**General McLane SD**
Comprehensive Plan | 2022 - 2025

# Profile and Plan Essentials

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| --- | --- |
| **LEA Type** | AUN |
| School District | 105253903 |
| **Address 1** |
| 11771 Edinboro Rd.  |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Edinboro | PA | 16412 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Dr. Matthew Lane | matthewlane@generalmclane.org |
| **Single Point of Contact Name** |
| Dr. Matthew Lane |
| **Single Point of Contact Email** |
| matthewlane@generalmclane.org |
| **Single Point of Contact Phone Number** |
| 814-273-1033 |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Matthew Lane  | Administrator  | General McLane SD  | matthewlane@generalmclane.org  |
| Steven Karns  | Administrator  | General McLane SD  | stevenkarns@generalmclane.org  |
| Sarah Grabski  | Other  | General McLane SD  | sarahgrabski@generalmclane.org  |
| Michael Cannata  | Administrator  | General McLane SD  | michaelcannata@generalmclane.org  |
| Mary Anne Cousins  | Staff Member  | General McLane HS  | marycousins@generalmclane.org  |
| Jeffrey Brasington  | Staff Member  | James W. Parker Middle School  | jeffreybrasington@generalmclane.org  |
| Murray Lohr  | Staff Member  | Edinboro Elementary  | murraylohr@generalmclane.org  |
| James Pete  | Staff Member  | McKean Elementary  | jamespete@generalmclane.org  |
| Christine Sitek  | Community Member  | N/A  | csitek@verizon.net  |
| Stephanie Hargest  | Community Member  | N/A  | stephaniehargest@generalmclane.org  |
| Tom Lytle  | Community Member  | Growing & Learning Center  | growingandlearning@outlook.com  |
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# LEA Profile

The General McLane School District is located within Erie County and is composed of five municipalities: Edinboro and McKean boroughs, and Washington, McKean, and Franklin Townships. Approximately 2,100 students are enrolled in the General McLane School Districts in kindergarten through twelfth grade. Students in kindergarten through fourth grade attend either Edinboro Elementary or McKean Elementary. Students in fifth through eighth grade attend James W. Parker Middle School. Students in ninth through twelfth grade attend General McLane High School. The geographic size of the district is roughly 114 square miles. At last count, 30% of the students enrolled in the district were identified as economically disadvantaged. 18% of the 2,100 students are identified with special needs. Edinboro University is situated in the southern end of the district.

The strengths of the district are many and varied, and they work in conjunction to create a substantial network of student support. The sense of community in the General McLane School District is one of its assets and drives the student-centered approach to teaching and learning in the district. Understanding the importance of technology both as an instructional tool and a part of life in the twenty-first century, the district implements a 1:1 program that provides an iPad for every student. This approach serves as one of several steps to level the playing field of disparity as all students have access to pertinent technology. The district employs a talented, hard-working, and professional staff that represents the selective and rigorous hiring process that focuses on hiring the best candidates based on the needs of the position and how it serves students. A very large percentage of the district’s acreage is rural and agricultural, but the municipalities also include a sizeable suburban representation as well as a state university and its surrounding area. Finally, the district benefits from a robust and supportive alumni network that remains continually interested in the happenings of the district and ways to support its mission, vision, and values.

Despite these strengths, the district also faces real and acute challenges. Both before, during, and after the pandemic, student mental health remained and is a significant concern for the district. The district collects data regarding student mental health and implements programs to support their needs. The increasing costs of cyber charter schools put a strain on the district in terms of resource allocation, and the unpredictable funding from local, state, and federal sources also add challenges to the budget. Special education costs and limited reimbursement for these and other costs create a strain of underfunded mandates. The district is reflective of the region in terms of limited population growth, which also impacts the changing demographics of the district. The district remains committed to meeting these challenges and educating all students who enter our schools with the best and current educational practices while also expecting the highest standards for all students.

