

**General McLane SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		105253903
<b>Address 1</b>		
11771 Edinboro Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Edinboro	PA	16412
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Matthew Lane		matthewlane@generalmclane.org
<b>Single Point of Contact Name</b>		
Dr. Matthew Lane		
<b>Single Point of Contact Email</b>		
matthewlane@generalmclane.org		
<b>Single Point of Contact Phone Number</b>		
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
Michael Cannata	Administrator	General McLane SD	michaelcannata@generalmclane.org
Staci Rock	Parent	McKean Elementary School	rock.staci@gmail.com
Zach Lucas	Staff Member	General McLane High School	zachlucas@Generalmclane.org
Sarah Palm	Administrator	McKean Elementary School	sarahpalm@generalmclane.org
Jason Buto	Administrator	James W Parker Middle School	jasonbuto@generalmclane.org
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Justin Whitford	Administrator	Edinboro Elementary	justinwhitford@generalmclane.org
Victoria Hansen	Staff Member	General McLane High School	victoriahansen@generalmclane.org
Nick Artman	Community Member	Edinboro Elementary School	nickartman86@gmail.com
Dan Mennow	Administrator	General McLane High School	danielmennow@generalmclane.org
Jason Keim	Administrator	General McLane High School	jasonkeim@generalmclane.org

## 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. Approximately 44% of the students enrolled in the district were identified as economically disadvantaged. 17.6% of the 2,106 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**

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.

**Other (Optional)**

Community: We value community by fostering strong relationships, celebrating collaboration, promoting safety, and building a sense of belonging among students, staff, families, and the wider community. Growth: We value growth by encouraging continuous learning, embracing challenges, and supporting every individual's academic, personal, and professional development. Respect: We value respect by honoring the dignity, voices, and diverse perspectives of all individuals through empathy, kindness, and thoughtful interactions. Empowerment: We value empowerment by providing opportunities, resources, and support that enables all members of our school community to lead, take initiative, and reach their full potential. Accountability: We value accountability by setting high expectations, taking responsibility for our actions, and working with integrity to fulfill our commitments to one another.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Growth in math at James W. Parker Middle School	The growth score in math for the 2023-2024 PSSAs was 99.2 at JWPMS.
Science achievement at Edinboro Elementary & McKean Elementary	Edinboro and McKean has 88.6% and 89.1% of students score proficient or advanced on the science PSSA, respectively.
Science growth at Edinboro Elementary & McKean Elementary	Edinboro and McKean had science growth scores of 100 and 85, respectively. Both scores are indicative of strong evidence that the growth standard was achieved in 4th-grade science.
Math achievement in grades 3-8	Students across buildings in grades 3-8 met the interim goal/improvement target in math achievement.
ELA growth in grade 4 at McKean and Edinboro	4th-grade students at McKean met the standard demonstrating growth in ELA with a score of 76. At Edinboro, 4th-grade students exceeded the standard demonstrating growth with a score of 100.

#### Challenges

Indicator	Comments/Notable Observations
Achievement across subjects at GMHS.	Students did not meet the interim goal/improvement target at GMHS in Algebra 1, Biology, and Literature.
Achievement in ELA at McKean and James W. Parker Middle School	Students did not meet the interim goal/improvement target in ELA at MES and JWPMS.

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

#### Strengths

<b>Indicator</b> Math growth among economically disadvantaged students at JWPMS <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged (JWPMS)	<b>Comments/Notable Observations</b> The growth score for students who are economically disadvantaged at JWPMS in math was 88.4, a 17.2 point increase from the prior year.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<p>Math growth among economically disadvantaged students at GMHS</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Economically Disadvantaged (GMHS)</p>	<p>The growth score for students who are economically disadvantaged at GMHS in math was 82, above the all student group by 3 points.</p>
<p><b>Indicator</b></p> <p>Math achievement at EES</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Students with Disabilities (EES)</p>	<p><b>Comments/Notable Observations</b></p> <p>42.4% of students with disabilities scored proficient or advanced on the math PSSA in grades 3 or 4 which is an increase over the previous year.</p>
<p><b>Indicator</b></p> <p>Science achievement at MES</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Economically Disadvantaged (MES)</p>	<p><b>Comments/Notable Observations</b></p> <p>85.7% of students who are economically disadvantaged scored proficient or advanced on the science PSSA at McKean Elementary. This represents a 17.5% increase over the previous year.</p>

