Profile and Plan Essentials

LEA Type		AUN	
Rockwood Area School District		108566303	
Address 1			
439 Somerset Ave			
Address 2			
City	**State**	**Zip Code**	
Rockwood	PA	15557-1030	
Chief School Administrator		**Chief School Administrator Email**	
Mark R. Bower		mbower@rockwoodschools.org	
Single Point of Contact Name			
Mark R. Bower			
Single Point of Contact Email			
mbower@rockwoodschools.org			
Single Point of Contact Phone Number			
8149264688			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Greg King	Staff Member	Rockwood Area Jr.-Sr. High School	gking@rockwoodschools.org
Joe Kush	Staff Member	Jr./Sr. High School	jkush@rockwoodschools.org
Roni Langley	Staff Member	Jr./Sr. High School	rlangley@rockwoodschools.org
Jim Wagner	Staff Member	Rockwood Area Jr.-Sr. High School	jwagner@rockwoodschools.org
Christy Hay	Staff Member	Rockwood Area School District	chay@rockwoodschools.org
Shanna Wilson	Staff Member	Rockwood Area Jr.-Sr. High School	swilson@rockwoodschools.org
Jessica Miller	Staff Member	Rockwood Area Elementary School	jmiller@rockwoodschools.org
Carissa Shipley	Parent	Rockwood Area School District	c_jshipley@yahoo.com
Ashley Baker	Board Member	Rockwood Area School District	AshleyCh05@aol.com
Misty Demchak	Administrator	Rockwood Area School District	mdemchak@rockwoodschools.org
Jonathan Hale	Administrator	Rockwood Area School District	jhale@rockwoodschools.org
Sharon Clapper	Community Member	Rockwood Area School District	sclapper@clappertables.com
Mark Bower	Administrator	Rockwood Area School District	mbower@rockwoodschools.org
Loretta Hostetler	Parent	Rockwood Area Elementary and Jr-Sr High	chris7hoss@verizon.com
Benjamin Baker	Staff Member	Rockwood Area Elementary School	bbaker@rockwoodschools.org
Elyse Cordaro	Staff Member	Rockwood Area Elementary School	ecordaro@rockwoodschools.org
Jenna Wintersteen	Staff Member	Rockwood Area Elementary School	jwintersteen@rockwoodschools.org
Megan Hetrick	Administrator	Rockwood Area School District	mehetrick@rockwoodschools.org
Susan Clark	Staff Member	Rockwood Area School District	sclark@rockwoodschools.org
Nick Buterbaugh	Administrator	Rockwood Area School District	nbuterbaugh@rockwoodschools.org
Cassie Wright	Staff Member	Rockwood Area School District	cwright@rockwoodschools.org
Amber Walker	Staff Member	Rockwood Area School District	awalker@rockwoodschools.org

LEA Profile

The Rockwood Area School District, nestled in Somerset County amid the scenic Laurel Highlands of Pennsylvania, offers a unique educational experience deeply rooted in its rural community. Our schools, located on a compact campus just outside Rockwood, serve an expansive 146 square miles of picturesque terrain, encompassing rolling hills, lush forests, and thriving farmland.

Despite the district's rural setting, diverse employment opportunities abound. While many residents commute beyond our borders for work, others contribute significantly to the local economy through tourism, notably supported by Seven Springs Mountain Resort and the Great Allegheny Passage. Additionally, industries such as Rockwood Manufacturing, Rockwood Casualty Insurance Company, and energy sectors are vital contributors, alongside a robust agricultural sector.

Supporting our vibrant community are numerous organizations, including the Somerset County Chamber of Commerce, Community Foundation for the Alleghenies, and local churches through the Rockwood Ministerial Association. These partnerships enrich the educational landscape for our students, ensuring a well-rounded experience beyond the classroom.

Our dedicated faculty, composed entirely of "Highly Qualified" professionals, includes a diverse administrative team overseeing every aspect of student development. This team supports our 550 students, primarily from middle-class backgrounds, with approximately 40% facing economic challenges and 14% benefiting from special education services.

