



Mission
The General McLane School District meets students where they are and empowers them to fulfill their potential.
Vision
The General McLane School District will foster an environment to meet the unique needs and aspirations of all students.

Goal Area			
Academics	Curriculum and Instruction	Safe and Supportive Schools	Fiscal and Resource Responsibility
Goal Statement			
GMSD engages students in measurable academic growth that promotes career and college readiness and lifelong learning.	GMSD provides a standards-aligned curriculum that prepares students for academic success while creating professional development opportunities that support effective instruction.	General McLane School District prioritizes a safe and welcoming environment for all students and school community members through strategic participation for families, building security, and inclusive citizenship.	GMSD explores opportunities for purposeful efficiency while maintaining a focus on student safety, learning, and growth.



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GENERAL MCLANE HIGH SCHOOL GOALS			
Utilize the career pathways model developed in 22-23 to increase opportunities for students to access college and career experiences (i.e. college/business tours, guest speakers, industry-recognized credentials, and a review of elective offerings.)	Develop a plan for teacher-parent communication that supports family engagement and promotes dialogue.	Increase opportunities for community engagement through building-wide communication (social media, promotional videos, publications, etc.) and curricular and extracurricular events.	Utilize a mindset of efficient sustainability when supporting student learning and growth needs.
Develop and utilize an Academic Recovery Program for students grades 9-12. Expand upon current intervention strategies and develop new interventions for students.	Promote Universal Design for Learning through professional development and PLCs.	Establish, support, and celebrate school-wide core values of respect and responsibility.	Develop a short and long-range plan for facility improvements and capital projects.
Continue to develop a coordinated plan for AP and College in the High School that includes increased enrollment. Increase overall AP exam pass rate (3 or higher) by 5%.	Prepare for the 2024 STEELS standards through departmental study, research, and professional development offerings.	Establish a 9th grade transition program that expands upon current practices while increasing focus on academic achievement.	
Continue to develop and institute plans that lend themselves to increased Keystone performance by graduation cohort.			

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JAMES W. PARKER MIDDLE SCHOOL GOALS			
Principals will continue to conduct individual data meetings before the start of school. Math and ELA teachers will assess their level of success in addressing problem areas highlighted during the 2022-23 school year. They will analyze MAP and PSSA data to determine priorities and a course of action for the 2023-24 school year. All other teachers will submit a copy of their course assessment that includes the standard addressed and DOK level for each question on the assessment.	Teachers, as well as the school as a whole, will highlight and promote the resources available on Schoology to help parents understand and monitor their child's education. As parent requests for information and communication arise, steps will be taken to help parents find the information and communication that occurs regularly through Schoology. Information and communication that is not available on Schoology will be addressed by school staff in a timely fashion. Climate Survey data will be analyzed at the end of the year to determine effectiveness of measured taken to address this goal.	The 4 th grade transition program will be re-developed, in cooperation with the new Guidance Counselor, to facilitate a higher level of involvement with students, parents and elementary staff. In addition to monthly fire drills, we will have tabletop discussions/drills with Officers Adams and Froehlic to review ALERT principles such as situational awareness and evacuation options.	The GRIT program will shift it's focus from grades 5&6 Emotional Support student intervention to intervention for grades 5&6 students who potential Emotional Support students. This will aid addressing the overload of students within the current Emotional Support program, avoiding the need for increased district staffing.
Teachers will submit a copy of their 2022-23 course assessment scores. Teachers will modify their course assessment to include 50% more questions that fall in the DOK Level 3 and Level 4 classifications.		Principals and teachers will regularly attend PTSA meetings, seeking to facilitate increased communication between the school and parents. Principals and teachers will work with the PTSA to explore appropriate opportunities for parents to engage with, participate in and plan school events.	The HOPE program will be initiated in grades 7&8 and seek to intervene for students who are potential Emotional Support students. This will aid addressing the overload of students within the current Emotional Support program, avoiding the need for increased district staffing.
They will analyze 2022-23 data to determine priorities and a course of action for the 2023-24 school year. 75% of students will demonstrate growth from Fall to Spring on MAP or Course Assessment.		The Creative Arts Expo, a regular school event for parents and students that was conducted yearly before COVID, will be conducted in the spring of 2024.	

