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Profile and Plan Essentials

LEA Type	AUN	
School District	103020603	
Address 1		
300 Pearl Ave		
Address 2		
City	State	Zip Code
Cheswick	PA	15024
Chief School Administrator		Chief School Administrator Email
Dr Patrick M Graczyk		pgraczyk@avsd.school
Single Point of Contact Name		
Jennifer Vecchio		
Single Point of Contact Email		
jvecchio@avsd.school		
Single Point of Contact Phone Number		
724-274-5300		

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Vecchio	Administrator	Allegheny Valley SD	jvecchio@avsd.school
Melissa Holler	Administrator	Allegheny Valley SD	mholler@avsd.school
Patrick Graczyk	Administrator	Allegheny Valley SD	pgraczyk@avsd.school
Andrew Leviski	Administrator	Allegheny Valley SD	aleviski@avsd.school
Melissa Gibbon	Administrator	Allegheny Valley SD	mgibbon@avsd.school
Paula Moretti	Board Member	Allegheny Valley SD	pmoretti@avsd.school
Amy Sarno	Board Member	Allegheny Valley SD	asarno@avsd.school
Colleen Crumb	Board Member	Allegheny Valley SD	ccrumb@avsd.school
Rebecca Mundok	Board Member	Allegheny Valley SD	rjmundok@avsd.school
Maria Cosme	Staff Member	Allegheny Valley SD	mcosme@avsd.school
Courtney Campbell	Staff Member	Allegheny Valley SD	ccampbell@avsd.school
Angie Rudolf	Staff Member	Allegheny Valley SD	arudolf@avsd.school
Andrea Sadowski	Staff Member	Allegheny Valley SD	asadowski@avsd.school
Mario Liberati	Community Member	Allegheny Valley SD	

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LEA Profile

With 964 students and 84 professional staff, Allegheny Valley is one of the smaller districts in Allegheny County near Pittsburgh in Southwestern Pennsylvania. The district emerged in 1965 when the municipalities of Cheswick Borough, Harmar Township, Springdale Borough, and Springdale Township agreed to dissolve their previous jointure. Allegheny Valley School District resulted from this new collaborative venture. Acmetonia Elementary School Grades PreK-6; and Springdale Jr-Sr High School, Grades 7-12 as well as the Dynamo Virtual Academy which provides online learning opportunities comprise the District. The District enrollment is slowly declining but the demand for personalized learning is growing. While the demographics of the District are becoming more diverse, with an increase in providing services for English Language Learners. Emphasize something here!

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Mission and Vision

Mission

The mission of the Allegheny Valley School District, a group of small traditional communities, is to educate all students to achieve their maximum potential. A dedicated staff, in partnership with school, home, and community, will empower students to become responsible and contributing citizens able to meet challenges in an international society.

Vision

It is the vision of the Allegheny Valley School District that all graduates are equipped with the skills necessary to meet with success. Educational opportunities provided to students throughout their educational career will provide the springboard they need to enter the world of work, the armed forces, or the fields of higher education.

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Educational Values

Students

We Believe: – Students are able to ethically function in an international society. – Education is the foundation of future success and must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Staff

We Believe: – We prepare students to ethically function in an international society. – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Administration

We Believe: – We prepare students to ethically function in an international society. – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Parents

We Believe: – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Community

We Believe: – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
We are empowering all students to meet the college and career measures K-6.	Percent Career Standards Benchmark: All Student Groups at the K-6 level have exceeded Performance Standard at 100%.
We are empowering all students to meet the college and career measures 7-12.	Percent Career Standards Benchmark: All Student Groups at the 7-12 level have exceeded Performance Standard at 93.9%.
Use of technology	The district is using technology to provide assessments to the students as well as engage and communicate with stakeholders.

Challenges

Indicator	Comments/Notable Observations
Acme- Academic Growth Expectations in Mathematics/Algebra 1	The challenge of not growing student mathematical academic achievement at the k-6 level more than one year is being addressed through systematic, effective teaching strategies in a co-teaching environment.
SHS- Academic Growth Expectations in Mathematics/Algebra 1	The challenge of not growing student mathematical academic achievement at the 7-12 level more than one year is being addressed through systematic, effective teaching strategies in a co-teaching environment.
Communication	A survey with stakeholders identified a need for increased communication between stakeholders in a variety of mediums (social media, email, print, etc.)

