

Nittany Valley CS

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Nittany Valley CS		110143120
Address 1		
1612 Norma St.		
Address 2		
City	State	Zip Code
State College	PA	16801
Chief School Administrator		Chief School Administrator Email
Kara Martin		kara@nvcs.org
Single Point of Contact Name		
Kara Martin		
Single Point of Contact Email		
kara@nvcs.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
814-867-3842		
Principal Name		
N/A		
Principal Email		
N/A		
Principal Phone Number		Principal Extension
N/A		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kara Martin	Administrator	Nittany Valley Charter School	kara@nvcs.org
Verna Etchells	Administrator	Nittany Valley Charter School	verna@nvcs.org
Brandy Prebble	Administrator	Nittany Valley Charter School	brandy@nvcs.org
Emily Strausbaugh	Board Member	Nittany Valley Charter School	emrainelles@gmail.com
Heather McIntosh	Board Member	Nittany Valley Charter School	heathermarie0784@yahoo.com
Gina Thompson	Community Member	Nittany Valley Charter School	gmt903@gmail.com
Aimee Parmelee	Board Member	Nittany Valley Charter School	aimee.parmelee@gmail.com
Kathleen Zdenek	Parent	Nittany Valley Charter School	kathleen@nvcs.org
Michael Manni	Teacher	Nittany Valley Charter School	mike@nvcs.org
Shannon Cover	Teacher	Nittany Valley Charter School	shannon@nvcs.org
Matthew Dashem	Teacher	Nittany Valley Charter School	matt@nvcs.org
Beth Updegrove	Teacher	Nittany Valley Charter School	beth@nvcs.org

LEA Profile

The Planning Process

The Board of Directors of our school is made up of any interested parties including parents, former parents, community members and the head administrator. As a board, they determine how best we can meet the mission of our school. Due to our small size, our planning committee is mostly made up of our board members, teachers and head administrator. The teachers share in the process of creating our strategic plan. We identify our needs academically and environmentally during teacher meetings and discuss these needs when we hold our monthly board meetings.

To develop our strategic plan, the board surveyed the families and staff of the school in regards to their priorities for the future. The survey clearly conveyed the direction that the school is to follow as it continues to serve its students. The first priority, based on the surveys, was the implementation of Social and Emotional Learning time, daily in all classrooms. It also indicated that a focus on one specific foreign language instruction is no longer meeting the needs of our students. Rather, this time should be used to increase the amount of culturally diverse education opportunities and an increase in STEAM time.

To address undesirable behaviors, we implemented a school-wide positive behavior support plan in 2012-13 that has helped us focus on rewarding the good behavior we are striving for. We continue to use this plan consistently across all classrooms, and the surveys indicated that this is a desirable approach that should continue. The last several years, we were named a "Banner School" for our School-wide Positive Behavior Support Plan.

Our teachers' main focus is on improving our student performance on the Pennsylvania State Assessments. To help us monitor student progress, we have purchased a software program (MAP Growth) that can assess students and track growth in the core subjects and is used across all grades 4 times yearly. These assessments help teachers drive their instruction and scores are reported to the parents in our trimester report cards.

We plan to continue to survey the families and staff of the school to help guide our planning process as we continue to grow and develop as a school and community.

