

MOUNT UNION AREA SD

603 North Industrial Drive

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Mount Union Area School District prepares all children for success and productivity in a global society by encouraging the fulfillment of individual hopes and dreams. Our mantra has become, "Proactive for Students!"

VISION STATEMENT

We envision the creation of a community of lifelong learners inspired to empower, explore, innovate, and contribute positively to our local communities and the world around them. We will realize this vision by ensuring ALL students have access to... -a safe, caring educational environment. -learning experiences of the highest quality. -community partnerships that support our district's mission. -educational resources that will equip students with skills they need to be productive citizens in an ever-changing global society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe all students can learn when they are provided access to inclusive environments--all students feel a sense of belonging and receive fair treatment. Student learning occurs most effectively when students attend and are motivated to achieve.

STAFF

We believe high-quality staff members are a result of engaging and purposeful professional development. Beyond the instruction provided in the classrooms, high quality staff members model respectful and responsible behaviors that positively influence students.

ADMINISTRATION

We believe high-quality administrators promote an effective educational program that focuses on the needs of the whole child. Curriculum should be rigorous in content, assessments and data collection should inform teaching and learning, and all students should be engaged. In addition, the curriculum should be all encompassing to meet the needs of a changing, digital, and global society.

PARENTS

We believe a strong, effective partnership with parents strengthens our educational system. Diverse perspectives only work to enhance a well rounded perception of learning. Public education is the responsibility of all stakeholders.

COMMUNITY

We believe community partnerships strengthen our educational system. Diverse perspectives only work to enhance a well rounded perception of learning. Public education is the responsibility of all educational stakeholders.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Amy Smith	Administrator	Superintendent
Dr. Dianne Thomas	Administrator	Director of Special Education/Pupil Services
L. Hope Palm	Administrator	Mount Union Jr./Sr. High School Assistant Principal
Chad Mickle	Administrator	Kistler Elementary School Principal
Sandra Kay Rickabaugh	Administrator	Shirley Township Elementary School Principal
Luke Strawser	Administrator	Director of Curriculum, Instruction, & Assessment 6-12
Christian McClure	Administrator	Director of Curriculum, Instruction, & Assessment K-5
Dawn Shields	Administrator	Virtual Academy Coordinator
Leonard Snyder	Administrator	Technology Director
Paula Brown	Administrator	Director of Business Affairs
Linda McClure	Board Member	District
Carol Jackson	Board Member	District
Tara Donahue	Parent	Sr. High School

Name	Position	Building/Group
Julia Shawver	Staff Member	Kistler Elementary
Erin Beeler	Staff Member	Shirley Township Elementary
Jeff Vogus	Staff Member	Sr. High School
Stephanie Hancock	Parent	Kistler Elementary
Shelia Goshorn	Parent	Sr. High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The district will implement a continuous review of curriculum, instruction, and assessment in ELA to ensure delivery of programs that prepare students for the future.	English Language Arts
The district will implement a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Supporting Student Needs through Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum review cycle (Math)	The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future.
Curriculum review cycle (ELA)	The district will be engaged in a continuous review of curriculum, instruction, and assessment in ELA to ensure delivery of programs that prepare students for the future.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.	2022-01-01 - 2025-06-01	Director of Curriculum, Instruction, and Assessment	Support from administrative team and teacher-leaders.

Anticipated Outcome

Implementation of a system that supports the instructional needs of all students K-12 academically and behaviorally.

Monitoring/Evaluation

This district will monitor the implementation of a system of support through data analysis and review.

Evidence-based Strategy

Supporting Student Needs through Instruction

Measurable Goals

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (Math))	Supporting Student Needs through Instruction	Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.	01/01/2022 - 06/01/2025
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Acadience Data - Grade 1 improved from 41% to 45% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 2 improved from 41% to 48% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 3 improved from 41% to 44% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 5 improved from 30% to 39% of students at or above benchmark from the beginning of the year to the middle of the year.

ADM - Grade K went from 49% to 53% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

ADM - Grade 1 went from 53% to 66% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

Challenges

Acadience Data - Grade K went from 44% to 39% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 4 went from 45% to 42% of students at or above benchmark from the beginning of the year to the middle of the year.

IXL - 53% of students in Grade 7 ELA are Below or Far Below grade level according to most recent diagnostic scores.

IXL - At least 43% of students in each grade level 6-8 were Far Below grade level according to IXL fall benchmark data.