Academically, our high school offers a range of rigorous programs from College Prep to Business and Engineering, with opportunities for dual enrollment with regional institutions. Additionally, our affiliation with the Somerset County Technology Center provides students with valuable trade skills.

Beyond academics, Rockwood students thrive in extracurricular activities, including sports, music, and clubs like National Honor Society, FFA, and Future Business Leaders of America. These activities foster leadership and community engagement, preparing our students to become active contributors to society.

At the elementary level, our Schoolwide Title I program ensures all students receive support in English Language Arts, Mathematics, Science, and Social Studies. Our comprehensive approach to education includes a Multi-tiered Support System and specialized programs for gifted and special education students.

In partnership with our community, we maintain a 1-to-1 technology initiative, providing each student with a Chromebook for enhanced learning through platforms like Google Classroom. This commitment reflects our motto: "Proud of our Past, Promoting the Present, and Focused on the Future."

The Rockwood Area School District stands as a cornerstone of our community, fostering a spirit of collaboration between residents and the educational opportunities provided within our facilities. Together, we ensure every student receives the support and resources needed to achieve their full potential, preparing them for success in an ever-changing world.

Mission and Vision

Mission

The Mission of the Rockwood Area School District is to empower students to reach their full potential as well-rounded, lifelong learners and responsible members of society.

Vision

The Vision of the Rockwood Area School District is for all students to become lifelong learners and critical thinkers through a diverse education supported by excellent teaching, informed community involvement, and positive parental guidance.

Educational Values

Students

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Staff

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Administration

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Parents

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being

that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Community

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2022-2023 RAES ELA/Literature PSSA all student group	61.3% of RAES students performed proficient or advance, exceeding the statewide average of 54.5%
2022-2023 RAES Science/Biology PSSA all student group	79.5% of RAES students performed proficient or advance, exceeding the statewide average of 58.9%
2022-2023 RAES ELA and Math PSSA Growth all student group	Academic growth score for RAES was 80.0 for ELA, 100.0 for math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.4 ELA and 74.9 math.
2022-2023 RAES Math PSSA all student groups	47.3% of RAES students performed proficient or advance, exceeding the statewide average of 38.3%
2022-2023 RAJSHS ELA/Literature PSSA/Keystone all student group	67.7% of RAJSHS students performed proficient or advanced on ELA/Literature PSSA and Keystone assessments, exceeding the statewide average of 54.5%
2022-2023 RAES Career Standards Benchmark all student group	Career Standards Benchmark for all student group 100% of RAES students met benchmark exceeding the statewide average of 89.6%.
2022-2023 RAJSHS Science/Bio PSSA/Keystone all student group	61.8% of RAJSHS students performed proficient or advance, exceeding the statewide average of 58.9%
2022-2023 RAJSHS Math/Algebra PSSA/Keystone all student group	47.6% of RAJSHS students performed proficient or advance, exceeding the statewide average of 38.3%
2022-2023 RAJSHS Career Standards Benchmark all student group	Career Standards Benchmark for all student group 97.5% of RAJSHS students met benchmark exceeding the statewide average of 89.6%.
2022-2023 RAJSHS Industry Based Learning Standards all student group	Industry Based Learning for all student group 95.8% of RAJSHS students met benchmark exceeding the statewide average of 32.8%.