Mission and Vision

Mission

The mission of the Nittany Valley Charter School is: To provide a flexible learning environment with small classes and a high teacher-student ratio where individualized instructional programs are designed to meet the needs of the whole child. We believe that school must be able to accommodate each child's individual learning style and developmental pace, and respond not only to their intellectual needs, but, equally importantly, to their emotional, social, and physical needs. To provide opportunities for students to interact with a variety of instructional materials, as well as to stress the importance of learning from each other, from adults, and from community resources. We believe experiences outside the traditional classroom setting are an essential component of learning. To involve parents as an integral part of the overall school program. To integrate the learning process with a personal understanding of the natural environment. Our vision is a school where individualized instruction, small classes, and a flexible, open classroom environment encourages the development of an intrinsic motivation to learn. This offers the opportunity for the academic success of all students and also contributes to the essential character traits of self-esteem, self-confidence, and self-sufficiency. The need for this charter school comes from the broad spectrum of children's educational needs. The small classes and high teacher-student ratio at Nittany Valley Charter School make it possible for teachers to individually design each student's educational program. This creates an environment where all children can strive to reach their highest potential. We feel the charter school model is perfect for our mission. It gives Nittany Valley Charter School the autonomy to admit those students whose families are in agreement with the mission and are willing to uphold the requirements of the school's charter. That autonomy will also be important to hiring staff who must also be dedicated to the school's mission and all aspects of its implementation. The charter school will afford the opportunity of an option in education to all district students.

Vision

Vision Statement: At Nittany Valley Charter School, we hold a vision of every child learning in the way that is best for them and having a major role in determining what they will learn. As involved, valued learners they will develop a foundation for continued growth, both academically and as human beings. They will have the confidence to ask for help when needed and to work toward personal goals. Every student has limitations, strengths, and their own personal style. By developing those strengths and overcoming limitations, each child will move ahead in their own style to meet their potential.

Educational Values

Students

Our students feel that it is important to be a part of our community and feel accomplished when they can give to others. Our students give back to the community in a number of ways, including our charity work to make and deliver a meal to a homeless shelter, and partnering with our local park to help keep it clean and assist with maintenance. We seek out opportunities to include inter-generational experiences with our local retirement homes, participating in reading buddies, and giving several singing performances. We are always working to influence and expose our students to the importance of being a positive member of society and a helping-hand in the community.

Staff

First, we must understand every child holistically. Developing a relationship with each child is the first step. Once a child can feel comfortable and safe here, then they can “communicate” their needs in verbal and non-verbal ways. We must listen very closely to these communications and act upon them. Additionally, we cannot ignore the whole child as we concentrate on academics. Rather, we must first acknowledge the emotional, physical, and social needs of the child. Meeting those needs can help the student achieve academically. Second, we must value everyone and their ability to learn in a variety of ways. Our teaching should incorporate all of the various learning styles and allow the students to seek out those experiences that work for them. In this way, we can create active and engaged learners. To accommodate different learners, flexibility in our educational environment is key. We need teachers with many strengths and talents; we need a curriculum that easily adjusts to different interests and levels of skills; we need caring support personnel to provide for all of each child’s needs. Still, as a school we cannot do this alone. We must involve parents in all aspects of the school; we must reach out to the community to give and to receive; we must use resources provided locally, statewide, and internationally through the use of technology and interactions with others. Third, we should be forgiving of ourselves and others when we struggle to meet these needs. We must work together to find solutions to problems and learn from our mistakes. Our school is a work in progress. We continue to grow, adapt, and change, and we do so consciously.

Administration

Nittany Valley Charter School is a small school with 48 students, one Chief Executive Officer, and seven full-time certified teachers. Five of the teachers serve in the multi-grade classrooms, one assists with small group or one:one instruction as a Special Education teacher who works to meet the needs of our identified and struggling students. We also employ one certified Speech Therapist, one Physical Education/Health teacher, two Paraprofessionals and one part-time certified School Nurse. We contract in several other certified therapists including Occupational, and Vision, a social worker, and a School Psychologist. Our school serves grades Kindergarten through sixth grade.

Our small charter school has used its mission, established in 1998, to drive all decisions related to the education of our students while remaining current in the ever-growing changes in educational practices.

Parents

When you talk to parents of Nittany Valley Charter School, you will hear about “compassion”, “patience”, and “kindness”. NVCS provides many multi-age opportunities for interaction and learning between the grades. Teachers and students enjoy each other’s company and treat all individuals with thoughtfulness. Children feel valued by both students and teachers alike. But there is more than that. One parent said, “You gave my son a FUTURE and a love of learning he will carry forever. We will be forever grateful that we found NVCS.”