ADM - Grade 2 went from 40% to 36% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

IXL - 71% of students in Grade 6 Math are Below or Far Below grade level according to most recent diagnostic scores.

IXL - 69% of students in Grade 7 Math are Below or Far Below grade level according to most recent diagnostic scores.

Strengths

ADM - Grade 3 went from 38% to 58% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

ADM - Grade 4 went from 35% to 45% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

CDT - 21.4% of 10th grade students who completed the Biology CDT scored proficient on the Bioenergetic/Homeostasis and Transport diagnostic category.

11.8% scored advanced on NOCTI, which exceeds the statewide average of 4.8%.

Students in diverse racial/ethnic groups are not overrepresented in incidences of suspension/expulsion.

Our district does not have a problem with disproportionate representation of students from diverse racial/ethnic groups in special education.

Foster a vision and culture of high expectations for success for all students, educators, and families

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

Challenges

IXL - 63% of students in Grade 8 Math are Below or Far Below grade level according to most recent diagnostic scores.

93% of 10th grade students who completed the Biology CDT scored below proficient.

Only 35.5% of students who took the NOCTI scored competent or advanced.

Our district does overidentify students with specific learning disabilities.

Our district does overidentify students eligible for PASA.

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

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

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

PSSA Performance in ELA - 33.1% of students in grades 6-8 scored proficient/advanced on the ELA PSSA in 2022. The statewide average was 54.1%. 34.2% of students in grade 3-5 scored proficient/advanced on the ELA PSSA in 2022. The statewide

Strengths

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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

Regular Attendance - 85.5% of students at Mount Union-Kistler Elementary School have regular attendance. This exceeds the statewide average of 82.2%.

Percentage of Rigorous Courses of Study - 63.2% rigorous courses of study, which exceeds the statewide average of 55.9%.

Challenges

average was 54.1%.

PSSA Performance in Math - 10.3% of students in grades 6-8 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%. 31% of students in grade 3-5 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>PSSA Performance in ELA - 33.1% of students in grades 6-8 scored proficient/advanced on the ELA PSSA in 2022. The statewide average was 54.1%. 34.2% of students in grade 3-5 scored proficient/advanced on the ELA PSSA in 2022. The statewide average was 54.1%.</p>	<p>Curricular programming is not currently being implemented with fidelity.</p>	<p>✓</p>
<p>PSSA Performance in Math - 10.3% of students in grades 6-8 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%. 31% of students in grade 3-5 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%.</p>	<p>Curricular programming is not currently being implemented with fidelity.</p>	<p>✓</p>
<p>Recruit and retain fully credentialed, experienced and high-quality leaders and teachers</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Supporting Student Needs through Instruction

Action Steps	Anticipated Start/Completion Date
Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.	01/01/2022 - 06/01/2025

Monitoring/Evaluation	Anticipated Output
This district will monitor the implementation of a system of support through data analysis and review.	Implementation of a system that supports the instructional needs of all students K-12 academically and behaviorally.

Material/Resources/Supports Needed	PD Step	Comm Step
Support from administrative team and teacher-leaders.	yes	yes

Action Plan: Supporting Student Needs through Instruction

Action Steps	Anticipated Start/Completion Date
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Monitoring/Evaluation	Anticipated Output
This district will monitor the implementation of a system of support through data analysis and review.	Implementation of a system that supports the instructional needs of all students K-12 academically and behaviorally.

Material/Resources/Supports Needed	PD Step	Comm Step
Support from administrative team and teacher-leaders.	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (Math))</p>	<p>Supporting Student Needs through Instruction</p>	<p>Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.</p>	<p>01/01/2022 - 06/01/2025</p>
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PaTTAN Comprehensive Supports for MTSS	Teachers and administrators	Student grouping, research-based curricular programming, fidelity checks
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Final implementation of MTSS throughout the district	01/01/2023 - 12/31/2025	Principals and Curriculum Director
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum and Assessment System Development	Teachers	Curriculum development, implementation with fidelity
Anticipated Timeframe	Frequency	Delivery Method
01/01/2022 - 06/01/2025	Twice per year	Presentation
Lead Person/Position	Director of Curriculum, Instruction, and Assessment	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder Meeting	Review of Comprehensive Plan to discuss draft and to seek suggestions for additions or deletions.	In person meeting	board, administration, parents, staff	April 2023
Plan Displayed on the District Website	Plan Review	Virtual	Community, parents, staff, administration, board	April 2023
Plan Paper Copy Available in District Office	Plan Review	In person	Community, parents, staff, administration, board	April 2023

