

GENERAL MCLANE SD

11771 Edinboro Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The General McLane School District meets students where they are and empowers them to fulfill their potential.

VISION STATEMENT

The General McLane School District fosters an environment to meet the unique needs and aspirations of all students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

GMUSD students will work to achieve their goals, utilize support when they need it, and be active participants in their learning and educational needs. Students will treat each other with kindness and respect while being encouraging and supportive. Students will have a nurturing environment where healthy risk-taking is encouraged, celebrated, and supported.

STAFF

Staff will provide a warm and inviting environment that allows students to feel safe and nurtured. Staff will provide rigorous, engaging, and differentiated instruction to meet the varied needs of the students they serve and to ensure that they are set up for academic success both in the classroom and a local, regional, and global society. Staff will collaborate with one another, with the students, and with parents to ensure that goals are aligned and met.

ADMINISTRATION

The administration prioritizes the needs of students and staff by facilitating a safe and secure environment. The administration promotes and celebrates all aspects of personal and professional growth. The administration values communication and collaboration among all groups. The administration models ethical behavior, high standards, and empathy. The administration will seek opportunities to connect students to their local, regional, and global community.

PARENTS

Parents will support and communicate with the teachers, administrators, and students. Parents will provide their students with support outside of the classroom while stressing the importance of student responsibility and ownership in learning. The parents are educational, emotional, and social advocates for their children. The parents will seek opportunities to connect students to their local, regional, and global community.

COMMUNITY

The community partners with students to provide opportunities to promote a life-long desire to serve their community. The community values the district as a community resource that increases the value of the region. The community values public education and the role that it plays in developing an informed citizenry. The community will seek opportunities to connect students to their local, regional, and global community.

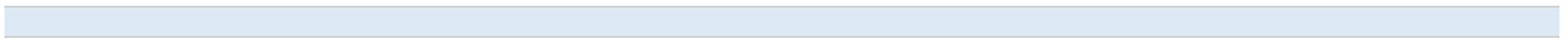
STEERING COMMITTEE

Name	Position	Building/Group
Matthew Lane	Administrator	General McLane SD
Steven Karns	Administrator	General McLane SD
Sarah Grabski	Other	General McLane SD
Michael Cannata	Administrator	General McLane SD
Mary Anne Cousins	Staff Member	General McLane HS
Jeffrey Brasington	Staff Member	James W. Parker Middle School
Murray Lohr	Staff Member	Edinboro Elementary
James Pete	Staff Member	McKean Elementary
Christine Sitek	Community Member	N/A
Stephanie Hargest	Community Member	N/A
Tom Lytle	Community Member	Growing & Learning Center

Name

Position

Building/Group



ESTABLISHED PRIORITIES

Priority Statement

The school will offer professional development to teachers in order to implement evidenced-based instructional strategies and programs to ensure that all students have access to rigorous, standards-aligned instruction.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

The district will continue to cultivate opportunities for students that align with post-graduation goals, and will provide information for students and families to learn more about those opportunities so that they can make informed decisions.

Career Standards Benchmark
Post-secondary transition to school, military, or work

ACTION PLAN AND STEPS

Evidence-based Strategy

Effective Advising for Post-Secondary Students

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increased Enrollment at

Of the current freshman class (Class of 2025), 17% applied for enrollment at the Erie County Technical School.

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

ECTS

Within the county, the percentage of freshman who applied ranges from 15% of enrolled freshman (Millcreek) to 50% of enrolled freshman (North East). The average across the county was 31%. By Target year 3, 32% of the General McLane freshman will apply for enrollment at the Erie County Technical School.

Dual Enrollment Participation

During the 2021-2022 school year, 37 students participated in Dual Enrollment to earn college credits while still in High School. By Year 3 of this plan, 49 students will participate in Dual Enrollment.

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

Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.

2022-08-30 -
2025-06-30

Dan Mennow
(principal), Jason Keim
(assistant principal)

Career Ready PA
Resources, PA Career
Ready Skills Toolkit

Anticipated Outcome

Students have experiences in post-secondary pathways based on their interests and abilities.

Monitoring/Evaluation

School and district administrators will track percentage enrollment in ECTS and dual enrollment programs while also monitoring pathway and academy development at GMHS.