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

Strengths

Indicator Diversity in course offerings K-12 Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations AVSD offers a variety of course offerings and supplementals for all students at all levels.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

<p>Indicator 28.4% of students in the 24/25 school year were proficient or advanced on the Math/Algebra I assessment whereas 41.7% was the statewide expectation and the 2033 goal is 71.8%. Students showed a 53% academic growth score and the state average growth score is a 74.9%.</p> <p>Grade Level(s) and/or Student Group(s) 3-12 Mathematic students</p>	<p>Comments/Notable Observations AVSD needs to improve Math test results across the district.</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

<p>We are empowering all students to meet the college and career measures K-12.</p>
<p>AVSD is increasing the use of technology within the school community to involve and support all stakeholders.</p>

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

<p>The challenge of not growing student mathematical academic achievement at the k-12 level more than one year is being addressed through systematic, effective teaching strategies in a co-teaching environment.</p>
<p>The challenge of a diverse community requires a multi-modality medium to communicate with stakeholders in the school community</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	Special Education and Economically Disadvantaged students are growing but with less than one year's worth of growth,
Keystone	The Economically Disadvantaged student growth meets or exceeds the expectation from the previous year.

English Language Arts Summary

Strengths

We are empowering students to meet challenges and to adapt the skills previously learned to new material, concepts, and situations.

Challenges

The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment.

Mathematics

Data	Comments/Notable Observations
PSSA	Growth in mathematics overall, specifically moving students from basic to proficient. Need to continue to address constructed response.
Keystone	Minimal growth including scaled scores and constructed response.

Mathematics Summary

Strengths

97% of our student population participated in the state assessment.

Challenges

The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment. Furthermore, using a Desmos style of instruction to look at pictures and graphs to interpret the basic functions and how the process leads to connections.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	We met the statewide goal with participation at 70%
Keystone	We met the statewide goal with participation at 70%

Science, Technology, and Engineering Education Summary

Strengths

Waiver Participation

Challenges

Waiver Participation

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	93.9% of Allegheny Valley School District students meet the Career Readiness Benchmark.

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

False 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.

Partnering Institution

Agreement Type

Program/Course Area

Uploaded Files

Partnering Institution

Indiana University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

All courses requested will be reviewed by admissions

Uploaded Files

IUP Dual Enrollment .pdf

Partnering Institution

Community College of Allegheny County CCAC

Agreement Type

Dual Credit

Program/Course Area

All courses requested will be reviewed by admissions

Uploaded Files

CCAC Continuous Dual Enrollment Agreement.pdf

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.

Opportunities K-12 for effective co-teaching (interventionists, special education)
Diversity in Course Offerings K-12
New ELA curriculum which offers exposure to equity and diversity

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.

Increasing student attendance K-12
Increasing staff attendance district-wide
Assess class sizes and staffing (some classes are too small for effective discussions and some are too large)
Increase community and parent involvement in district-wide activities, sporting events, and academic opportunities

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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
Penn Data Special Education Data Report	Our population of students with disabilities increased from 22.1% in 2022 to 24.7% in 2024.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	48.7% of the student population is economically disadvantaged, which has increased.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	There has been an increase of the student population identifying as Hispanic.

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.

Co-Teaching at all levels
Small district increases opportunities for communication
Home-to-school connection

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.

Need more staff training regarding special education and EL students
Need more staff available to help with most at-risk students

Designated Schools

There are no Designated Schools.

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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

Through the district's Special Education Plan, co-teaching opportunities are provided for special education at all levels. In addition to co-teaching, AVSD also provides paraprofessional support for any student who requires this level of support.
Offering of programs for all learners (EL, Online, etc.)
339 Plan- AVSD has also implemented a K12 Social Worker to assist with mental health needs.

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.

Need more diversity in learning opportunities for students with smaller representation in the district.
Focus more on career and technical options for students who are not interested in a college-focused post-secondary option.
Exposure of students to the world beyond the district boundaries through community activities and assemblies within the school setting.

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

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	Emerging

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.

>

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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.

