

LINE MOUNTAIN SD

185 Line Mountain Road

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Line Mountain's mission is to be a District where we are preparing all students for life.

VISION STATEMENT

Line Mountain School district needs to be recognized as a highly regarded, student-centered educational entity, which prepares students for their future endeavors as life long learners.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The LMSD will strive to be a district where students feel safe, supported, and respected. Students will be equipped with the skills necessary to be informed healthy, productive, and responsible citizens in a progressive society.

STAFF

Staff will strive for a holistic approach to fair is not always equal; whereas they will embrace diversity, and equity through differentiated instructions. Finally in conjunction with students staff will diligently promote and develop an environment where emotional, intellectual, and physical development are promoted in the safest of environments. Staff will promote and strive to achieve the districts four non-negotiables shared values can be found throughout our district and on the front page of our web-site. The Line Mountain Schools District opines that we are a district 1.) Where ALL students can learn; 2.) Where fair is NOT always equal; 3.) Where Assessment drives instruction & 4.) Failure is not an option. The first 3 can be found at the top of our district web-site. These four values are the the tenets we encourage faculty, staff, students, & community to live by. Additionally we believe: All students will be given opportunities to develop individual goals and to achieve district/state standards. All students, parents, administration, and staff, should work together to create a safe and respectful school. The educational program must adapt to the changing needs of the local/global community. The education program should provide application to real world experiences for all students.

ADMINISTRATION

Administration will strive to consistently facilitate and atmosphere where; All students, parents, administration, and staff, should work together to create a safe and respectful school. Administration must constantly realize that the educational program must adapt to the changing needs of the local/global community. The education program should provide application to real world experiences for all students. The priority for the administrative team is to be the leaders in facilitating Professional Learning Communities (PLC's) where staff is striving to be a school where "All Students Can Lear." Administration is committed too four non-negotiables and/or shared values can be found throughout our district and on the front page of our web-site. The Line Mountain Schools District opines that we are a district 1.) Where ALL students can learn; 2.) Where

fair is NOT always equal; 3.) Where Assessment drives instruction & 4.) Failure is not an option. The first 3 can be found at the top of our district web-site.

PARENTS

All students, parents, administration, and staff, should work together to create a safe and respectful school. The educational program must adapt to the changing needs of the local/global community. The education program should provide application to real world experiences for all students, where communication with their parents is promoted.

COMMUNITY

Our community will play an active role in developing individual goals and to achieve district/state standards. All students, parents, administration, and staff, should work together with the whole community to create a safe, respectful, and common goal of promoting community involvement. The educational program must adapt to the changing needs of the local/global community. The education program should provide application to real world experiences for all students.

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------|---------------|---|
| David Campbell | Administrator | Line Mountain School District |
| Amy Dunn | Administrator | Line Mountain School District |
| Jeff Lagerman | Administrator | Line Mountain School District |
| Brad Shrum | Administrator | Line Mountain School District |
| Troy Laudenslager | Board Member | Board President |
| Beth Reed | Staff Member | Kindergarten Teacher |
| Jackie Kelley | Staff Member | 3rd grade Teacher |
| Amy Young | Staff Member | 4th Grade teacher |
| Candy Adams | Staff Member | Kindergarten - 4th Grade Nurse |
| Autumn Spotts | Staff Member | Kindergarten - 4th Grade Reading Specialist |
| Kristen Knock | Parent | Kindergarten - 4th Grade Parent |
| Lori Hackenberg | Staff Member | 6th Grade Teacher |
| Mark Shearer | Staff Member | 7th Grade Teacher |

| Name | Position | Building/Group |
|------------------|------------------|---|
| Jen Heitzman | Staff Member | 5th-8th Grade Guidance |
| Jaymi Shiko | Parent | 5th-8th Grade Parent |
| Heather Troutman | Staff Member | 5th-8th Grade Life Skills |
| Allison Michael | Staff Member | 5th-12th Grade Nurse |
| Hannah Campbell | Staff Member | 9th-12th Grade social Studies |
| Lydia Bomgardner | Staff Member | 5th-12th Grade Gifted |
| Rodney Knock | Staff Member | 9th-12th Grade Sociology/Psychology |
| Brett Schadel | Community Member | Community Business Owner |
| Mike Martz | Community Member | Community Business Owner |
| Kelly Heim | Parent | 5th-12th Grade Parent |
| Amy Zartman | Parent | 5th-12th Grade Parent |
| Kyrie Ciborowski | Administrator | Line Mountain School District |
| Christine Shearn | Administrator | Line Mountain School District |
| Sarah Dutweiler | Staff Member | 9th-12th Grade Title I / reading specialist |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| Meet with faculty regularly to ensure they are using standards and assessment anchors for their curriculum. | Mathematics |
| We will research industry based credentials for our student population that will help them meet their career pathway. | Industry-Based Learning |
| Assessment data will be analyzed to determine interventions and increase rigor for these student groups. | Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|--------------------------------------|--|
| PVAAS, CDT, Study Island, SkillUP PA | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| MS Math Growth | PVAAS data will be used to measure growth for middle school math. We will strive to increase the number of proficient/advanced to 40% by 2026. |
| Industry-Based Credentials | Future Ready Index will indicate growth in Industry-Based Learning from the 2023 data throughout the 2025 data collection reaching the statewide average of 28.8% by 2026. |