Challenges

Indicator	Comments/Notable Observations
2022-2023 RAES Math PSSA all student group	47.3% of RAES students performed proficient or advanced on the Math PSSA - this did not meet the statewide year goal of 71.8%.
2022-2023 RAJSHS Math/Algebra PSSA/Keystone all student group	47.6% of RAJSHS students performed proficient or advanced on the Math PSSA - this did not meet the statewide year goal of 71.8%.
2022-2023 RAJSHS Science/Biology PSSA/Keystone all student group	61.8% of RAJSHS students performed proficient or advanced on the Science/Biology PSSA/Keystones - this did not meet the statewide year goal of 83%.
2022-2023 RAJSHS Academic Growth Math/Algebra PSSA/Keystone all student group	50% of RAJSHS students meeting annual growth expectations on the Math PSSA / Algebra Keystones- this did not meet the statewide average growth score of 74.9%.
2022-2023 RAES ELA PSSA all student group	61.3% of RAES students performed proficient or advanced on the ELA PSSA - this did not meet the

statewide year goal of 81.1%.	

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

Strengths

Indicator 2022-2023 RAES ELA/Literature PSSA - Economically Disadvantaged group **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 3-6	**Comments/Notable Observations** ELA/Literature 60.9%, within 1% of all students group
Indicator 2022-2023 RAES ELA/Literature PSSA - Economically Disadvantaged Academic Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 3-6	**Comments/Notable Observations** ELA/Literature 76%, within 5% of all students group
Indicator 2022-23 RAJSHS ELA/Literature PSSA/Keystone - Economically Disadvantaged Academic Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 7-12	**Comments/Notable Observations** ELA/Literature 72%, within 3% of all students group
Indicator 2022-23 RAJSHS Math/Algebra PSSA/Keystone - Economically Disadvantaged Academic Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 7-12	**Comments/Notable Observations** Math/Algebra 52.3%, exceeding all students group
Indicator 2022-23 RAJSHS Science/Biology PSSA/Keystone - Economically Disadvantaged Academic Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 7-12	**Comments/Notable Observations** Science/Biology 69.5%, exceeding all students group

Challenges

Indicator 2022-2023 RAES Math, Science PSSA - Economically Disadvantaged - Academic Growth **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 3-6	**Comments/Notable Observations** RAES Economically Disadvantaged student growth scores Math/Algebra 87%, compared to 100% for the all students group. RAES Economically Disadvantaged student growth scores Science 82%, compared to 89% for the all students group.
Indicator 2022-2023 RAES Math, Science PSSA - Economically Disadvantaged **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 3-6	**Comments/Notable Observations** RAES Economically Disadvantaged students Math/Algebra 37.9%, compared to 47.3% for the all students group. RAES Economically Disadvantaged students Math/Algebra 65%, compared to 79.5% for the all students group.

Indicator 2022-23 RAJSHS ELA/Literature, Math/Algebra, Science/Biology PSSA/Keystone - Economically Disadvantaged **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged 7-12	**Comments/Notable Observations** RAJSHS Economically Disadvantaged students ELA/Literature 57.8%, compared to 67.7% for the all students group. RAJSHS Economically Disadvantaged students Math/Algebra 29.5%, compared to 47.6% for the all students group. RAJSHS Economically Disadvantaged students Science/Biology 46.2%, compared to 61.8% for the all students group.

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 growth score for RAES was 80.0 for ELA, 100.0 for Math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.4 ELA and 74.9 for Math.
79.5% of RAES students performed proficient or advanced on Science PSSA, exceeding the statewide average of 58.9%.
Industry Based Learning for all student group 95.8% of RAJSHS students met the benchmark, exceeding the statewide average of 32.8%.
Career Standards Benchmark for all student group 100% of RAES students met the benchmark, exceeding the statewide average of 89.6%.
Career Standards Benchmark for all student group 97.5% of RAJSHS students met the benchmark, exceeding the statewide average of 89.6%.

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.