Community

The student population reflects the community of this university town, with diverse cultural and national backgrounds, family education levels, and socio-economic standings. Yet the school provides a close-knit learning community, in large part due to the family emphasis with multiple siblings attending the school and mandatory parent participation. Pennsylvania State University is the main industry in our town as well as a great community resource. Nittany Valley Charter School students are able to attend plays, art shows, historical exhibits, and educational tours at the university.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	Because our students enjoy coming to school and learning, we have historically had very good attendance rates.
Fiscally Responsible	Our annual financial audits indicate that we are spending the monies received on our students and in maintaining highly qualified teachers.

Challenges

Indicator	Comments/Notable Observations
PSSA Scores	We recognize that the number of students who perform at the Proficient rate or higher are lower than we would like, especially in Math.
Technology Needs	Our chromebooks, which are used for online testing, are mostly too old to be updated to the level needed for online testing. We will need to purchase many more newer versions before the PSSA testing window. Some teacher's laptops and desktops need to be replaced because they will not run Windows 11 after 2025.

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

Strengths

Indicator PSSA Science ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Our 4th grade PSSA Science scores indicate that our students have a good grasp of the science curriculum.
Indicator	Comments/Notable Observations

Special Education ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	With a higher than average special education population, we are still able to have these students included in the regular education classes with their peers for the majority of the school day.
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Challenges

Indicator Small Student Population ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations We do not have enough student population to have much data reported in the Future Ready PA Index, therefore it is hard to complete this section or gather much data from the report.
Indicator Covid-19 challenges ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The worldwide pandemic has had huge implications on all people, including students, who are suffering with social and emotional needs tied to this disturbance in their education.

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.

Maintaining the employ of highly effective and qualified teachers should help to improve our students abilities and be reflected in our standardized test scores.
Continuing to have parent support and a student population who enjoy attending school keep our attendance at a high level.
As one of the only local schools that continued with only in-person learning, we feel our students received a better education than most who were distance learning.

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.

Purchasing newer technology for our teachers to have updated equipment and for our students so that they can participate in online assessments and to have available for students who do have to be out of school for whatever reason, so that they can stay up to date on assignments.

Covid-19, and the educational loss associated with the shut-down, continues to be one of the largest challenges for all schools. This seems to have shown an increase in our general student population's social/emotional needs, and a student population who demonstrate a shorter attention span.

We would like to change our Math Curriculum K-6 to a more skill focused and less language based, which is proving difficult to find and the expense of a complete textbook purchase is a pricey endeavor.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Scores	Yearly assessments
MAP Testing Scores	Beginning, middle, and end assessments yearly.
Really Great Reading	Beginning, middle, and end assessments yearly.

English Language Arts Summary

Strengths

MAP and RGR assessments do show growth for the majority of our student population.
Our teacher/student ratio enables us to assist the students while differentiating instruction.
Students are eager/willing to participate in ELA classes especially in small reading groups.
Peer modeling through the use of reading buddies across grade spans.

Challenges

Up to date technology to support our new reading curriculum.
Lack of student interest in reading outside of school.
Fine motor skills and a lack of willingness to actually complete the entire writing process.

Mathematics

Data	Comments/Notable Observations
PSSA Scores	Our math scores show that this is a relative area of weakness.
MAP Testing	These scores show growth for all students.

Mathematics Summary

Strengths

A large majority of our student population shows growth in the data collected from MAP testing for math.
Our student population demonstrates enthusiasm for math class and participates positively.
Our teacher/student ratio enables us to assist the students while differentiating instruction.