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

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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
We are empowering all students to meet the college and career measures K-12.	True
AVSD is increasing the use of technology within the school community to involve and support all stakeholders.	True
We are empowering students to meet challenges and to adapt the skills previously learned to new material, concepts, and situations.	False
97% of our student population participated in the state assessment.	False
Waiver Participation	False
Opportunities K-12 for effective co-teaching (interventionists, special education)	True
339 Plan- AVSD has also implemented a K12 Social Worker to assist with mental health needs.	False
Diversity in Course Offerings K-12	True
New ELA curriculum which offers exposure to equity and diversity	True
Co-Teaching at all levels	True
Small district increases opportunities for communication	False
Home-to-school connection	False
Through the district's Special Education Plan, co-teaching opportunities are provided for special education at all levels. In addition to co-teaching, AVSD also provides paraprofessional support for any student who requires this level of support.	False
Offering of programs for all learners (EL, Online, etc.)	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	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
The challenge of not growing student mathematical academic achievement at the k-12 level more than one year is being addressed through systematic, effective teaching strategies in a co-teaching environment.	True
The challenge of a diverse community requires a multi-modality medium to communicate with stakeholders in the school community	True

The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment.	False
The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment. Furthermore, using a Desmos style of instruction to look at pictures and graphs to interpret the basic functions and how the process leads to connections.	False
Waiver Participation	False
Increasing student attendance K-12	False
Increasing staff attendance district-wide	False
Assess class sizes and staffing (some classes are too small for effective discussions and some are too large)	False
Increase community and parent involvement in district-wide activities, sporting events, and academic opportunities	True
Need more staff training regarding special education and EL students	True
Need more staff available to help with most at-risk students	True
Need more diversity in learning opportunities for students with smaller representation in the district.	False
Focus more on career and technical options for students who are not interested in a college-focused post-secondary option.	False
Exposure of students to the world beyond the district boundaries through community activities and assemblies within the school setting.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	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.

Communication is key to family and local partner engagement to support student academic growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The challenge of not growing student mathematical academic achievement at the k-12 level more than one year is being addressed through systematic, effective teaching strategies in a co-teaching environment.	Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.	True
The challenge of a diverse community requires a multi-modality medium to communicate with stakeholders in the school community	Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.	True
Increase community and parent involvement in district-wide activities, sporting events, and academic opportunities		False
Need more staff training regarding special education and EL students		False
Need more staff available to help with most at-risk students		False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Expand high school experiences with site visits to post-secondary schools, and work with local businesses and organizations to develop the students' understanding of durable skills.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
We are empowering all students to meet the college and career measures K-12.	Focus on personalizing learning opportunities.
AVSD is increasing the use of technology within the school community to involve and support all stakeholders.	Focus on personalizing learning opportunities.
Opportunities K-12 for effective co-teaching (interventionists, special education)	Support co-teaching in all core content areas to support all student growth.
Diversity in Course Offerings K-12	Review and propose updates to current course offerings as well as develop new course offerings.
New ELA curriculum which offers exposure to equity and diversity	Resources that offer historical perspectives, explore world-wide cultures and provide cross-content connections.
Co-Teaching at all levels	Effective strategies are employed in co-teaching at selected elementary classrooms, expanding co-teaching through high school.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Lead all professional development but demonstrate the connection of the district mission, vision, goals, and priorities to the program topics.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Development of focused walkthrough observation format and discussion points that support effective monitoring of instructional practices. Common expectations and language.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.
	Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.
	Expand high school experiences with site visits to post-secondary schools which represent a variety of options as well as work with local businesses and organizations to develop the students' understanding of durable skills needed for the work place and life success.

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Goal Setting

Priority: Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.		
Measurable Goal Nickname (35 Character Max)		
Foundational Math Skills		
Target Year 1	Target Year 2	Target Year 3
To support this goal, the district will provide professional development for educators on explicit instruction, effective math routines, and differentiated strategies that address the needs of diverse learners. Teachers will utilize common instructional frameworks and consistent language to support vertical alignment across grade levels. Student progress will be monitored regularly through formative assessments, benchmark assessments, and data analysis to ensure targeted interventions and instructional adjustments are implemented when necessary.	The district will strengthen home-school partnerships by providing families with regular communication that shares the mathematics skills, strategies, and routines being taught in the classroom. Schools will offer resources such as newsletters, digital learning platforms, family math nights, and instructional guides that provide practical ideas for supporting mathematics learning at home. By building strong instructional practices and fostering collaboration with families, the district will ensure students develop the foundational mathematics skills necessary for long-term academic success.	The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across

all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.