### Challenges

<p><b>Indicator</b></p> <p>ELA Achievement at MES</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Students with Disabilities (MES)</p>	<p><b>Comments/Notable Observations</b></p> <p>13.8% of students with disabilities scored proficient or advanced on the ELA PSSA at McKean Elementary. This is a 32% decrease from the percentage of students with disabilities who scored proficient or advanced two years prior.</p>
<p><b>Indicator</b></p> <p>Growth in ELA at JWPMS</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Students with Disabilities (JWPMS)</p>	<p><b>Comments/Notable Observations</b></p> <p>The growth score for students with disabilities at JWPMS was 59 in 2023-2024, a 22 point decrease from the year prior.</p>
<p><b>Indicator</b></p> <p>ELA Achievement at EES</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>Economically Disadvantaged (EES)</p>	<p><b>Comments/Notable Observations</b></p> <p>56.8% of students who are economically disadvantaged scored proficient or advanced on the ELA PSSA in 2023-2024. That's a 11.8% decrease from the year prior.</p>

<b>Indicator</b> Biology Achievement at GMHS <b>Grade Level(s) and/or Student Group(s)</b> Student with Disabilities (GMHS)	<b>Comments/Notable Observations</b> 4.3% of students with disabilities scored proficient or advanced on the Biology Keystone in 2023-2024. The performance of students with disabilities has been inconsistent, but was 29.2% in 2022-2023.
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**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.

Growth in math at James W. Parker Middle School
ELA growth in grade 4 at McKean and Edinboro

**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.

Achievement across subjects at GMHS.
Achievement in ELA at McKean and James W. Parker Middle School
Biology Achievement at GMHS (students with disabilities)
ELA Achievement at MES (students with disabilities)

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Results (Fall '23-'24 to Spring '23-24) (Reading 2-5)	Average growth from Fall to Spring increased 10.1 RIT points.
NWEA MAP Results (Fall '23-'24 to Spring '23-24) (Reading 6+)	Average growth from Fall to Spring increased 5.03 RIT points.
NWEA MAP Results (Fall '23-'24 to Spring '23-24) (Reading K-2)	Average growth from Fall to Spring increased 17.5 RIT points.
DIBELS 8 (Fall '24-'25 to Winter '24-'25)	The percentage of students scoring at or above benchmark increased by 6% from Fall to Winter.
DIBELS 8 (Spring '23-'24- End-of- Year)	76% of students in grades K-6 scored at or above benchmark on the spring administration of the DIBELS assessment.
CDT Results in Literature	In 2023, students in grades 9 and 11 met the growth standard according to the CDT results in PVAAS. Growth among students in grade 10 was red, indicative of significant evidence that, as a cohort, they did not meet the growth standard.

### English Language Arts Summary

#### Strengths

NWEA MAP results across grade levels, but particularly in grades 1 and 2, indicate significant academic growth in ELA.
The number of students scoring below benchmark on the DIBELS assessment decreased six percent from Fall to Winter.

#### Challenges

In grades 5 and 6, 35% and 34% of students, respectively, scored below benchmark on the DIBELS 8 assessment.
Growth on the literature CDT from the beginning of the semester to the end of the semester among students in grades 10 did not show evidence of growth.