Challenges

Our PSSA math scores are lower than we would like, with less population receiving a proficient score than desirable.
Students lack automaticity with math facts, which then hinders them from completing more complex math work.
Our current math curriculum no longer seems to meet the needs of our students, so we are currently exploring a curriculum that would be a better approach.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Scores	These scores tend to be higher than other subjects of PSSA testing on the whole, because of our hands-on approach to learning and learning experiences outside of the traditional classroom.
Science projects and assessments grades	Teachers assess student performance by creating projects rubrics and unit testing.
Environmental education and field trip journaling	Gives students the opportunity to review and reflect on our environmental experiences.

Science, Technology, and Engineering Education Summary

Strengths

Our environmental education program, which focuses on hands-on learning opportunities through weekly field trips based on our rotating science curriculum, is a strength in our mission that helps our students better understand the world around them.
Incorporates STEAM learning opportunities into daily classroom lessons as well as enrichments and specials.
Students are very motivated to participate in science.
We utilize a large amount of community experts to enrich our lessons.

Challenges

Monetary challenges, related to our small school size/enrollment, do not always allow for the latest technology and materials.
Preparing staff with the updated science standards that are due to change in 2025, and ensuring that we are aligning our instruction and materials to meet these new standards.
The cost to maintain our current mission of environmental education outings, weekly.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Community Involvement	As is in our mission, students have the opportunity to learn from others in our community on a regular basis. through field trips and guest speakers. In turn, this allows them to see and learn about a wide variety of careers.
PA Career Zone Website	Our students use the Pa Career Zone website to research careers that may be of interest to them, in compliance with the Career Readiness Standards.

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

False Environment and Ecology Omit

Data	Comments/Notable Observations
Environmental Education Program	We have a weekly, student attended, Environmental Education class where they are taught the standards of environmental education. Our EE program also gives our students many hands-on learning opportunities in our community through weekly field trips.
Social Studies and Science Classes	As part of our Social Studies and Science curriculum, students are taught the PA Integrated Standards for Science, Ecology, Technology and Engineering.

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
SEL Classes	Social and Emotional Learning activities are provided to our students in weekly classes and incorporated throughout their day.

Health Classes	Health Education is taught during the winter months at a variety of levels to classes which incorporate the standards from K-6 grades.
Physical Education Classes	Physical Education classes are an emphasis in our mission and are provided to all students twice weekly.

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

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

Data	Comments/Notable Observations
The Big Ides in Social Studies	All classroom teachers work to create yearly social studies "Big Ideas" to implement across the grades at various levels in accordance with the standards.
PBIS and Economics Program	We are tying our Positive Behavior reward system to Economics by creating a student-lead shop where all students may spend their "NVCS Bucks" earned to purchase tools to enhance learning and not toys.

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.

Our Environmental Education Program provides students with many opportunities to interact with a variety of people in our community which exposes students to many career paths as well as offering hands-on learning experiences to our students.
Our small student class sizes allows teachers to form better connections with both students and parents, allowing us a better understanding of their social and emotional needs.

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.

A side effect of the pandemic and the closure of schools seems to have created a continued need for focus on student's social and emotional needs.
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We have noticed a lack of willingness or motivation to attempt learning independently that we contribute to extended school closure periods because of the pandemic.

Many students seem to have a lessened ability to attend to learning due to limited attention spans because of today's digit age and the expectation of immediate feedback.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Access Testing	Our very small population of ELL students are required to be assessed annually to help us to better understand their educational needs.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA test scores	This student group does not score as well as we would like on standardized testing because of the nature of the testing.
NWEA Map Growth Assessments	These assessments provide teachers with a better understanding of this populations needs and provides us with data that does show growth academically.
Really Great Reading Assessments	This Science of Reading informed program, with trimester assessments, groups students based on their individual needs, allowing teachers to use this data to help drive instruction.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Food Pantry	As our district of residence does not provide free and reduced breakfast or lunch options, we have devoted funds and fundraising to supply a food pantry with healthy food options for this population.

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.

Our special education population are mostly itinerant learners allowing us to included them in the regular education classes with their peers most of the school day.
Our regular education teachers are familiar with the needs of our ELL students, better allowing them to participate fully in classes that are not ELL pull-out.