# Mission and Vision

**Mission**

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

**Vision**

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

# Educational Values

**Students**

GMSD 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.

**Other (Optional)**

# Future Ready PA Index

## Review of the School(s) Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Academic growth in elementary English Language Arts at Edinboro Elementary. | At Edinboro, the Academic Growth Score was 93 in the 2018-2019 school year. |
| Academic achievement in elementary English Language Arts. | At Edinboro Elementary, 74.4% of students earned a score of proficient or advanced on the ELA PSSA. At McKean Elementary, 65% of students scored proficient or advanced. Both of these percentages exceeded the state average of 55% proficient or advanced. |
| Academic achievement and growth in elementary Science. | At Edinboro Elementary, 93.7% of students scored proficient or advanced on the science PSSA in the 2020-2021 school year. At McKean Elementary, 89.3% of students scored proficient or advanced on the science PSSA. The Academic Growth Scores in science at Edinboro Elementary and McKean Elementary were 95 and 100, respectively |
| Academic growth in math at McKean Elementary. | The academic growth score at McKean Elementary for the 2018-2019 school year was 83, which exceeds the state average of 75.3. |
| Academic achievement in math and ELA at James W. Parker Middle School. | 64.5% of students scored proficient or advanced on the ELA PSSA during the 2020-2021 school year. 43.8% score proficient or advanced on the math PSSA. Both percentages are above the state average during a year full of COVID related challenges. |
| Academic achievement and growth in math on the Algebra Keystone Exam. | In 2020-2021, 75.4% of the junior class scored proficient or advanced on the Algebra 1 Keystone. In the 2018-2019 school year, the High School earned an academic growth score of 100. |
| Academic achievement on the Biology Keystone Exam. | 84.4% of the junior class scored proficient or advanced on the Biology Keystone. This score is more than 20% above the state average. |
| Academic growth in Math at James W Parker Middle School. | With the exception of the second quintile in fifth-grade math, every other subgroup showed moderate evidence that they exceeded the growth standards or evidence that they met the growth standard. That includes 7th and 8th-graders who took the Algebra 1 Keystone. |
| Academic Growth in 7th and 8th-grade ELA at James W. Parker Middle School. | Overall, students in 7th and 8th-grade ELA either met or scored well above the growth standard. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Academic growth in math at Edinboro Elementary. | The academic growth score at Edinboro Elementary was 50, below the statewide average of 75.3. |
| Academic growth in ELA and science at James W. Parker Middle School. (2018-2019) | At Parker Middle School, academic growth scores in ELA and science were 50 and 62 respectively. Both scores were below the state average in the 2018-2019 school year. |
| Academic growth in Literature at General McLane High School. | In the 2018-2019 school year, the academic growth score in Literature at GMHS was 63, below the state average of 75. |
| Academic growth in ELA at James W. Parker Middle School. | In 5th-grade (and 6th-grade to a lesser extent), student growth in ELA reflected moderate evidence that the school did not meet the growth standard. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged at Edinboro Elementary | **Comments/Notable Observations**Students identified as economically disadvantaged had a greater percentage of proficient and advanced scores than the group consisting of all students. |
| **Indicator**Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**All Student Group (Algebra 1) | **Comments/Notable Observations**39.6% of the Class of 2023 scored advanced on the Algebra 1 Keystone. That percentage exceeds the state average by 26.2% |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged | **Comments/Notable Observations**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. |
| **Indicator**Meeting Annual Academic Growth Expectations (PVAAS)**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged (ELA) | **Comments/Notable Observations**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. |

### Challenges

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| --- | --- |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged at Edinboro Elementary | **Comments/Notable Observations**Students identified as economically disadvantaged had a greater percentage of proficient and advanced scores than the group consisting of all students. |
| **Indicator**Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**All Student Group (Algebra 1) | **Comments/Notable Observations**39.6% of the Class of 2023 scored advanced on the Algebra 1 Keystone. That percentage exceeds the state average by 26.2% |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged | **Comments/Notable Observations**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. |
| **Indicator**Meeting Annual Academic Growth Expectations (PVAAS)**Grade Level(s) and/or Student Group(s)**Economically Disadvantaged (ELA) | **Comments/Notable Observations**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. |