Evidence-based Strategy

Organizing Instruction and Study to Improve Student Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased Achievement on PSSA	In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively.
PVAAS Growth on Keystones	Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development on teaching foundational literacy skills aligned to the science of reading.	2022-08-24 - 2025-06-06	Steven Karns/Director of Curriculum, Instruction, and Assessment	
Select and implement a new mathematics curriculum resource in grades K-8 aligned to the PA Core.	2022-08-25 - 2023-06-08	Steven Karns/Director of Curriculum, Instruction, and Assessment	Mathematics Textbook and Aligned Curriculum Standards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Fully implement the CDT in Algebra, Literature, and Biology at the High School to provide teachers with data necessary to make informed instructional decisions aligned to student needs.	2022-08-24 - 2025-06-06	Steven Karns/Director of Curriculum, Instruction, and Assessment	
Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.	2022-08-24 - 2025-06-06	Steven Karns/Director of Curriculum, Instruction, and Assessment	
Training for teachers on utilizing Performance Matters and PVAAS to analyze student performance data and adjust instruction based on students' needs.	2022-08-24 - 2025-06-06	Steven Karns/Director of Curriculum, Instruction, and Assessment	

Anticipated Outcome

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Monitoring/Evaluation

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Of the current freshman class (Class of 2025), 17% applied for enrollment at the Erie County Technical School. Within the county, the percentage of freshman who applied ranges from 15% of enrolled freshman (Millcreek) to 50% of enrolled freshman (North East). The average across the county was 31%. By Target year 3, 32% of the General McLane freshman will apply for enrollment at the Erie County Technical School. (Increased Enrollment at ECTS)</p> <p>During the 2021-2022 school year, 37 students participated in Dual Enrollment to earn college credits while still in High School. By Year 3 of this plan, 49 students will participate in Dual Enrollment. (Dual Enrollment Participation)</p>	Effective Advising for Post-Secondary Students	Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	08/30/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p> <p>Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)</p>	<p>Organizing Instruction and Study to Improve Student Learning</p>	<p>Provide professional development on teaching foundational literacy skills aligned to the science of reading.</p>	<p>08/24/2022 - 06/06/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Of the current freshman class (Class of 2025), 17% applied for enrollment at the Erie County Technical School. Within the county, the percentage of freshman who applied ranges from 15% of enrolled freshman (Millcreek) to 50% of enrolled freshman (North East). The average across the county was 31%. By Target year 3, 32% of the General McLane freshman will apply for enrollment at the Erie County Technical School. (Increased Enrollment at ECTS)</p> <p>During the 2021-2022 school year, 37 students participated in Dual Enrollment to earn college credits while still in High School. By Year 3 of this plan, 49 students will participate in Dual Enrollment. (Dual Enrollment Participation)</p>	Effective Advising for Post-Secondary Students	Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	08/30/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our growth on the NWEA MAP assessment among students who took the Reading k-2 and the Reading 2-5 assessments increased 14.8 and 9.1 RIT points, respectively.

GM DIBELS composite scores increased 113.5 points from the start of the 2021-2022 school year to the middle of the 2021-2022 school year.

Average growth among students in GM who took the NWEA MAP K-2 and 2-5 assessments increased by 17.03 and 13.97 RIT points, respectively.

The three-year growth average (2017-2019) for 4th-grade science reflects significant evidence that the LEA/District exceeded the growth standard.

Academic achievement in elementary English Language Arts.

Academic achievement in math and ELA at James W. Parker Middle School.

Academic achievement and growth in math on the Algebra Keystone Exam.

Challenges

GM growth on the NWEA MAP assessment among students who took the Reading 6+ assessment only increased 1.735 RIT points from the start to the end of the 2020-2021 school year.

The three year averages (2017-2019) in grades 5-8 all indicated moderate to significant evidence that the LEA did not meet the growth standard.

Average growth among students in GM who took the NWEA MAP 6+ assessment in math increased by 5.85 RIT points. This is a relative weakness. Average growth of close to 6 RIT points indicates that many, if not most, students would have achieved their growth target.

The three-year growth averages (2017-2019) in 8th-grade science and biology both reflect significant evidence that the LEA/District did not meet the growth standard.

Academic growth in ELA (2018-2019 and 2020-2021) and science (2018-2019) at James W. Parker Middle School.

Academic growth in Literature at General McLane High School.

Academic growth in math at Edinboro Elementary.

Strengths

Economically Disadvantaged at Edinboro Elementary: Students identified as economically disadvantaged had a greater percentage of proficient and advanced scores than the group consisting of all students.

Economically Disadvantaged at James W. Parker Middle School: Students identified as economically disadvantaged scored only 4.2% below the state average and 13.7% below the district's percentage of proficient and advanced students in English Language Arts at JWPMS.

Economically Disadvantaged at McKean Elementary School: The growth score for the 2018-2019 school year among students identified as economically disadvantaged in ELA at McKean Elementary was 90. This exceeded the all student group by 12 points.