Measurable Goal Nickname (35 Character Max)

Foundational Math Skills

Target Year 1	Target Year 2	Target Year 3
<p>To support this goal, the district will provide professional development for educators on explicit instruction, effective math routines, and differentiated strategies that address the needs of diverse learners. Teachers will utilize common instructional frameworks and consistent language to support vertical alignment across grade levels. Student progress will be monitored regularly through formative assessments, benchmark assessments, and data analysis to ensure targeted interventions and instructional adjustments are implemented when necessary.</p>	<p>The district will strengthen home-school partnerships by providing families with regular communication that shares the mathematics skills, strategies, and routines being taught in the classroom. Schools will offer resources such as newsletters, digital learning platforms, family math nights, and instructional guides that provide practical ideas for supporting mathematics learning at home. By building strong instructional practices and fostering collaboration with families, the district will ensure students develop the foundational mathematics skills necessary for long-term academic success.</p>	<p>The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.</p>

Outcome Category

Community Engagement

Measurable Goal Statement (Smart Goal)

By June 2029, the district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 30%, as measured by attendance data, survey feedback, and partnership records. The district will implement a comprehensive communication and engagement plan that includes consistent two-way communication strategies, family workshops, community forums, and collaboration with local businesses and organizations. Schools will provide accessible opportunities for involvement that reflect the diverse needs of families, including flexible scheduling, multilingual communication, and virtual engagement options. Additionally, the district will establish and maintain partnerships that support student learning, career awareness, and social-emotional development. Progress will be monitored through annual surveys, participation metrics, and stakeholder feedback to ensure continuous improvement and sustained community connection.

Measurable Goal Nickname (35 Character Max)		
Community Engagement		
Target Year 1	Target Year 2	Target Year 3
The district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 10%	The district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 20%	By June 2029, the district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 30%, as measured by attendance data, survey feedback, and partnership records. The district will implement a comprehensive communication and engagement plan that includes consistent two-way communication strategies, family workshops, community forums, and collaboration with local businesses and organizations. Schools will provide accessible opportunities for involvement that reflect the diverse needs of families, including flexible scheduling, multilingual communication, and virtual engagement options. Additionally, the district will establish and maintain partnerships that support student learning, career awareness, and social-emotional development. Progress will be monitored through annual surveys, participation metrics, and stakeholder feedback to ensure continuous improvement and sustained community connection.

Priority: Focus on foundational skills and routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing

core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.

Measurable Goal Nickname (35 Character Max)

Foundational Math Skills

Target Year 1	Target Year 2	Target Year 3
<p>To support this goal, the district will provide professional development for educators on explicit instruction, effective math routines, and differentiated strategies that address the needs of diverse learners. Teachers will utilize common instructional frameworks and consistent language to support vertical alignment across grade levels. Student progress will be monitored regularly through formative assessments, benchmark assessments, and data analysis to ensure targeted interventions and instructional adjustments are implemented when necessary.</p>	<p>The district will strengthen home-school partnerships by providing families with regular communication that shares the mathematics skills, strategies, and routines being taught in the classroom. Schools will offer resources such as newsletters, digital learning platforms, family math nights, and instructional guides that provide practical ideas for supporting mathematics learning at home. By building strong instructional practices and fostering collaboration with families, the district will ensure students develop the foundational mathematics skills necessary for long-term academic success.</p>	<p>The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.</p>

Priority: Expand high school experiences with site visits to post-secondary schools which represent a variety of options as well as work with local businesses and organizations to develop the students' understanding of durable skills needed for the work place and life success.

Outcome Category

Post-secondary transition to school, military, or work

Measurable Goal Statement (Smart Goal)

The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.