### Mathematics

Data	Comments/Notable Observations
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NWEA MAP Results (Fall '23-'24 to Spring '23-'24) (Math 2-5)	Average growth from Fall to Spring increased 11.1 RIT points.
NWEA MAP Results (Fall '23-'24 to Spring '23-'24) (Math 6+)	Average growth from Fall to Spring increased 10.3 RIT points.
NWEA MAP Results (Fall '23-'24 to Spring '23-'24) (Math K-2)	Average growth from Fall to Spring increased 19.1 RIT points.
CDT Growth in Algebra I	There is significant evidence that high school students who took the CDT in the 2023-2024 school year exceeded the growth standard.
Acadience Math Benchmark (Fall '24-'25 to Winter '24-'25)	The percentage of students who scored at or above benchmark went from 72% in the fall to 63% in the spring.

## Mathematics Summary

### Strengths

Across gradespans, students have shown considerable growth on the NWEA MAP assessment, far exceeding growth projections from fall to winter.
Student growth on the Algebra 1 CDT at GMHS is very strong, in line with our growth scores on the Algebra 1 assessment across the district.

### Challenges

The increase in students scoring below benchmark on the Acadience assessment from fall to winter is concerning and may reflect deficiencies in foundational skills essential to future success in mathematics.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT (Science- 8th-grade)	Growth on the science CDT from fall to spring in the '24-'25 school year is well above the growth standard.
CDT (Biology- High School)	Growth on the biology CDT from the beginning of each semester to the end of each semester in the '24-'25 school year is well above the growth standard.

## Science, Technology, and Engineering Education Summary

### Strengths

Students are showing significant growth on the CDT assessment at James W. Parker Middle School and General McLane High School.
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## Challenges

Our CDT growth data does not match our growth scores on the biology Keystone and the PSSA in 8th-grade science.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark (PA Future Ready Index)	94% of students at General McLane High School met the career standards benchmark in the 2023-2024 school year.
Career Standards Benchmark (PA Future Ready Index)	100% of students at James W. Parker Middle School met the career standards benchmark in the 2023-2024 school year.

### Career and Technical Education (CTE) Programs

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

### 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)

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

Data	Comments/Notable Observations
Civics Knowledge Survey (Act 35)	96% of the students who took the US Citizenship Test earned a passing grade. 26% earned a perfect score.

### 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**

Erie County Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education Courses

**Uploaded Files**

General McLane High Articulation Agreement (1).pdf

**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.

Greater than 90% of students in grades 5, 8, and 11 are achieving the career benchmark standard as indicated in the Future Ready PA Index.
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In the last school year, 96% of students passed the required Civics Exam with 26% earning a perfect score.
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**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.

It remains a goal of the district that all students pass the US Citizenship test as part of AP US Government and Politics or Civics & Economics course.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA PSSA Results (2023-2024)	25% of the EL students with a PSSA result scored proficient. The other 75% scored basic or below basic.
Math PSSA Results (2023-2024)	50% of the EL students with a PSSA result scored proficient or advanced. The other 50% scored basic or below basic.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

50% of the EL students scored proficient or advanced on the math PSSA in the 2023-2024 school year.

**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.

75% of the EL students scored basic or below basic on the ELA PSSA in the 2023-2024 school year.

**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.

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.

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

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

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	Operational
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

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

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

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

### Implement Data-Driven Human Capital Strategies

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	Operational
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.

Coordinate and monitor supports aligned with students' and families' needs
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Foster a vision and culture of high expectations for success for all students, educators, and families