47.3% of RAES students performed proficient or advanced on the Math PSSA - this did not meet the statewide year goal of 71.8%.
47.6% of RAJSHS students performed proficient or advanced on the Math/Algebra PSSA/Keystones - this did not meet the statewide year goal of 71.8%.
61.8% of RAJSHS students performed proficient or advanced on the Science/Biology PSSA/Keystones - this did not meet the statewide year goal of 83%.
50% of RAJSHS students meeting annual growth expectations on the Math PSSA / Algebra Keystones- this did not meet the statewide average growth score of 74.9%.
61.3% of RAES students performed proficient or advanced on the ELA PSSA - this did not meet the statewide year goal of 81.1%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Grade 3 ELA at/above proficiency 2021 - 44.7% 2022 - 46.3% 2023 - 64.3% PSSA Grade 4 ELA at/above proficiency 2021 - 70.3% 2022 - 65% 2023 - 63.2% PSSA Grade 5 ELA at/above proficiency 2021 - 68.3% 2022 - 55.8% 2023 - 52.4% PSSA Grade 6 ELA at/above proficiency 2021 - 68.3% 2022 - 69.8% 2023 - 66.7% PSSA Grade 7 ELA at/above proficiency 2021 - 69.6% 2022 - 79.5% 2023 - 69% PSSA Grade 8 ELA at/above proficiency 2021 - 69.4% 2022 - 75% 2023 - 66.7%	RASD PSSA ELA for RAES at/above proficiency has increased for grade 3 from 2021-2023. RASD PSSA ELA for RAES at/above proficiency has decreased for grades 4-5-6 through 2021-2023. RASD PSSA ELA for RAJSHS at/above proficiency has decreased for grades 7-8 from 2021-2023.
Keystone Literature at/above proficiency for first-time test takers 2021 - COVID 2022 - 62% 2023 - 57.4%	RASD Keystone Literature at/above proficiency has slightly declined from 2022-2023.
RAES students meeting DIBELS 8th Edition Benchmark: 2023-24 Composite Scores (EOY) K - 100% 1st Grade - 92% 2nd Grade - 71% 3rd Grade - 59% Kindergarten 2021 - 81% 2022 - 97% 2023 - 85% 2024 - 100% 1st Grade 2021 - 81% 2022 - 85% 2023 - 84% 2024 - 92% 2nd Grade 2021 - 71% 2022 - 77% 2023 - 70% 2024 - 71% 3rd Grade 2021 - 51% 2022 - 52% 2023 - 82% 2024 - 59%	Student performance on DIBELS indicates foundational literacy skills are being developed. Outcomes for students are high in early elementary. Concerns for 2nd and 3rd-grade outcomes need to be addressed. Structured Literacy approaches being implemented.
Developmental Reading Assessment (DRAs) levels for Primary students enrolled in RAES; K - 97% 1st Grade - 43% 2nd Grade - 67%	Reading fluency, comprehension, and writing are areas of ELA instruction that need to improve within the primary grade levels K-3.
PSSA PVAAS Growth Grade 4 ELA 2021 - N/A 2022 - Well Above 2023 - Well Above PSSA PVAAS Growth Grade 5 ELA 2021 - Well Above 2022 - Well Below 2023 - Well Below PSSA PVAAS Growth Grade 6 ELA 2021 - Meets 2022 - Below 2023 - Meets PSSA PVAAS Growth Grade 7 ELA 2021 - Meets 2022 - Meets 2023 - Meets PSSA PVAAS Growth Grade 8 ELA 2021 - Above 2022 - Above 2023 - Below	RASD PSSA ELA Growth has improved in some grade levels (4-6-7) from 2021-2023, and has declined in some grades levels (5-8) during this same time period.
Keystone PVAAS Growth Literature 2021 - N/A 2022 - Above 2023 - Above	RASD Keystone Literature scores steadily show growth from 2022-2023.

English Language Arts Summary

Strengths

RASD Keystone Literature scores steadily show growth from 2022-2023.
RASD PSSA ELA for RAES at/above proficiency has increased for grade 3 from 2021-2023.
PSSA growth for 4th grade has been well above for the 2022 and 2023 assessments. 6th grade PSSA growth has met the expected level during the 2021 and 2023 assessments. 7th grade ELA growth scores have met the expected level for 3 consecutive year.