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.

Our special education population has difficulty with standardized testing.
We have no free or reduced lunch or breakfast options provided to our students through our sending district.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We should continue to have the extensive support staff that allows this population to remain successful in the regular education classrooms.
Title 1 Program	N/A
Student Services	We are well known for our very nurturing and inclusive environment. Because of our very small school size and high teacher to student ratio, along with our focus on the whole child needs, parents report feeling that our school is a safe environment for their children.
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	Our technology needed to participate in standardized testing is limited and we need to purchase better and newer equipment.
English Language Development Programs	Our small population of ELL students receive services while remaining in the regular education classrooms with peers as much as possible. WIDA testing does indicate academic growth for these students.

Strengths

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

We have a very safe and nurturing school environment that helps to make our parents feel comfortable sending their children here.
Our ELL students are doing well and are able to participate in the regular education programs as much as possible.
Our student to teacher ratio allows for more individualized learning opportunities for our students.

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.

Our technology needed to participate in standardized testing is limited and we need to purchase better and newer equipment.
Many students seem to have a lessened ability to attend to learning due to limited attention spans because of today's digit age and the expectation of immediate feedback.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. This is what we do best!

Identify and address individual student learning needs.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Engaging families to support learning at home has been a continued challenge since the Covid 19 shut-down.

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
Maintaining the employ of highly effective and qualified teachers should help to improve our students abilities and be reflected in our standardized test scores.	True
Continuing to have parent support and a student population who enjoy attending school keep our attendance at a high level.	False
As one of the only local schools that continued with only in-person learning, we feel our students received a better education than most who were distance learning.	False
MAP and RGR assessments do show growth for the majority of our student population.	True
Our teacher/student ratio enables us to assist the students while differentiating instruction.	False
Students are eager/willing to participate in ELA classes especially in small reading groups.	False
Our special education population are mostly itinerant learners allowing us to included them in the regular education classes with their peers most of the school day.	False
Our environmental education program, which focuses on hands-on learning opportunities through weekly field trips based on our rotating science curriculum, is a strength in our mission that helps our students better understand the world around them.	True
Our Environmental Education Program provides students with many opportunities to interact with a variety of people in our community which exposes students to many career paths as well as offering hands-on learning experiences to our students.	False
A large majority of our student population shows growth in the data collected from MAP testing for math.	False
Our student population demonstrates enthusiasm for math class and participates positively.	False
Our teacher/student ratio enables us to assist the students while differentiating instruction.	False
We have a very safe and nurturing school environment that helps to make our parents feel comfortable sending their children here.	False
Our ELL students are doing well and are able to participate in the regular education programs as much as possible.	False
Peer modeling through the use of reading buddies across grade spans.	False
Incorporates STEAM learning opportunities into daily classroom lessons as well as enrichments and specials.	False

Students are very motivated to participate in science.	False
We utilize a large amount of community experts to enrich our lessons.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. This is what we do best!	True
Identify and address individual student learning needs.	False
Our small student class sizes allows teachers to form better connections with both students and parents, allowing us a better understanding of their social and emotional needs.	False
Our regular education teachers are familiar with the needs of our ELL students, better allowing them to participate fully in classes that are not ELL pull-out.	False
Our student to teacher ratio allows for more individualized learning opportunities for our students.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School 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
Purchasing newer technology for our teachers to have updated equipment and for our students so that they can participate in online assessments and to have available for students who do have to be out of school for whatever reason, so that they can stay up to date on assignments.	False
Covid-19, and the educational loss associated with the shut-down, continues to be one of the largest challenges for all schools. This seems to have shown an increase in our general student population's social/emotional needs, and a student population who demonstrate a shorter attention span.	False
We would like to change our Math Curriculum K-6 to a more skill focused and less language based, which is proving difficult to find and the expense of a complete textbook purchase is a pricey endeavor.	False
We would like to change our Math Curriculum K-6 to a more skill focused and less language based, which is proving difficult to find and the expense of a complete textbook purchase is a pricey endeavor.	False
Up to date technology to support our new reading curriculum.	False
Lack of student interest in reading outside of school.	False
A side effect of the pandemic and the closure of schools seems to have created a continued need for focus on student's social and emotional needs.	False
Our PSSA math scores are lower than we would like, with less population receiving a proficient score than desirable.	False

