

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

<b>Goal Area</b>			
<b>Academics</b>	<b>Curriculum and Instruction</b>	<b>Safe and Supportive Schools</b>	<b>Fiscal and Resource Responsibility</b>
<b>Goal Statement</b>			
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.
<b>Focus Area</b> – Buildings create goals to meet their specific goal needs and include at least one of the focus areas noted below.			
<ul style="list-style-type: none"> <li><i>academic growth area</i> - PSSA, Keystone, MAP, Dibels, CDT, etc.</li> </ul>	<ul style="list-style-type: none"> <li><i>classroom/building communication</i></li> <li><i>EnVisions Math K-4</i></li> </ul>	<ul style="list-style-type: none"> <li><i>character education (k-4)</i></li> <li><i>PAYS areas (5-12)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>targeted area of resource efficiency</i></li> </ul>

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<b>GENERAL MCLANE HIGH SCHOOL GOALS</b>			
Continue to reinforce the career pathways model 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) through the development of coordinated Pathway Leadership.	Increase the frequency and quality of communication between General McLane High School and families to increase engagement and dialogue.	Foster a commitment to creating an inclusive culture of respect and belonging for all students.	Collaborate with district team members to support short- and long-term facility improvements and capital projects.
Develop and institute plans that lend themselves to increased Keystone achievement by graduation cohort. Increase overall Keystone exam achievement in Biology by 5% from the 2025 cohort to the 2026 cohort.	Audit elective offerings and address needs through the creation of new courses that will address student interests and support the career pathways program.	Develop a supportive environment that prioritizes the mental health and well-being of all students and staff.	Develop a plan that sustainably addresses student access and participation in AP, SAT, PSAT, and CHS.
Develop a coordinated approach to Academic Recovery and Team 9 that supports student academic achievement and performance across all grade levels evidenced by an increase in student credit acquisition.	Explore master scheduling options to expand opportunities for students and enhance curricular engagement in intensive academic and career-oriented coursework.		

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**JAMES W. PARKER MIDDLE SCHOOL GOALS**