Challenges

RASD PSSA ELA for RAJSHS at/above proficiency has decreased for grades 7-8 from 2021-2023.
RASD PSSA ELA for RAES at/above proficiency has decreased for grades 4-5-6 through 2021-2023.

Kindergarten through 3rd grade DIBELS 8 and DRA data indicates below benchmark student performance related to fluency and comprehension. Students performance related to writing needs addressed in ELA courses in the RAES.

Mathematics

Data	Comments/Notable Observations
PSSA Grade 3 Math at/above proficiency 2021 - 34.2%% 2022 - 51.2%% 2023 - 57.2%% PSSA Grade 4 Math at/above proficiency 2021 - 18.9% 2022 - 27.5% 2023 - 48.7% PSSA Grade 5 Math at/above proficiency 2021 - 46.3% 2022 - 37.2% 2023 - 35.7% PSSA Grade 6 Math at/above proficiency 2021 - 39% 2022 - 53.5% 2023 - 45.2% PSSA Grade 7 Math at/above proficiency 2021 - 17.8% 2022 - 34.1% 2023 - 54.8% PSSA Grade 8 Math at/above proficiency 2021 - 21% 2022 - 9.8% 2023 - 35.6%	RASD PSSA Math at/above proficiency has steadily improved in most grade levels from 2021-2023.
Keystone Algebra at/above proficiency for first-time test takers 2021 - COVID 2022 - 25% 2023 - 16%	RASD Keystone Algebra at/above proficiency has significantly declined from 2022-2023.
PSSA PVAAS Growth Grade 4 Math 2021 - N/A 2022 - Below 2023 - Meets PSSA PVAAS Growth Grade 5 Math 2021 - Well Above 2022 - Well Above 2023 - Well Above PSSA PVAAS Growth Grade 6 Math 2021 - Above 2022 - Well Above 2023 - Above PSSA PVAAS Growth Grade 7 Math 2021 - Well Below 2022 - Well Below 2023 - Well Below PSSA PVAAS Growth Grade 8 Math 2021 - Well Below 2022 - Well Below 2023 - Meets	RASD PSSA Math Growth has steadily improved in most grade levels from 2021-2023.
Keystone PVAAS Growth Algebra 2021 - N/A 2022 - Well Below 2023 - Well Below	RASD PVAAS Growth in Algebra is well below the state growth measures.

Mathematics Summary

Strengths

RASD PSSA Math at/above proficiency has steadily improved in most grade levels from 2021-2023.
RASD PSSA Math Growth has steadily improved in most grade levels from 2021-2023.

Challenges

RASD Keystone Algebra at/above proficiency has significantly declined from 2022-2023.
RASD PVAAS Growth in Algebra is well below the state growth measures.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Grade 4 Science at/above proficiency 2021 - 83.8% 2022 - 90% 2023 - 79.5% PSSA Grade 8 Science at/above proficiency 2021 - 64.5% 2022 - 61% 2023 - 71.1%	RASD PSSA Science at/above proficiency has maintained or improved proficiency from 2021-2023.
Keystone Biology at/above proficiency for first-time test takers 2021 - COVID 2022 - 39.1% 2023 - 38%	RASD Keystone Biology at/above proficiency has maintained proficiency levels from 2022-2023.
PSSA PVAAS Growth Grade 4 Science 2021 - N/A 2022 - Above 2023 - Above PSSA PVAAS Growth Grade 8 Science 2021 - Well Below 2022 - Below 2023 - Below	RASD PSSA Growth in Science is Above the state growth measures for RAES, and below the state growth measures for RAJSHS.

Keystone PVAAS Growth Biology 2021 - N/A 2022 - Well Below 2023 - Well Below	RASD PVAAS Growth in Biology is below or well below the state growth measures.

Science, Technology, and Engineering Education Summary

Strengths

RASD PSSA Science at/above proficiency has maintained or improved proficiency from 2021-2023.
RASD Keystone Biology at/above proficiency has maintained proficiency levels from 2022-2023.
RASD PSSA Growth in Science is Above the state growth measures for RAES.