## 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.

|  |
| --- |
| 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

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.

|  |
| --- |
| 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. |

# Local Assessment

## English Language Arts

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21) (Reading 2-5) | Average growth from Fall to Spring increased 9.084 RIT points. |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21)(Reading 6+) | Average growth from Fall to Spring increased 1.735 RIT points. |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21)(Reading K-2) | Average growth from the Fall to Spring increased 14.8 RIT points. |
| DIBELS 8 (Fall '21-'22 to Winter '21-'22) | Average composite score on the DIBELS assessment increased 113.5 points.  |
| PVAAS Growth | 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.  |

## English Language Arts Summary

### Strengths

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| 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. |

### Challenges

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| 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. |

## Mathematics

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21) (Math 2-5) | Average growth from Fall to Spring increased 13.97 RIT points. |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21) (Math 6+) | Average growth from Fall to Spring increased 5.85 RIT points. |
| NWEA MAP Results (Fall '20-'21 to Spring '20-'21) (Math K-2) | Average growth from Fall to Spring increased 17.03 RIT points. |

## Mathematics Summary

### Strengths

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| 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. |

### Challenges

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| 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. |

## Science, Technology, and Engineering Education

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| PVAAS Growth Data | The three-year growth average (2017-2019) for 4th-grade science reflects significant evidence that the LEA/District exceeded the growth standard.  |
| PVAAS Growth Data | 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.  |

## Science, Technology, and Engineering Education Summary

### Strengths

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

### Challenges

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| --- |
| 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. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 99.4% of students at GMHS completed the Career Standards Benchmark, exceeding the statewide average of 86.2% |  |
| 99.1% of students at JWPMS completed the Career Standards Benchmark, exceeding the statewide average of 86.2% |  |

## Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 8.3% of students at GMHS participate in a CTE Program of Study.  |  |

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

**Partnering Institution**

**Agreement Type**

**Program/Course Area**

**Uploaded Files**

## 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.

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| --- |
| 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

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.

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

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

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

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| --- | --- |
| Data | Comments/Notable Observations |
| Students with Disabilities (Proficient or Advanced on Pennsylvania State Assessments) | 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. |
| Students with Disabilities (McKean - Proficient or Advanced on Pennsylvania State Assessments) | The percentage of students who scored proficient and advanced, who are identified as students with disabilities, were 16.1% and 29% in math and ELA, respectively. Both of these percentages are well below the all student group. |
|  |  |

## Students Considered Economically Disadvantaged

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

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| --- | --- |
| Data | Comments/Notable Observations |
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|  |  |
| Economically Disadvantaged at Edinboro Elementary (Math & 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. |

## 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.

|  |
| --- |
| 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.  |
|  |
|  |

### 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.

|  |
| --- |
| 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. |
|  |
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# Designated Schools

There are no Designated Schools.

# Supplemental LEA Plans

|  |  |
| --- | --- |
| Programs and Plans | Comments/Notable Observations |
| Special Education Plan | n/a |
| Title 1 Program | Title 1 resources will be allocated to meet the learning needs of our student subgroups identified as underperforming in Future Ready data. |
| Student Services | n/a |
| K-12 Guidance Plan (339 Plan) | The K-12 Guidance Plan will help to establish pathways to college and career ready experiences for students during their time in the district. |
| Technology Plan | n/a |
| English Language Development Programs | n/a |

### Strengths

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

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| --- |
| 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. |

### 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.

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

# Conditions for Leadership, Teaching, and Learning

## Empower Leadership for District Continuous Improvement

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| --- | --- |
| Foster a vision and culture of high expectations for success for all students, educators, and families | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Emerging |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Operational |

