivered each school year.
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition for All Students

Training the professional staff on the updated LFS Instructional Framework

Action Step
• Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.
Audience
The entire professional staff
Topics to be Included
Training on the updated Learning Focused School Instructional Framework that includes three stages: high performance, higher order thinking, reading and writing, and accelerating learning. The framework updates includes lesson planning and development that focus on vocabulary acquisition and the use of graphic organizers to support the development of reading and writing skills. This is professional development that all new teachers will receive during the summer between their first and second year in the district.
Evidence of Learning
Following each training, district teachers will implement the stage on which they were trained under the monitoring and support of the administration.

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal of Academic Affairs	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	The training will be delivered in three stages
Observation and Practice Framework Met in this Plan	
• 3b: Using Questioning and Discussion Techniques • 3a: Communicating with Students • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 3c: Engaging Students in Learning • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Universal Design for Learning

Action Step
• Professional staff will receive an overview of Universal Design for Learning in a format that provides experiential learning that will allow teachers to come away with applicable skills for classroom instruction.

Audience		
Professional staff		
Topics to be Included		
Universal Design for Learning		
Evidence of Learning		
Evidence will be identified in the form of lesson planning and instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once a school year
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

SEL Professional Development

Action Step		
• The school district will develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.		
Audience		
District SEL Core Team, Staff, and students		
Topics to be Included		
SEL program development that is specific to Northern Tioga School District. The SEL program will be presented to the district wide staff at the start of the 23/24 school year. A component of the plan will address trauma sensitive approaches and the skills need to practice these approaches. This is professional development that will be delivered annually at the start of the school year.		
Evidence of Learning		
Materials and resources will be developed and ready for a year 3 implementation.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	6 days throughout each school year

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Learning Focused Schools	Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.
Learning Focused Schools	District administrators will receive professional development on LFS Coaching.
SEL Professional Development	The school district will develop a SEL professional development program that is targeted to meeting the needs of the district students and staff.
Universal Design For Learning	Professional staff will receive an overview of Universal Design for Learning in a format that provides experiential learning that will allow teachers to come away with applicable skills for classroom instruction.

Learning Focused School Planning

Action Step		
• Teachers and professional staff will receive training on the three stages of the LFS Instructional Framework: high performance, increasing the rigor, and accelerating.		
Audience		
Trainers, administration, and professional staff.		
Topics to be Included		
Setting up the training dates, pre-planning, ordering materials, presenting information.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Learning Focused Schools Training Administrators and Trainers

Action Step		
Audience		
Trainers, administration, and professional staff.		
Topics to be Included		
Setting up the training dates, pre-planning, ordering materials, presenting information.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer

trainings.

SEL Presentations

Action Step
Audience
Trainers, administration, and professional staff.
Topics to be Included
Setting up the training dates, pre-planning, ordering materials, presenting information.

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal of Academic Affairs	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of	Frequency

Communication	
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Universal Design For Learning

Action Step		
Audience		
Trainers, administration, and professional staff.		
Topics to be Included		
Setting up the training dates, pre-planning, ordering materials, presenting information.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal of Academic Affairs	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Communication

Type of Communication	Frequency
Other	The group will meet quarterly through Zoom in order to maintain focus and forward movement of the planning for the summer trainings.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date