<p>Principals will continue to conduct individual data meetings with each teacher before the start of school. Math and ELA teachers will assess their level of success in addressing problem areas highlighted during the 2023-24 school year through a more thorough data analysis process. They will analyze MAP and PSSA data to determine priorities and a course of action for the 2024-25 school year. Teachers will develop Student Performance Measures that are based on the MAP Growth Projections, a shift from simply looking for an increase in RIT score. Last year, all teachers demonstrated student growth at a Proficient or Distinguished level. This year, teachers will be further challenged by meeting goals aligned with MAP Growth Projections. The target is for all teachers to be Proficient or Advanced in meeting Growth Projections.</p>	<p>Special Education, particularly the education of Emotional Support students, has been particularly challenging over the course of the last two years. The principals will work closely with the Director of Pupil Services to address the growing concern about ES students and develop a plan to better address these challenges during the 2024-25 school year. Shifts will be made in the instructional environments using Universal Design for Learning concepts, teachers will know and implement individual behavior support plans with a higher degree of fidelity, and Functional Behavioral Assessments will be conducted more frequently when student behaviors impede their learning and the learning of others. These shifts will result in a 25% decrease in minutes that students miss instruction in the LRE.</p>	<p>A collaborative process called Parker 2030 will be designed and implemented to build a mission and vision for Parker Middle School. The process will seek to involve all stakeholders, creating a vision for what Parker Middle School will be by the year 2030. This process will result in a 10% increase in teacher survey results measuring collaboration within the building.</p>	<p>It has become evident over the course of the last couple of years that Parker Middle School is in need of cosmetic updates to the physical building as well as furniture and other items. Several furniture-type items will be arriving at the beginning of the school year. Some cosmetic updates have also begun. The staff of Parker Middle School will work with district personnel to continue to address issues relative to updating the school. These changes will result in a 10% increase in feelings of support by administration as measured in the teacher climate survey.</p>
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<p>All other teachers will make significant modifications in their End of Course Assessments to expand the number of questions that fall in the DOK Level 3 and 4 classifications. They will analyze 2023-24 data to determine priorities and a course of action for the 2024-25 school year. Teachers had an average of 25% of the total points in their assessment at level 3 or 4 for previous years. This year, they will increase their number of level 3 or 4 questions to 33% of the exam.</p>	<p>A menu of professional development topics will be developed and offered to teachers during monthly faculty meetings throughout the school year. This includes a redefining of the best way to approach Advanced/Foundations classes and the importance of differentiation. Instructors will design and define differences in instructional strategies between courses. Re-imagined committee structures will allow for heightened levels of collaboration among the staff across grade levels. Plans will be created to improve programs like Field Day, 5th and 9th Grade Transition, 8th Grade Awards Ceremony, etc. These changes will result in a 10% increase in job satisfaction as measured by end of year teacher surveys.</p>	<p>A collection of Social and Emotional Learning lessons will be delivered to Parker Middle School during the 2024-25 school year. Many of those lessons will be delivered in the beginning of the school year and reenforced throughout the year. Additional SEL lessons will be delivered as needed throughout the remainder of the year. A menu of Tier 2 interventions will be developed for students struggling behaviorally as part of the next step in developing the Parker Pride program. Efficacy of these interventions will be tracked and analyzed by grade level teams throughout the year. This will result in a 10% decrease in office disciplinary referrals.</p>	
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<b>EDINBORO ELEMEMENTARY SCHOOL GOALS</b>			
Edinboro Elementary students (at least 75%) will meet or exceed projected growth scores from fall to spring on the NWEA MAP Assessment in Math and Reading. Teachers will develop Student Performance Measures (SPM) that are designed to assist students in meeting or exceeding these growth projections.	Edinboro Elementary will implement the enVisions Math 2024 curriculum with fidelity. Math Intervention in K-2 has been incorporated into the schedule to support student learning. Targeted professional development and collaborative opportunities between elementary schools will be provided at multiple points in the year.	Edinboro Elementary will continue to refine and strengthen the SWPBIS program, Little LANCER. An emphasis will be on developing the six LANCER traits in each student. Students will be recognized in multiple ways for exhibiting Little LANCER expectations weekly, monthly, and quarterly.	Edinboro Elementary will continue to utilize Professional Learning Communities to support collaboration among grade levels, student learning, professional development, and opportunities for growth. Monthly meetings will take place during the school day in addition to faculty meeting time.
Edinboro Elementary will utilize the MTSS program to ensure students are receiving the most effective interventions to help with academic, behavior, and/or social-emotional learning. Multiple points of data will be reviewed bi-weekly by the MTSS Leadership Team and monthly by grade level teams.	Edinboro Elementary teachers will provide weekly classroom updates to parents and families using the Schoology platform. These updates will include important events, upcoming tests/projects, and other news from the classroom.	Edinboro Elementary will implement the Character Strong program with fidelity in all classrooms. The school counselor will collaborate with each grade level to provide character education lessons weekly in each classroom.	

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<b>MCKEAN ELEMENTARY SCHOOL GOALS</b>			
McKean Elementary students will meet or exceed projected growth scores from fall to spring on the NWEA MAP Assessment in Math and Reading. Teachers will develop Student Performance Measures (SPM) that are designed to assist students in meeting or exceeding these growth projections.	McKean Elementary teachers will implement the enVisions Math 2024 curriculum with fidelity. Math Intervention options will be explored and implemented. Targeted professional development and collaborative opportunities between elementary schools will be provided at multiple points in the year.	McKean Elementary will begin to implement and design the SWPBIS program, Little LANCER. The initial emphasis will be on the six LANCER traits and how to incorporate those traits in the cafeteria, hallways, bathrooms, classrooms, and at recess. Students will be recognized for exhibiting Little LANCER expectations,	McKean Elementary grade-level teachers will have the opportunity for a common plan at least once weekly to foster collaboration, professional development, and growth opportunities.
McKean Elementary will utilize the (Multi-Tiered Systems of Support (MTSS) model to ensure students are receiving effective interventions to help with academic, behavioral, and/or social-emotional learning. The MTSS team will utilize multiple data points bi-weekly data points.	McKean Elementary teachers will provide weekly classroom updates to parents and families using the Schoology platform. These updates could include information such as important events, upcoming tests/projects, and other news from the classroom.	McKean Elementary will implement the Character Strong program with fidelity in all classrooms. The school counselor will collaborate with each grade level to provide a 30-minute lesson weekly in each classroom.	McKean Elementary teachers will participate in committee meetings including PBIS, Building Advisory Council (BAC), and faculty meetings for school-wide collaboration and support.