Challenges

RASD PSSA Growth in Science is below the state growth measures for RAJSHS.
RASD PVAAS Growth in Biology is below or well below the state growth measures.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022-2023 High School Graduation Rate for all student group. 4 year cohort - 94.3% Statewide average - 87%	RASD HS Graduation rate was 94.3% for all students exceeding the statewide average of 87% for four-year cohort.
Career Standards Benchmarks for PA were met by both the RAES and RAJSH. Percent Career Standards Benchmark for the RAES was 100% and RAJSH scored 97.5% The PA Percent Career Standards Benchmark average was 89.7%.	The RAJSH Culminating Project supports Career Readiness, by contracting Clapper Education Consulting. The RAES curriculum includes guidance and social studies lessons focused on career readiness.

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)

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

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Mathmatics/College in High School Calculus

Uploaded Files

Dual Credit Agreement with University of Pittsburgh.pdf

Partnering Institution

St. Francis University

Agreement Type

Dual Credit

Program/Course Area

College in High School Physics & French

Uploaded Files

Saint Francis Agreement.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.

RASD HS Graduation rate was 94.3% for all students exceeding the statewide average of 87% for four-year cohort.
Career Standards Benchmarks for PA were met by both the RAES and RAJSH. The percent Career Standards Benchmark for the RAES was 100% and RAJSH scored 97.5% The PA Percent Career Standards Benchmark average was 89.7%.

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.

N/A

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.

Data	Comments/Notable Observations
2022-23 RAES ELA/Literature, Mathematics PSSA - Students with Disabilities - Grades 3-6	ELA/Literature 32% proficient, 61.3% of all students group proficient Mathematics 23.1% proficient; 47.3% of all students group proficient Science - Not Enough Data to Report
2022-23 RAJSHS ELA/Literature, Math/Algebra, Science/Biology PSSA/Keystone - Students with Disabilities - Grades 7-12	ELA/Literature 30% proficient, 67.7% of all students group proficient Math/Algebra - Not Enough Data to Report Science/Biology - Not Enough Data to Report

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.

N/A

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.

RAES - Students with Disabilities - ELA/Literature 32% proficient, 61.3% of all students group proficient Mathematics - Students with Disabilities - 23.1% proficient; 47.3% of all students group proficient
RAJSHS - Students with Disabilities - ELA/Literature 30% proficient, 67.7% of all students group proficient.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The special education plan was submitted and approved. No areas of need were indicated after submission.
Title 1 Program	RAES Title 1 Program focuses on developing early literacy skills in grades K-3. The MTSS process, STEM, and college and career readiness programs are in place to support all students. Data-driven decision making is used to make informed decisions.
Student Services	The office of students services provides support for students throughtthe Student assistance program, catalsyt action team, threat assessment team, and social work services. Students services supports the individual needs of all students.
K-12 Guidance Plan (339 Plan)	The Rockwood comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship. The program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.
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.

The Rockwood comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship. The program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.
The special education plan was submitted and approved. No areas of need were indicated after submission.

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.

N/A

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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

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.

The RASD School Board recruits and retains fully credentialed, experienced, and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.

The RASD administration ensures effective, standards-aligned curriculum and assessments are in place in all grade levels, courses, and building levels.
RASD School Board, administrative team, and faculty coordinate and monitor supports aligned with students' and families' needs.

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.

RASD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
RASD can coordinate and monitor supports aligned with students' and families' needs.