Measurable Goal Nickname (35 Character Max)

Post Secondary Transition

Target Year 1	Target Year 2	Target Year 3
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<p>In partnership with local businesses, community organizations, and regional workforce partners, the district will also create opportunities for students to learn about and practice durable skills such as communication, collaboration, problem-solving, adaptability, and professionalism. These experiences may include guest speakers, job shadowing, internships, career exploration events, and mentorship opportunities that connect classroom learning to real-world applications.</p>	<p>School counselors, administrators, and teachers will collaborate to integrate these experiences into the district’s career readiness programming and ensure equitable access for all students. The district will monitor participation rates, student feedback, and postsecondary outcomes to evaluate the effectiveness of these initiatives. By strengthening partnerships with postsecondary institutions and local businesses, the district will better prepare students to make informed decisions about their futures and develop the skills necessary for success in college, careers, and life.</p>	<p>The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.</p>
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Action Plan

Measurable Goals

Foundational Math Skills	Foundational Math Skills
Community Engagement	Foundational Math Skills
Post Secondary Transition	

Action Plan For: Foundational math skills

<p>Measurable Goals:</p> <ul style="list-style-type: none"> The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.
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Action Step	Anticipated Start Date	Anticipated Completion Date	
The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.	2026-04-01	2029-04-01	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jennifer Vecchio, Coordinator of Curriculum and Instruction	Core team, AIU3, PATTAN	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers of Mathematics and the math interventionists will provide students with foundational skills instruction and interventions based on their performance on benchmark and progress monitoring assessments.	Progress will be monitored through student progress on regular benchmarks and progress monitoring assessments.

Action Plan For: Post secondary transition

Measurable Goals:

- The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.		2026-04-01	2029-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jennifer Vecchio, Coordinator of Curriculum and Instruction	Core team, AIU3, PATTAN	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will graduate with increased awareness of postsecondary options and strengthened durable skills, enabling them to make informed decisions and successfully transition to college, careers, and the workforce.	Progress will be monitored through student participation data, surveys and reflections, skill-based assessments, career readiness indicators, postsecondary outcomes, and feedback from business and postsecondary partners.

Action Plan For: Community Engagement

Measurable Goals:
<ul style="list-style-type: none"> By June 2029, the district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 30%, as measured by attendance data, survey feedback, and partnership records. The district will implement a comprehensive communication and engagement plan that includes consistent two-way communication strategies, family workshops, community forums, and collaboration with local businesses and organizations. Schools will provide accessible opportunities for involvement that reflect the diverse needs of families, including flexible scheduling, multilingual communication, and virtual engagement options. Additionally, the district will establish and maintain partnerships that

support student learning, career awareness, and social-emotional development. Progress will be monitored through annual surveys, participation metrics, and stakeholder feedback to ensure continuous improvement and sustained community connection.

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 30%		2026-04-01	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jennifer Vecchio- Coordinator of Currirulum and Instruction		Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Foundational math skills	The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.
Post secondary transition	The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.
Community Engagement	The district will strengthen meaningful community engagement by increasing participation of families, community members, and local organizations in school-sponsored events, decision-making processes, and partnership opportunities by at least 30%

Foundational math skills

Action Step
<ul style="list-style-type: none"> The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics. The district will expand K–12 career and postsecondary readiness opportunities by providing high school students with structured experiences that expose them to a wide range of postsecondary pathways and help them develop the durable skills necessary for workplace and life success. Through coordinated programming, students in grades 9–12 will participate in organized site visits to a variety of postsecondary institutions, including four-year colleges and universities, community colleges, technical schools, trade programs, and military or workforce training opportunities. These experiences will allow students to explore diverse educational and career options while building awareness of the expectations and opportunities available beyond high school.
Audience
K12 Teachers, staff and Administration

Topics to be Included		
The district will implement a comprehensive K–12 approach to strengthen foundational mathematics skills by establishing consistent instructional routines and using explicit, research-based teaching strategies across all grade levels. Teachers will provide structured mathematics instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving through clear modeling, guided practice, independent application, and ongoing formative assessment. Instructional routines will focus on developing core skills such as number sense, computation, mathematical reasoning, and the use of strategies that support student confidence and accuracy in mathematics.		
Evidence of Learning		
Increased math scores for all tested students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Vecchio, Coordinator of Curriculum and Instruction	2026-04-01	2029-04-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Annual- July-August 2026, July-August 2027
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Learning Format

Type of Activities	Frequency
Inservice day	August 2026, August 2027, August 2028
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 4c: Communicating with Families • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications Activities

Community Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff, Students, Community members, Board Members	Use of technology, assessment data, state of the school, community praises	Jennifer Vecchio-Coordinator of Curriculum and Instruction	04/01/2026	04/01/2029

Communications

Type of Communication	Frequency
Posting on district website	Quarterly

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Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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