Our special education population has difficulty with standardized testing.	False
Monetary challenges, related to our small school size/enrollment, do not always allow for the latest technology and materials.	False
Students lack automaticity with math facts, which then hinders them from completing more complex math work.	True
Our current math curriculum no longer seems to meet the needs of our students, so we are currently exploring a curriculum that would be a better approach.	True
Engaging families to support learning at home has been a continued challenge since the Covid 19 shut-down.	True
Fine motor skills and a lack of willingness to actually complete the entire writing process.	False
Preparing staff with the updated science standards that are due to change in 2025, and ensuring that we are aligning our instruction and materials to meet these new standards.	False
The cost to maintain our current mission of environmental education outings, weekly.	True
We have noticed a lack of willingness or motivation to attempt learning independently that we contribute to extended school closure periods because of the pandemic.	False
Many students seem to have a lessened ability to attend to learning due to limited attention spans because of today's digit age and the expectation of immediate feedback.	False
We have no free or reduced lunch or breakfast options provided to our students through our sending district.	False
Many students seem to have a lessened ability to attend to learning due to limited attention spans because of today's digit age and the expectation of immediate feedback.	False
Our technology needed to participate in standardized testing is limited and we need to purchase better and newer equipment.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Engaging families to support learning at home has been a continued challenge since the Covid 19 shut-down.	Because parents had to take a more involved role in education of their children during school closures, they seem to be more aware that teaching is not their area of expertise.	True
Students lack automaticity with math facts, which then hinders them from completing more complex math work.	There is less drill and practice of math facts built into the current math standardized curriculum.	True
Our current math curriculum no longer seems to meet the needs of our students, so we are currently exploring a curriculum that would be a better approach.	The Singapore Math in Focus curriculum that we have used since the switch to common core math focus is more language driven, which has proven to be a negative factor for a large population of our students.	True
The cost to maintain our current mission of environmental education outings, weekly.	The costs associated with renting a school bus has increased because of the increase in cost to the bus company for gas and drivers.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
MAP and RGR assessments do show growth for the majority of our student population.	Our teachers use the data gathered through measured academic progress assessments and really great reading assessments to drive their instruction to better meet the needs of each individual student.
Our environmental education program, which focuses on hands-on learning opportunities through weekly field trips based on our rotating science curriculum, is a strength in our mission that helps our students better understand the world around them.	We feel that these field trips are valuable for our students as they provide real-world experiences in which they can gain a practical insight into the community around them, giving them opportunities to broaden their horizons.
Maintaining the employ of highly effective and qualified teachers should help to improve our students abilities and be reflected in our standardized test scores.	Knowledgeable and effective teachers should be better able to engage students and create a more effective environment for learning, which in turn should translate to better standardized testing scores.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. This is what we do best!	We have clear expectations for behavior through our Positive Behavior Program that encourages trusting relationships and cultivates a culture of respect and inclusion.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to increase our expectations for homework and math review to be completed at home with parents support.
	We need to drill and practice math facts more, and ask that parents do the same at home with students.
	We are shifting our approach to teaching math and need to purchase a new curriculum that will guide our instruction.
	Our fundraising efforts should focus on raising money for field trips.