## Focus on Continuous Improvement of Instruction

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| --- | --- |
| Ensure effective, standards-aligned curriculum and assessment | Operational |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | Emerging |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Emerging |

## Provide Student-Centered Supports so That All Students are Ready to Learn

|  |  |
| --- | --- |
| Coordinate and monitor supports aligned with students’ and families’ needs | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | Operational |

## Implement Data-Driven Human Capital Strategies

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| --- | --- |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers | Exemplary |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | Operational |

## Organize and Allocate Resources and Services Strategically and Equitably

|  |  |
| --- | --- |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Emerging |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district’s goals and priorities | Operational |

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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

# 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 |
| Academic achievement in elementary English Language Arts. | False |
| Academic achievement in math and ELA at James W. Parker Middle School. | False |
| Academic achievement and growth in math on the Algebra Keystone Exam.  | False |
| 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.  | False |
| 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.  | False |
| 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. | False |
| The three-year growth average (2017-2019) for 4th-grade science reflects significant evidence that the LEA/District exceeded the growth standard.  | False |
| General McLane utilizes Naviance in grades 5-12 to ensure that all students have experiences related to college and career readiness.  | False |
| General McLane requires all students to take a College and Career Readiness course in 11th-grade. That course now includes units on personal finance.  | False |
| 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.  | False |
| 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.  | False |
| 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.  | False |
| Foster a vision and culture of high expectations for success for all students, educators, and families | True |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | False |
| Ensure effective, standards-aligned curriculum and assessment | True |
| Coordinate and monitor supports aligned with students’ and families’ needs | True |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers  | False |
| Title 1 resources will be allocated to meet the learning needs of our student subgroups identified as underperforming in Future Ready data. | False |
| The K-12 Guidance Plan will help to establish pathways to college and career ready experiences for students during their time in the district. | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Academic growth in ELA (2018-2019 and 2020-2021) and science (2018-2019) at James W. Parker Middle School.  | False |
| Academic growth in Literature at General McLane High School. | False |
| Academic growth in math at Edinboro Elementary. | False |
| 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.  | False |
| 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.  | False |
| 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.  | False |
| 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.  | False |
| 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.  | False |
| 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. | False |
| 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. | False |
| 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. | False |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | False |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | True |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | False |
| All of the applicable plans should reference the needs students in terms of achievement/growth and college/career ready experiences. | False |
| 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.  | False |
| 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. | True |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | 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** |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction |  | True |
| 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. |  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Foster a vision and culture of high expectations for success for all students, educators, and families |  |
| Ensure effective, standards-aligned curriculum and assessment |  |
| Coordinate and monitor supports aligned with students’ and families’ needs |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | 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. |
|  | 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. |

# Goal Setting

## Priority: 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  |
| **Measurable Goal Statement (Smart Goal)** |
| 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. |
| **Measurable Goal Nickname (35 Character Max)** |
| Increased Achievement on PSSA |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| 71% and 51% will score proficient or advanced on the PSSA in ELA and math, respectively. | 74% and 63% will score proficient or advanced on the PSSA in ELA and math, respectively. | 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. |

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| **Outcome Category** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction  |
| **Measurable Goal Statement (Smart Goal)** |
| 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. |
| **Measurable Goal Nickname (35 Character Max)** |
| PVAAS Growth on Keystones |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Growth Scores will be at least 84 in Literature, 75 in Algebra 1, and 55 in Biology according to the Future Ready PA Index. | Growth scores will be at least 89 in Literature, 80 in Algebra 1, and 60 in Biology according to the Future Ready PA Index. | 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. |

## Priority: 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.

|  |
| --- |
| **Outcome Category** |
| Career Standards Benchmark  |
| **Measurable Goal Statement (Smart Goal)** |
| 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. |
| **Measurable Goal Nickname (35 Character Max)** |
| Increased Enrollment at ECTS |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| At least 22% of the Class of 2026 will apply for enrollment at the Erie County Technical School. | At least 27% of the Class of 2027 will apply for enrollment at the Erie County Technical School. | 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. |