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Student Groups

PVAAS will indicate growth in the lowest and highest achieving student groups using 2022 data throughout the 2025 data collection years to reach an increase 4 out of 5 student achievement groups meeting or exceeding the growth standard in each grade/subject area by 2026.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Use data and prepare assessment driven instruction. Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists.

2023-08-21 -
2026-06-30

Building Level
Principals/Curriculum
Director/Special
Education Director

PVAAS, PSSA, Keystones,
CDT, SkillUP PA

Anticipated Outcome

Student academic achievement and opportunities will increase on state assessments and industry-based learning.

Monitoring/Evaluation

Review data and develop action plan for individual students.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|--|
| <p>PVAAS data will be used to measure growth for middle school math. We will strive to increase the number of proficient/advanced to 40% by 2026. (MS Math Growth)</p> <p>Future Ready Index will indicate growth in Industry-Based Learning from the 2023 data throughout the 2025 data collection reaching the statewide average of 28.8% by 2026. (Industry-Based Credentials)</p> <p>PVAAS will indicate growth in the lowest and highest achieving student groups using 2022 data throughout the 2025 data collection years to reach an increase 4 out of 5 student achievement groups meeting or exceeding the growth standard in each grade/subject area by 2026. (Student Groups)</p> | <p>PVAAS, CDT, Study Island, SkillUP PA</p> | <p>Use data and prepare assessment driven instruction. Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists.</p> | <p>08/21/2023 - 06/30/2026</p> |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---|--|--|
| <p>PVAAS data will be used to measure growth for middle school math. We will strive to increase the number of proficient/advanced to 40% by 2026. (MS Math Growth)</p> <p>Future Ready Index will indicate growth in Industry-Based Learning from the 2023 data throughout the 2025 data collection reaching the statewide average of 28.8% by 2026. (Industry-Based Credentials)</p> <p>PVAAS will indicate growth in the lowest and highest achieving student groups using 2022 data throughout the 2025 data collection years to reach an increase 4 out of 5 student achievement groups meeting or exceeding the growth standard in each grade/subject area by 2026. (Student Groups)</p> | <p>PVAAS, CDT, Study Island, SkillUP PA</p> | <p>Use data and prepare assessment driven instruction. Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists.</p> | <p>08/21/2023 - 06/30/2026</p> |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

HS Literature, Algebra, and Biology show moderate evidence that the groups exceeded the growth standard.

Economically Disadvantaged performance.

Keystone Content Areas are meeting or exceeding the standards for academic growth at the high school level.

MTSS and data assist in determining necessary interventions for student groups.

Students have opportunities to take dual enrollment courses to explore and experience college-level material while still in high school.

Students have ample opportunity to explore careers both in and outside of the classroom.

We have a strong Technical Education program that is currently expanding.

Algebra I is showing significant evidence that the district exceeded the growth standard.

Challenges

5th and 6th grade Math.

7th and 8th grade ELA

Challenging and growing the highest and lowest student groups.

Fidelity of implementation of instructional strategies.

Increase the availability and accessibility of industry-based credentials for our students. This will be essential for those students seeking a Pathway to Graduation other than the traditional Proficiency Pathway to meet Act 158 requirements.

Increase enrollment in STEM/STEAM courses.

Grade 5 is showing significant evidence that the district did not meet the growth standard.

Grade 6 Math is not showing growth in the mid to high groups.

The low achieving group in 8th grade is showing moderate evidence that the group did not meet the growth standard

MS/HS are short of meeting the statewide goal by 5%.

Strengths

Grade 6 Math is showing moderate evidence that the lowest achieving group is exceeded the growth standard

Grade 4, 7, and 8 Math have met the growth standard.

Grade 8 Math is exceeding growth with the two highest achieving groups and the low-mid group.

Grade 4 and HS Biology are exceeding the growth standard.
Grade 8 is meeting the growth standard.

In Biology, the low-middle and two highest achieving groups are exceeding the growth standard. In grades 4 and 8, the mid-high groups are exceeding the growth standard.