Goal Setting

Priority: We need to increase our expectations for homework and math review to be completed at home with parents support.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Track homework completion and add this to the report cards as a grade.		
Measurable Goal Nickname (35 Character Max)		
Homework Expectations		
Target Year 1	Target Year 2	Target Year 3
Assign homework, and communicate the need for this support at home.	Continue to assign homework and track completion, reaching out to families who are falling behind.	Track homework completion and add this to the report cards as a grade.

Priority: We need to drill and practice math facts more, and ask that parents do the same at home with students.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Provide Flash Cards to families and expect that some time is spent each week drilling these facts at home.		
Measurable Goal Nickname (35 Character Max)		
Math Drills at Home		
Target Year 1	Target Year 2	Target Year 3
Provide Flash Cards and ask that parents drill and practice them at home with their children.	Provide Flash Cards and ask that some time is spent each week practicing them at home with their children.	Provide Flash Cards to families and expect that some time is spent each week drilling these facts at home.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Teachers will spend time in math class drilling math facts so that our students have an increased automaticity with these facts, notable on fluency testing.		
Measurable Goal Nickname (35 Character Max)		
Teachers Drill and Practice Math Facts		
Target Year 1	Target Year 2	Target Year 3

Teachers should set aside time during math classes to drill and practice math facts.	Teachers should set aside time during math classes to drill and practice math facts, and administer math fluency tests.	Teachers will spend time in math class drilling math facts so that our students have an increased automaticity with these facts, notable on fluency testing.
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Priority: We are shifting our approach to teaching math and need to purchase a new curriculum that will guide our instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
PSSA standardized testing will show an increase in our mathematics scores.		
Measurable Goal Nickname (35 Character Max)		
Standardized Testing Increase		
Target Year 1	Target Year 2	Target Year 3
Purchase a new math curriculum that better aligns with our shifting approach to math instruction.	Assess the new math curriculum by our PSSA and MAP testing scores.	PSSA standardized testing will show an increase in our mathematics scores.

Priority: Our fundraising efforts should focus on raising money for field trips.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Have the money needed in the budget, through successful community fundraising events, to provide our students with regular field trips and hands-on learning opportunities outside of the classroom as is in our mission.		
Measurable Goal Nickname (35 Character Max)		
Regular Field Trips for Students		
Target Year 1	Target Year 2	Target Year 3
Focus on what fundraising efforts are available to our small school and still align with our school wellness policies.	Engage not only our parents, but our community at large in helping our fundraising efforts and events.	Have the money needed in the budget, through successful community fundraising events, to provide our students with regular field trips and hands-on learning opportunities outside of the classroom as is in our mission.

Action Plan

Measurable Goals

Homework Expectations	Math Drills at Home
Teachers Drill and Practice Math Facts	Standardized Testing Increase
Regular Field Trips for Students	

Action Plan For: Homework Completion with Parental Assistance

Measurable Goals:
<ul style="list-style-type: none"> Track homework completion and add this to the report cards as a grade.

Action Step		Anticipated Start/Completion Date	
Teachers will establish a routine for homework assignments and notify parents through the use of google docs.		2024-09-23	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Verna Etchells, Director of Education	Computer access with Google Docs, worksheets, and testing materials.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will return homework on-time and complete.	Teachers will assess students retention of material through in-class testing per unit.

Action Plan For: Drills and Practice

Measurable Goals:
<ul style="list-style-type: none"> Provide Flash Cards to families and expect that some time is spent each week drilling these facts at home. Teachers will spend time in math class drilling math facts so that our students have an increased automaticity with these facts, notable on fluency testing. PSSA standardized testing will show an increase in our mathematics scores.

Action Step		Anticipated Start/Completion Date	
Research and purchase a new Math Curriculum for whole school instruction.		2025-09-24	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Verna Etchells, Director of Education	New Math Textbooks for entire school.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Weekly Fluency Drills/Mad Minute testing		2024-09-23	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Verna Etchells, Director of Education	Flash cards, fluency testing materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased math scores and proficiency on standardized testing.	Classroom teachers will monitor through the use of unit tests, throughout the curriculum.