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| **Outcome Category** |
| Post-secondary transition to school, military, or work  |
| **Measurable Goal Statement (Smart Goal)** |
| 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. |
| **Measurable Goal Nickname (35 Character Max)** |
| Dual Enrollment Participation |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Next year, at least 41 GMHS students will participate in dual enrollment. | The following year, at least 45 GMHS students will participate in dual enrollment. | 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 Plan

## Measurable Goals

|  |  |
| --- | --- |
| Increased Achievement on PSSA | PVAAS Growth on Keystones |
| Increased Enrollment at ECTS | Dual Enrollment Participation |
|  |

## Action Plan For: Effective Advising for Post-Secondary Students

|  |
| --- |
| **Measurable Goals:** |
| * 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.
* 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 Date** |
| 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 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Dan Mennow (principal), Jason Keim (assistant principal)  | Career Ready PA Resources, PA Career Ready Skills Toolkit | Yes  | Yes  |

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

## Action Plan For: Organizing Instruction and Study to Improve Student Learning

|  |
| --- |
| **Measurable Goals:** |
| * 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.
* 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 Date** |
| Provide professional development on teaching foundational literacy skills aligned to the science of reading.  | 2022-08-24 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment |  | Yes  | Yes  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Select and implement a new mathematics curriculum resource in grades K-8 aligned to the PA Core.  | 2022-08-25 | 2023-06-08 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment | Mathematics Textbook and Aligned Curriculum Standards | No  | No  |
| **Action Step** | **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.  | 2022-08-24 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment |  | Yes  | No  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.  | 2022-08-24 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment |  | Yes  | No  |
| **Action Step** | **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.  | 2022-08-24 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment |  | Yes  | No  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Change in how we teach foundational reading skills, increased achievement and growth on PSSA and Keystone Exams, and increased participation in ECTS/Dual Enrollment.  | We will evaluate success based on PSSA scores, Keystone scores, and participation in ECTS/Dual Enrollment.  |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| 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. |
| Organizing Instruction and Study to Improve Student Learning | Provide professional development on teaching foundational literacy skills aligned to the science of reading.  |
| Organizing Instruction and Study to Improve Student Learning | 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.  |
| Organizing Instruction and Study to Improve Student Learning | Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.  |
| Organizing Instruction and Study to Improve Student Learning | Training for teachers on utilizing Performance Matters and PVAAS to analyze student performance data and adjust instruction based on students' needs.  |

## The Science of Reading

|  |
| --- |
| **Action Step** |
| * Provide professional development on teaching foundational literacy skills aligned to the science of reading.
 |
| **Audience** |
| Elementary School Teachers |
| **Topics to be Included** |
| Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.  |
| **Evidence of Learning** |
| Teachers in grades K-3 will utilize a code-based, systematic, and explicit approach to teaching students how to read.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment | 2022-07-20 | 2025-06-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day  | Multiple days over the course of each school year |
| **Observation and Practice Framework Met in this Plan** |
| * 1a: Demonstrating Knowledge of Content and Pedagogy
* 1d: Demonstrating Knowledge of Resources
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Book study  | At least once during the duration of the plan |
| **Observation and Practice Framework Met in this Plan** |
| * 4e: Growing and Developing Professionally
* 1a: Demonstrating Knowledge of Content and Pedagogy
* 4d: Participating in a Professional Community
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Utilizing Data to Impact Instruction

|  |
| --- |
| **Action Step** |
| * 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.
 |
| **Audience** |
| High School Teachers |
| **Topics to be Included** |
| 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** |
| Teachers will access student performance data to drive instruction. Utilization of available tools will be considered evidence of learning.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment | 2022-08-24 | 2025-07-10 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Up to 6 times per school year |
| **Observation and Practice Framework Met in this Plan** |
| * 4e: Growing and Developing Professionally
* 3d: Using Assessment in Instruction
* 4d: Participating in a Professional Community
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Differentiated Instruction to Meet the Needs of All Students