### 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.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

## 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
Growth in math at James W. Parker Middle School	False
ELA growth in grade 4 at McKean and Edinboro	False
NWEA MAP results across grade levels, but particularly in grades 1 and 2, indicate significant academic growth in ELA.	False
The number of students scoring below benchmark on the DIBELS assessment decreased six percent from Fall to Winter.	False
Across gradespans, students have shown considerable growth on the NWEA MAP assessment, far exceeding growth projections from fall to winter.	False
Student growth on the Algebra 1 CDT at GMHS is very strong, in line with our growth scores on the Algebra 1 assessment across the district.	False
Students are showing significant growth on the CDT assessment at James W. Parker Middle School and General McLane High School.	False
Coordinate and monitor supports aligned with students' and families' needs	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Greater than 90% of students in grades 5, 8, and 11 are achieving the career benchmark standard as indicated in the Future Ready PA Index.	False
In the last school year, 96% of students passed the required Civics Exam with 26% earning a perfect score.	False
50% of the EL students scored proficient or advanced on the math PSSA in the 2023-2024 school year.	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.	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
Foster a vision and culture of high expectations for success for all students, educators, and families	False
	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
Achievement across subjects at GMHS.	True
Achievement in ELA at McKean and James W. Parker Middle School	False
Biology Achievement at GMHS (students with disabilities)	False
ELA Achievement at MES (students with disabilities)	False
In grades 5 and 6, 35% and 34% of students, respectively, scored below benchmark on the DIBELS 8 assessment.	False
Growth on the literature CDT from the beginning of the semester to the end of the semester among students in grades 10 did not show evidence of growth.	False
The increase in students scoring below benchmark on the Acadience assessment from fall to winter is concerning and may reflect deficiencies in foundational skills essential to future success in mathematics.	False
Our CDT growth data does not match our growth scores on the biology Keystone and the PSSA in 8th-grade science.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
It remains a goal of the district that all students pass the US Citizenship test as part of AP US Government and Politics or Civics & Economics course.	False
75% of the EL students scored basic or below basic on the ELA PSSA in the 2023-2024 school year.	False
All of the applicable plans should reference the needs of students in terms of achievement/growth and college/career ready experiences.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	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
Achievement across subjects at GMHS.		True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	
The K-12 Guidance Plan will help to establish pathways to college and career ready experiences for students during their time in the district.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improve student achievement across all subject areas at General McLane High School by utilizing data-informed practices, targeted interventions, and instructional strategies that support academic growth for every learner.
	Ensure all students have access to high-quality, rigorous, and standards-aligned instruction by supporting schools in the implementation of evidence-based instructional strategies and programs that promote academic growth and achievement.

## Goal Setting

**Priority: Ensure all students have access to high-quality, rigorous, and standards-aligned instruction by supporting schools in the implementation of evidence-based instructional strategies and programs that promote academic growth and achievement.**

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA will increase by 15 percentage points at each building, rising from 30.2% to 45.2% at James W. Parker Middle School, from 13.8% to 28.8% at McKean Elementary, and from 39.4% to 54.4% at Edinboro Elementary.		
Measurable Goal Nickname (35 Character Max)		
Increased Achievement on ELA PSSA (Students with Disabilities)		
Target Year 1	Target Year 2	Target Year 3
James W. Parker Middle School: Increase the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA from 30.2% to 35.2%. McKean Elementary: Increase the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA from 13.8% to 18.8%. Edinboro Elementary: Increase the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA from 39.4% to 44.4%.	James W. Parker Middle School: Increase from 35.2% to 40.2%. McKean Elementary: Increase from 18.8% to 23.8%. Edinboro Elementary: Increase from 44.4% to 49.4%.	By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA will increase by 15 percentage points at each building, rising from 30.2% to 45.2% at James W. Parker Middle School, from 13.8% to 28.8% at McKean Elementary, and from 39.4% to 54.4% at Edinboro Elementary.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the Math PSSA will increase by 15 percentage points at each building, rising from 18.9% to 33.9% at James W. Parker Middle School, from 17.2% to 32.2% at McKean Elementary, and from 42.4% to 57.4% at Edinboro Elementary.		
Measurable Goal Nickname (35 Character Max)		
Increased Achievement on Math PSSA (Students with Disabilities)		
Target Year 1	Target Year 2	Target Year 3