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Ensure effective, standards-aligned curriculum and assessment

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

Challenges

Economically Disadvantaged at Edinboro Elementary (Math and ELA): Academic achievement among students identified as economically disadvantaged on the ELA and math PSSA at Edinboro Elementary were 10% and 14.8% below the percentage of all students who scored proficient or advanced. The district will utilize MAP and DIBELS data to analyze and better understand areas of improvement.

Students with Disabilities at James W. Parker Middle School (Math, ELA, and Science): In ELA, math, and science, the overall percentage of students with disabilities who scored proficient or advanced on the PSSA at James W. Parker Middle School in 2020-2021 was 27%, 15.7%, and 23.5%, respectively. Those percentages ranged from 28.1% to 38.3% below the all student group. The district will utilize MAP and DIBELS data to analyze and better understand areas of improvement.

Students with Disabilities at McKean Elementary: The percentage of students who scored proficient and advanced, who are identified as students with disabilities, was 16.1% and 29% in math and ELA, respectively. Both of these percentages are well below the all student group. The district will utilize MAP and DIBELS data to analyze and better understand areas of improvement.

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

Strengths

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

Title 1 resources will be allocated to meet the learning needs of our student subgroups identified as underperforming in Future Ready data.

The K-12 Guidance Plan will help to establish pathways to college and career ready experiences for students during their time in the district.

General McLane utilizes Naviance in grades 5-12 to ensure that all students have experiences related to college and career readiness.

General McLane requires all students to take a College and Career Readiness course in 11th-grade. That course now includes units on personal finance.

Challenges

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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

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

All of the applicable plans should reference the needs students in terms of achievement/growth and college/career ready experiences.

General McLane has 45 student enrolled at ECTS. The trend is positive (21 sophomores compared with 13 seniors), however the overall participation rate relative to the enrollment of the district trails most other county schools.

Only 17% of the freshman class applied to ECTS. Of those 17%, 81% were admitted. Ultimately, only 14% of the current freshman class was admitted to ECTS.

Increase student participation in offerings designed to provide explicit preparation for college and career readiness, such as Erie

Challenges

County Technical School, Internships, Dual Enrollment, and AP courses.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Increase student participation in offerings designed to provide explicit preparation for college and career readiness, such as Erie County Technical School, Internships, Dual Enrollment, and AP courses.

ADDENDUM B: ACTION PLAN

Action Plan: Effective Advising for Post-Secondary Students

Action Steps	Anticipated Start/Completion Date
Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	08/30/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
School and district administrators will track percentage enrollment in ECTS and dual enrollment programs while also monitoring pathway and academy development at GMHS.	Students have experiences in post-secondary pathways based on their interests and abilities.

Material/Resources/Supports Needed	PD Step	Comm Step
Career Ready PA Resources, PA Career Ready Skills Toolkit	yes	yes



Action Plan: Organizing Instruction and Study to Improve Student Learning

Action Steps**Anticipated Start/Completion Date**

Provide professional development on teaching foundational literacy skills aligned to the science of reading.

08/24/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

yes



Action Steps**Anticipated Start/Completion Date**

Select and implement a new mathematics curriculum resource in grades K-8 aligned to the PA Core.

08/25/2022 - 06/08/2023

Monitoring/Evaluation**Anticipated Output**

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Material/Resources/Supports Needed**PD Step****Comm Step**

Mathematics Textbook and Aligned Curriculum Standards

no

no



Action Steps**Anticipated Start/Completion Date**

Fully implement the CDT in Algebra, Literature, and Biology at the High School to provide teachers with data necessary to make informed instructional decisions aligned to student needs.

08/24/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



Action Steps**Anticipated Start/Completion Date**

Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.

08/24/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



Action Steps**Anticipated Start/Completion Date**

Training for teachers on utilizing Performance Matters and PVAAS to analyze student performance data and adjust instruction based on students' needs.

08/24/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.

Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Of the current freshman class (Class of 2025), 17% applied for enrollment at the Erie County Technical School. Within the county, the percentage of freshman who applied ranges from 15% of enrolled freshman (Millcreek) to 50% of enrolled freshman (North East). The average across the county was 31%. By Target year 3, 32% of the General McLane freshman will apply for enrollment at the Erie County Technical School. (Increased Enrollment at ECTS)</p> <p>During the 2021-2022 school year, 37 students participated in Dual Enrollment to earn college credits while still in High School. By Year 3 of this plan, 49 students will participate in Dual Enrollment. (Dual Enrollment Participation)</p>	Effective Advising for Post-Secondary Students	Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	08/30/2022 - 06/30/2025
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p> <p>Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)</p>	Organizing Instruction and Study to Improve Student Learning	Provide professional development on teaching foundational literacy skills aligned to the science of reading.	08/24/2022 - 06/06/2025
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8.</p>	Organizing	Fully implement	08/24/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p> <p>Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)</p>	Instruction and Study to Improve Student Learning	the CDT in Algebra, Literature, and Biology at the High School to provide teachers with data necessary to make informed instructional decisions aligned to student needs.	- 06/06/2025
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p> <p>Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)</p>	Organizing Instruction and Study to Improve Student Learning	Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.	08/24/2022 - 06/06/2025
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p>	Organizing Instruction and Study to Improve	Training for teachers on utilizing Performance	08/24/2022 - 06/06/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)	Student Learning	Matters and PVAAS to analyze student performance data and adjust instruction based on students' needs.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
The Science of Reading	Elementary School Teachers	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers in grades K-3 will utilize a code-based, systematic, and explicit approach to teaching students how to read.	07/20/2022 - 06/06/2025	Steven Karns/Director of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

- Language and Literacy Acquisition for All Students
- Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Utilizing Data to Impact Instruction

High School Teachers

Utilizing CDT data to make instructional decisions in order to ensure students have the knowledge necessary to be successful on each Keystone Exam.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teachers will access student performance data to drive instruction. Utilization of available tools will be considered evidence of learning.

08/24/2022 - 07/20/2022

Steven Karns/Director of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

Professional Development Step

Audience

Topics of Prof. Dev

Differentiated Instruction to Meet the Needs of All Students

Teachers K-12

Differentiated instruction and providing students with enrichment in the core curriculum.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teachers will utilize techniques in their daily instruction to meet the needs of diverse learners in the same class.

07/20/2022 - 08/23/2025

Steven Karns/Director of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students
- 4e: Growing and Developing Professionally
- 1c: Setting Instructional Outcomes
- 4d: Participating in a Professional Community

Professional Development Step

Audience

Topics of Prof. Dev

Develop a pathway/academy program at GMHS

High School Teachers, School Counselors,
and Administrators

Developing pathways/academy programs
at GMHS

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

School counselors will work with students to utilize the pathways and academy programs to schedule students based on their intentions after graduation.

07/20/2022 - 06/06/2025

Steven Karns/Director of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Of the current freshman class (Class of 2025), 17% applied for enrollment at the Erie County Technical School. Within the county, the percentage of freshman who applied ranges from 15% of enrolled freshman (Millcreek) to 50% of enrolled freshman (North East). The average across the county was 31%. By Target year 3, 32% of the General McLane freshman will apply for enrollment at the Erie County Technical School. (Increased Enrollment at ECTS)</p> <p>During the 2021-2022 school year, 37 students participated in Dual Enrollment to earn college credits while still in High School. By Year 3 of this plan, 49 students will participate in Dual Enrollment. (Dual Enrollment Participation)</p>	Effective Advising for Post-Secondary Students	Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.	2022-08-30 - 2025-06-30
<p>In 2021, 68.1% of students scored proficient or advanced on the ELA PSSA in grades 3-8. In that same year, 47% of students scored proficient or advanced on the math PSSA in grades 3-8. By Target Year 3, 77% and 59% will score proficient or advanced on the PSSA in ELA and math, respectively. (Increased Achievement on PSSA)</p> <p>Student growth on the Literature, Algebra 1, and Biology Keystones will increase by 15 points from school year 2020-2021. The growth score in Target Year 3 will be 94, 85, and 65 in Literature, Algebra 1, and Biology, respectively. (PVAAS Growth on Keystones)</p>	Organizing Instruction and Study to Improve Student Learning	Provide professional development on teaching foundational literacy skills aligned to the science of reading.	2022-08-24 - 2025-06-06



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Post-Secondary Readiness	Teachers and Administrators at GMHS	PA Career and Education Work Standards, ECTS Course of Study, Dual Enrollment
Anticipated Timeframe	Frequency	Delivery Method
08/30/2022 - 06/30/2025	This annual presentation will begin as an introductory element of professional development and evolve to update the needs of the program/students as goals are met.	Presentation
Lead Person/Position	Dan Mennow (principal), Jason Keim (assistant principal), Steve Karns (director of curriculum)	
Communication Step	Audience	Topics/Message of Communication
Improving Student Learning	Teacher and administrators	Foundational literacy skills based in the science of reading

Anticipated Timeframe

08/30/2022 - 06/30/2025

Frequency

This annual presentation will begin as an introductory element of professional development and evolve to update the needs of the program/students as goals are met.

Delivery Method

Presentation

Lead Person/Position

Mike Getz (building principal), Justin Whitford (building principal), Steve Karns (director of curriculum)



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