|  |
| --- |
| **Action Step** |
| * Facilitate professional development on differentiated instruction and providing enrichment in the core curriculum.
 |
| **Audience** |
| Teachers K-12 |
| **Topics to be Included** |
| Differentiated instruction and providing students with enrichment in the core curriculum.  |
| **Evidence of Learning** |
| Teachers will utilize techniques in their daily instruction to meet the needs of diverse learners in the same class.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment | 2022-07-20 | 2025-08-23 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day  | Multiple times throughout the school year |
| **Observation and Practice Framework Met in this Plan** |
| * 1f: Designing Student Assessments
* 4e: Growing and Developing Professionally
* 1b: Demonstrating Knowledge of Students
* 1e: Designing Coherent Instruction
* 1c: Setting Instructional Outcomes
* 4d: Participating in a Professional Community
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Book study  | At least one time during the duration of this plan |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Lesson studies  | As needed |
| **Observation and Practice Framework Met in this Plan** |
| * 4d: Participating in a Professional Community
* 1c: Setting Instructional Outcomes
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## Develop a pathway/academy program at GMHS

|  |
| --- |
| **Action Step** |
| * Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.
 |
| **Audience** |
| High School Teachers, School Counselors, and Administrators |
| **Topics to be Included** |
| Developing pathways/academy programs at GMHS |
| **Evidence of Learning** |
| School counselors will work with students to utilize the pathways and academy programs to schedule students based on their intentions after graduation.  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Steven Karns/Director of Curriculum, Instruction, and Assessment | 2022-07-20 | 2025-06-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Collaborative curriculum development  | As needed throughout the duration of the plan |
| **Observation and Practice Framework Met in this Plan** |
| * 1d: Demonstrating Knowledge of Resources
* 1c: Setting Instructional Outcomes
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

# Communications

## Communications Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | **Action Steps** |
| 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. |
| Organizing Instruction and Study to Improve Student Learning | Provide professional development on teaching foundational literacy skills aligned to the science of reading.  |

## Post-Secondary Readiness

|  |
| --- |
| **Action Step** |
| * Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.
* Provide professional development on teaching foundational literacy skills aligned to the science of reading.
 |
| **Audience** |
| Teachers and Administrators at GMHS |
| **Topics to be Included** |
| PA Career and Education Work Standards, ECTS Course of Study, Dual Enrollment  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Dan Mennow (principal), Jason Keim (assistant principal), Steve Karns (director of curriculum) | 2022-08-30 | 2025-06-30 |

### Communication

|  |  |
| --- | --- |
| **Type of Communication** | **Frequency** |
| Presentation  | 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. |

### Communication

|  |  |
| --- | --- |
| **Type of Communication** | **Frequency** |
| Presentation  | 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. |

## Improving Student Learning

|  |
| --- |
| **Action Step** |
| * Develop a pathway/academy program at GMHS that connects students to post-secondary options, including dual enrollment and ECTS.
* Provide professional development on teaching foundational literacy skills aligned to the science of reading.
 |
| **Audience** |
| Teachers and Administrators at GMHS |
| **Topics to be Included** |
| PA Career and Education Work Standards, ECTS Course of Study, Dual Enrollment  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Dan Mennow (principal), Jason Keim (assistant principal), Steve Karns (director of curriculum) | 2022-08-30 | 2025-06-30 |

### Communication

|  |  |
| --- | --- |
| **Type of Communication** | **Frequency** |
| Presentation  | 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. |

### Communication

|  |  |
| --- | --- |
| **Type of Communication** | **Frequency** |
| Presentation  | 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. |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * GMSD Affirmation Statement.pdf
* GMSD Affirmation Statement\_ed4a99c5.pdf
 |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Matthew Lane | 2022-11-07 |