James W. Parker Middle School: Increase from 18.9% to 23.9%. McKean Elementary: Increase from 17.2% to 22.2%. Edinboro Elementary: Increase from 42.4% to 47.4%.	James W. Parker Middle School: Increase from 23.9% to 28.9%. McKean Elementary: Increase from 22.2% to 27.2%. Edinboro Elementary: Increase from 47.4% to 52.4%.	By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the Math PSSA will increase by 15 percentage points at each building, rising from 18.9% to 33.9% at James W. Parker Middle School, from 17.2% to 32.2% at McKean Elementary, and from 42.4% to 57.4% at Edinboro Elementary.
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**Priority: Improve student achievement across all subject areas at General McLane High School by utilizing data-informed practices, targeted interventions, and instructional strategies that support academic growth for every learner.**

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the percentage of students scoring Proficient or Advanced on the Keystone Exams at General McLane High School will meet or exceed the following targets, surpassing the school's 2019-2020 pre-pandemic performance by 2 percentage points: Literature: Increase from 64.6% to at least 68.8% Algebra 1: Increase from 48.6% to at least 77.3% Biology: Increase from 51.6% to at least 75.5%		
Measurable Goal Nickname (35 Character Max)		
Increased Achievement on Keystone @ GMHS		
Target Year 1	Target Year 2	Target Year 3
Literature: From 64.6% to 66.0% Algebra 1: From 48.6% to 58.2% Biology: From 51.6% to 59.6%	Literature: From 66.0% to 67.4% Algebra 1: From 58.2% to 67.9% Biology: From 59.6% to 67.5%	By the end of the 2027-2028 school year, the percentage of students scoring Proficient or Advanced on the Keystone Exams at General McLane High School will meet or exceed the following targets, surpassing the school's 2019-2020 pre-pandemic performance by 2 percentage points: Literature: Increase from 64.6% to at least 68.8% Algebra 1: Increase from 48.6% to at least 77.3% Biology: Increase from 51.6% to at least 75.5%

## Action Plan

### Measurable Goals

Increased Achievement on ELA PSSA (Students with Disabilities)	Increased Achievement on Math PSSA (Students with Disabilities)
Increased Achievement on Keystone @ GMHS	

**Action Plan For: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.**

### Measurable Goals:

- By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA will increase by 15 percentage points at each building, rising from 30.2% to 45.2% at James W. Parker Middle School, from 13.8% to 28.8% at McKean Elementary, and from 39.4% to 54.4% at Edinboro Elementary.

Action Step		Anticipated Start/Completion Date	
Offer ongoing training in evidence-based intervention programs, progress monitoring, and data analysis for teachers in grades K-8.		2025-08-20	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Steven Karns/Director of Curriculum	Intervention programs, progress monitoring resources, and professional development.	No	No
Action Step		Anticipated Start/Completion Date	
Analyze aggregate intervention and assessment data to determine the overall effectiveness of reading interventions and adjust program structures as needed.		2025-08-20	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Steven Karns/Director of Curriculum	Performance Matters and substitute support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in the number of students showing growth on local assessments and, ultimately, an increase in the number of students with disabilities scoring proficient or advanced on the	Special education teachers, the Director of Pupil Services, and building administration will review the effectiveness of interventions on the students with disabilities quarterly to determine what changes are needed.

ELA PSSA.	
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### Action Plan For: Provide Direct & Explicit Comprehension Strategy Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2027-2028 school year, the percentage of students scoring Proficient or Advanced on the Keystone Exams at General McLane High School will meet or exceed the following targets, surpassing the school's 2019-2020 pre-pandemic performance by 2 percentage points: Literature: Increase from 64.6% to at least 68.8% Algebra 1: Increase from 48.6% to at least 77.3% Biology: Increase from 51.6% to at least 75.5%</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implement routine, direct, and explicit instruction of comprehension strategies (such as summarizing, questioning, and making inferences) in all Keystone-tested courses, with a focus on modeling, guided practice, and opportunities for independent application.		2025-08-20	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Steven Karns/Director of Curriculum	Comprehension strategy instructional materials, professional development or PLC time, access to student performance data, and classroom resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate improved reading comprehension skills, reflected in higher scores on Keystone assessments, through their ability to apply taught strategies such as summarizing, questioning, and making inferences to analyze complex texts effectively.	Administration, school counselors, and teachers of Keystone tested subjects will monitor progress twice each year.