Action Plan For: Hands-on Learning Experiences Outside of the Classroom

Measurable Goals:
<ul style="list-style-type: none"> Have the money needed in the budget, through successful community fundraising events, to provide our students with regular field trips and hands-on learning opportunities outside of the classroom as is in our mission.

Action Step		Anticipated Start/Completion Date	
Involving local businesses in our fundraising efforts to support our environmental education plan.		2024-10-01	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mike Manni, Field Trip Coordinator	Environmental Education Plan based on the Science Curriculum and State Standards/ Community Involvement in Fundraising	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased funds to offset the expense for weekly field trips as per our school mission.	Budgeting

Action Plan For: Hands-on Learning Experiences Outside of the Classroom

Measurable Goals:
<ul style="list-style-type: none"> Have the money needed in the budget, through successful community fundraising events, to provide our students with regular field trips and hands-on learning opportunities outside of the classroom as is in our mission.

Action Step		Anticipated Start/Completion Date	
Involving local businesses in our fundraising efforts to support our environmental education plan.		2024-10-01	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mike Manni, Field Trip Coordinator	Environmental Education Plan based on the Science Curriculum and State Standards/ Community Involvement in Fundraising	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved scores on the PSSA Science testing.	PSSA testing outcomes

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Homework Completion with Parental Assistance	Teachers will establish a routine for homework assignments and notify parents through the use of google docs.
Drills and Practice	Research and purchase a new Math Curriculum for whole school instruction.

Homework Assignment Routine

Action Step		
<ul style="list-style-type: none"> Teachers will establish a routine for homework assignments and notify parents through the use of google docs. 		
Audience		
All Classroom Teachers		
Topics to be Included		
How to create and maintain a google document that will be shared with parents announcing homework assignments and deadlines.		
Evidence of Learning		
Survey the Parents after completion to verify the ease of use.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Verna Etchells, Director of Education	2024-08-20	2025-05-21

Learning Format

Type of Activities	Frequency
Inservice day	Monthly check-ins
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 4c: Communicating with Families 3a: Communicating with Students 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

New Math Curriculum

Action Step

<ul style="list-style-type: none"> • Research and purchase a new Math Curriculum for whole school instruction. 		
Audience		
All Math Instructors		
Topics to be Included		
Researching a math curriculum that better suits the needs of our students and is less language based.		
Evidence of Learning		
Improvement on math testing including scores on standardized testing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Verna Etchells, Director of Education	2024-08-20	2027-05-20

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3b: Using Questioning and Discussion Techniques • 1a: Demonstrating Knowledge of Content and Pedagogy • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 4a: Reflecting on Teaching • 1e: Designing Coherent Instruction • 4b: Maintaining Accurate Records • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Homework Completion with Parental Assistance	Teachers will establish a routine for homework assignments and notify parents through the use of google docs.
Drills and Practice	Research and purchase a new Math Curriculum for whole school instruction.

Back-to-School Night

Action Step		
<ul style="list-style-type: none"> Teachers will establish a routine for homework assignments and notify parents through the use of google docs. 		
Audience		
Parents and Guardians		
Topics to be Included		
Training in the use of Google Docs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Verna Etchells, Director of Education	2024-09-18	2024-09-18

Communication

Type of Communication	Frequency
Presentation	One time presentation

Communication

Type of Communication	Frequency
Presentation	One time presentation

New Math Curriculum

Action Step		
Audience		
Parents and Guardians		
Topics to be Included		
Training in the use of Google Docs		
Lead Person/Position	Anticipated Start	Anticipated Completion

Verna Etchells, Director of Education	2024-09-18	2024-09-18
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Communication

Type of Communication	Frequency
Presentation	One time presentation

Communication

Type of Communication	Frequency
Presentation	One time presentation

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Kara Martin	2024-03-18
Building Principal Signature	Date
School Improvement Facilitator Signature	Date