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EDINBORO ELEMENTARY SCHOOL GOALS			
Edinboro Elementary will utilize a variety of student assessment and progress monitoring data to ensure students are receiving the most effective, research-based interventions in reading under the MTSS framework.	Edinboro Elementary will explore ways in which to use technology tools that provide more individualized enrichment, deepen learning for students, and allow for more application and creation of demonstrating mastery of standards.	EES will implement a Schoolwide Positive Behavior Intervention & Support System (SWPBIS) to focus on developing six integral LANCER traits in students. Through demonstrating schoolwide LANCER expectations, students will be problem solvers, independent, and resilient, empowering them to become responsible citizens and lifelong learners.	Edinboro Elementary will restructure the MTSS framework with the addition of the MTSS Coordinator and Guidance Counselor positions.
Edinboro Elementary will utilize a Math Interventionist in grades 2-4 to provide appropriate and timely interventions to students with the greatest need in mathematics.	Edinboro Elementary will transition to Schoology for parent communication, while exploring other features that can be used to facilitate student learning within the classroom.	Edinboro Elementary will provide multiple engagement opportunities for students and parents to aid in the Kindergarten transition.	Edinboro Elementary will prioritize opportunities for collaboration and professional learning within grade levels at least once a month to maximize student achievement and growth.
		Edinboro Elementary will offer additional opportunities for parent involvement and engagement through school activities and PTO events.	
		Edinboro Elementary will complete monthly safety drills, involving staff members in activating drills through Navigate Prepared.	



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MCKEAN ELEMENTARY SCHOOL GOALS

<p>Academic growth area(s) A closer look into the 3rd/4th grade DIBELS data will be conducted to determine how to get 80% of students at benchmark by the end of the school year.</p>	<p>Classroom communication Grade level data meetings will take place in Sept, Jan and May. Grade levels will develop Tier 1 NNI goals for students not receiving Tier 2 or 3 interventions. A progressive growth model will be used with a goal of 80% of all students achieving grade level benchmark by the end of the year.</p>	<p>Transition Points Kindergarten Open House will take place on August 21st and provides parents and students an opportunity to learn more about the kindergarten curriculum, classroom routines and expectations. Students will meet their teacher and new classmates. Families will receive a tour of the building and learn about the bus and parent drop off/pick up locations and expectations.</p>	<p>Targeted area of resource efficiency Title I funds will be used to purchase RAZ kids and Read Naturally reading interventions along with any other math or reading resources that are needed during the year.</p>
<p>Academic growth area(s) Using weekly student progress monitoring data, a review of the effectiveness of the Tier 2-3 interventions will be conducted every 6-weeks. The data will be used to determine if the interventions are meeting the student's learning needs. Interventions will be changed as needed.</p>	<p>Classroom communication Vertical Planning will take place in May to learn how effectively students learned grade level skills by the end of the year. This data will guide instructional planning for the next year's grade level.</p>	<p>Transition Points Kindergarten Orientation will take place in April. Families/parents will learn about the kindergarten curriculum, meet the teachers, hear from the nurse, PTA President, MTSS Coordinator and Principal.</p>	<p>Targeted area of resource efficiency The PBIS Model will continue to be developed this school year. In October, the IU will train the PBIS team on the various modules.</p>
<p>Academic growth area(s) The AmeriCorps staff will provide math interventions using data from the MAP assessment. Progress will be monitored weekly to determine the effectiveness of the intervention based on student growth. Interventions will be revised as needed.</p>	<p>Classroom communication Teachers will work to become more familiar with Schoology and how to use it to communicate with parents/families.</p>	<p>Safety</p> <ol style="list-style-type: none"> 1. Training building staff to activate the monthly safety drills will continue for the second year. This practice will continue to build staff confidence when using the Navigate App. 2. Officer Froelich will continue to build relations with students and staff through the ARRFs/PBIS program. 3. Cafeteria intruder drills and reverse evacuation drills will continue to be run throughout the year. <p>Video tape parent trainings and post to the school website/Seesaw.</p>	<p>Targeted area of resource efficiency The PBIS Model will continue to be developed this school year. In October, the IU will train the PBIS team on the various modules.</p>