**Action Plan For: Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the ELA PSSA will increase by 15 percentage points at each building, rising from 30.2% to 45.2% at James W. Parker Middle School, from 13.8% to 28.8% at McKean Elementary, and from 39.4% to 54.4% at Edinboro Elementary.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide daily, intensive, small-group reading instruction for identified students, targeting specific areas of need (e.g., phonemic awareness, decoding, fluency, vocabulary, comprehension) based on ongoing progress monitoring data.		2025-08-20	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Steven Karns/Director of Curriculum	Researched-based Tier 3 reading intervention programs and materials, time build into the daily schedule, and professional development.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students receiving daily intensive reading instruction will show measurable growth in foundational reading skills—such as phonemic awareness, decoding, fluency, vocabulary, and comprehension—resulting in increased achievement on the ELA PSSA for students with disabilities.	MTSS coordinator, Interventionists, school administrators, and the director of pupil services will monitor results three times per year.

**Action Plan For: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2027-2028 school year, the percentage of students with a disability scoring Proficient or Advanced on the Math PSSA will increase by 15 percentage points at each building, rising from 18.9% to 33.9% at James W. Parker Middle School, from 17.2% to 32.2% at McKean Elementary, and from 42.4% to 57.4% at Edinboro Elementary.</li> </ul>



<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide daily, systematic, and explicit math intervention for students with disabilities, following a structured progression of skills aligned to Math PSSA anchors and eligible content.		2025-08-20	2028-06-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Steven Karns/Director of Curriculum	Research-based math intervention program and materials, PSSA-aligned skill checklists, time built into the daily schedule	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students receiving systematic math intervention will demonstrate increased understanding and mastery of key mathematical concepts, leading to improved performance on the Math PSSA among students with disabilities.	MTSS coordinators, interventionists, and building administrators will monitor progress three times per year.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide Direct & Explicit Comprehension Strategy Instruction	Implement routine, direct, and explicit instruction of comprehension strategies (such as summarizing, questioning, and making inferences) in all Keystone-tested courses, with a focus on modeling, guided practice, and opportunities for independent application.
Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.	Provide daily, systematic, and explicit math intervention for students with disabilities, following a structured progression of skills aligned to Math PSSA anchors and eligible content.

### "Modeling and Practicing Explicit Comprehension Strategies" Workshop

Action Step		
<ul style="list-style-type: none"> <li>Implement routine, direct, and explicit instruction of comprehension strategies (such as summarizing, questioning, and making inferences) in all Keystone-tested courses, with a focus on modeling, guided practice, and opportunities for independent application.</li> <li>Provide daily, systematic, and explicit math intervention for students with disabilities, following a structured progression of skills aligned to Math PSSA anchors and eligible content.</li> </ul>		
Audience		
K-12 teachers		
Topics to be Included		
This professional development will teach how to explicitly model comprehension strategies, design lessons with direct and guided practice, and address challenges through ongoing support and assessment.		
Evidence of Learning		
Evidence of learning will be demonstrated by teachers' ability to model comprehension strategies explicitly, create lessons that include direct and guided practice, and reflect on strategies to overcome challenges and support student understanding.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven Karns/Director of Curriculum	2025-06-20	2028-06-09

### Learning Format

Type of Activities	Frequency
Inservice day	Multiple days across school years
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1c: Setting Instructional Outcomes</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the duration of the plan
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

### Comprehension Strategies Initiative

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 teachers	Purpose and rationale, targeted comprehension strategies, instructional framework, sample lessons and activities, professional collaboration, and student feedback and engagement	Steven Karns/Director of Curriculum	08/20/2025	06/09/2028

### Communications

Type of Communication	Frequency
Email	Prior to the start of the initiative and then during the initiative, as needed
Presentation	At the start of the initiative and to communicate results

**Approvals & Signatures**

Uploaded Files

Chief School Administrator	Date