Our economically disadvantaged students participate in a weekend/holiday backpack program. Students are sent home with bags of food to sustain their needs for the weekend days and holiday breaks.

This groups performance is equitable among other student groups.

The Title I program is offered in all buildings.

The additional of the community and school based health program as well as our two mental health counselors has significantly improved the well-being of our students.

Challenges

Our growing ELL population and lack of those certified in this area is posing a challenge.

Being that the school is in a rural setting, it is often difficult for parents to access/have transportation to community and mental health resources outside of the school setting.

Based on location, partnering with local businesses, community organizations, and other agencies to meet the needs of the district poses a difficulty.

Strengths

In the district, we foster a vision and culture of high expectations for success for all students, educators, and families.

We recruit and retain high-quality teachers and leaders.

Most Notable Observations/Patterns

We are developing our Professional Development for faculty and staff based on the needs of our teachers and students.

| Challenges | Discussion Point | Priority for Planning |
|--|---|------------------------------|
| 5th and 6th grade Math. | Teachers are aligning the math curriculum to the assessment anchors. | ✓ |
| Increase the availability and accessibility of industry-based credentials for our students. This will be essential for those students seeking a Pathway to Graduation other than the traditional Proficiency Pathway to meet Act 158 requirements. | We will research industry based credentials for our student population that will help them meet their career pathway. | ✓ |
| Challenging and growing the highest and lowest student groups. | Assessment data will be analyzed to determine interventions and increase rigor for these student groups. | ✓ |

ADDENDUM B: ACTION PLAN

Action Plan: PVAAS, CDT, Study Island, SkillUP PA

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Use data and prepare assessment driven instruction. Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists. | 08/21/2023 - 06/30/2026 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| Review data and develop action plan for individual students. | Student academic achievement and opportunities will increase on state assessments and industry-based learning. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|---------|-----------|
| PVAAS, PSSA, Keystones, CDT, SkillUP PA | yes | yes |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|--|----------------------|
| <p>PVAAS data will be used to measure growth for middle school math. We will strive to increase the number of proficient/advanced to 40% by 2026. (MS Math Growth)</p> | <p>PVAAS, CDT, Study Island, SkillUP PA</p> | <p>Use data and prepare</p> | <p>08/21/2023</p> |
| <p>Future Ready Index will indicate growth in Industry-Based Learning from the 2023 data throughout the 2025 data collection reaching the statewide average of 28.8% by 2026. (Industry-Based Credentials)</p> | | <p>assessment driven instruction.</p> | <p>-</p> |
| <p>PVAAS will indicate growth in the lowest and highest achieving student groups using 2022 data throughout the 2025 data collection years to reach an increase 4 out of 5 student achievement groups meeting or exceeding the growth standard in each grade/subject area by 2026. (Student Groups)</p> | | <p>Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists.</p> | <p>06/30/2026</p> |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|----------|---|
| Assessment Training | Faculty | Faculty will learn how to navigate and use the PVAAS website and DRC website (CDT) for data collection. HS teachers and counselors will become familiar with the SkillUP Pa website to support students career goals. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|-------------------------|--|
| Student academic growth will increase with the use of authentic and rigorous assessments created through use of data collection. | 08/21/2023 - 06/30/2026 | Building Level Principals/Curriculum Director/Special Education Director |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| | Teaching Diverse Learners in Inclusive Settings |



ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---|--|---|
| <p>PVAAS data will be used to measure growth for middle school math. We will strive to increase the number of proficient/advanced to 40% by 2026. (MS Math Growth)</p> <p>Future Ready Index will indicate growth in Industry-Based Learning from the 2023 data throughout the 2025 data collection reaching the statewide average of 28.8% by 2026. (Industry-Based Credentials)</p> <p>PVAAS will indicate growth in the lowest and highest achieving student groups using 2022 data throughout the 2025 data collection years to reach an increase 4 out of 5 student achievement groups meeting or exceeding the growth standard in each grade/subject area by 2026. (Student Groups)</p> | <p>PVAAS, CDT, Study Island, SkillUP PA</p> | <p>Use data and prepare assessment driven instruction. Building principals will review data. Grade level teams will meet, review, and analyze data with the principal and specialists.</p> | <p>2023-08-21 - 2026-06- 30</p> |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------------|----------------------------------|--|
| Assessment Drives Instruction | Students, Parents, and Community | State Assessment results, testing information, graduation requirements |
| Anticipated Timeframe | Frequency | Delivery Method |
| 08/21/2023 - 06/30/2026 | Annually | Letter Posting on district website |
| Lead Person/Position | | |
| Principals | | |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