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 growth score for RAES was 80.0 for ELA, 100.0 for Math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.4 ELA and 74.9 for Math.	True
79.5% of RAES students performed proficient or advanced on Science PSSA, exceeding the statewide average of 58.9%.	True
Industry Based Learning for all student group 95.8% of RAJSHS students met the benchmark, exceeding the statewide average of 32.8%.	True
Career Standards Benchmark for all student group 100% of RAES students met the benchmark, exceeding the statewide average of 89.6%.	True
Career Standards Benchmark for all student group 97.5% of RAJSHS students met the benchmark, exceeding the statewide average of 89.6%.	True
RASD Keystone Literature scores steadily show growth from 2022-2023.	True
RASD PSSA ELA for RAES at/above proficiency has increased for grade 3 from 2021-2023.	True
RASD PSSA Math at/above proficiency has steadily improved in most grade levels from 2021-2023.	True
PSSA growth for 4th grade has been well above for the 2022 and 2023 assessments. 6th grade PSSA growth has met the expected level during the 2021 and 2023 assessments. 7th grade ELA growth scores have met the expected level for 3 consecutive year.	False
Career Standards Benchmarks for PA were met by both the RAES and RAJSH. The percent Career Standards Benchmark for the RAES was 100% and RAJSH scored 97.5% The PA Percent Career Standards Benchmark average was 89.7%.	False
RASD PSSA Math Growth has steadily improved in most grade levels from 2021-2023.	True
RASD PSSA Science at/above proficiency has maintained or improved proficiency from 2021-2023.	True
RASD Keystone Biology at/above proficiency has maintained proficiency levels from 2022-2023.	True
RASD PSSA Growth in Science is Above the state growth measures for RAES.	True
RASD HS Graduation rate was 94.3% for all students exceeding the statewide average of 87% for four-year cohort.	True
N/A	False
The Rockwood comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship. The program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program	False

ensures the provision of services that respond to immediate needs and concerns of students.	
The special education plan was submitted and approved. No areas of need were indicated after submission.	False
The RASD School Board recruits and retains fully credentialed, experienced, and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.	False
The RASD administration ensures effective, standards-aligned curriculum and assessments are in place in all grade levels, courses, and building levels.	False
RASD School Board, administrative team, and faculty coordinate and monitor supports aligned with students' and families' needs.	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
47.3% of RAES students performed proficient or advanced on the Math PSSA - this did not meet the statewide year goal of 71.8%.	True
47.6% of RAJSHS students performed proficient or advanced on the Math/Algebra PSSA/Keystones - this did not meet the statewide year goal of 71.8%.	True
61.8% of RAJSHS students performed proficient or advanced on the Science/Biology PSSA/Keystones - this did not meet the statewide year goal of 83%.	True
50% of RAJSHS students meeting annual growth expectations on the Math PSSA / Algebra Keystones- this did not meet the statewide average growth score of 74.9%.	True
61.3% of RAES students performed proficient or advanced on the ELA PSSA - this did not meet the statewide year goal of 81.1%.	True
RASD PSSA ELA for RAJSHS at/above proficiency has decreased for grades 7-8 from 2021-2023.	True
RASD PSSA ELA for RAES at/above proficiency has decreased for grades 4-5-6 through 2021-2023.	True
RASD Keystone Algebra at/above proficiency has significantly declined from 2022-2023.	True
Kindergarten through 3rd grade DIBELS 8 and DRA data indicates below benchmark student performance related to fluency and comprehension. Students performance related to writing needs addressed in ELA courses in the RAES.	False
RASD PVAAS Growth in Algebra is well below the state growth measures.	True
RASD PSSA Growth in Science is below the state growth measures for RAJSHS.	True
RASD PVAAS Growth in Biology is below or well below the state growth measures.	True
N/A	False
RAES - Students with Disabilities - ELA/Literature 32% proficient, 61.3% of all students group proficient Mathematics - Students with Disabilities - 23.1% proficient; 47.3% of all students group proficient	True
RAJSHS - Students with Disabilities - ELA/Literature 30% proficient, 67.7% of all students group proficient.	True
N/A	False

RASD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False
RASD can coordinate and monitor supports aligned with students' and families' needs.	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.

The RASD needs assessment identified challenges in math and ELA that should be addressed in the comprehensive plan. Although the team is concerned about the decline in ELA achievement and growth during the pandemic, which has continued throughout the last few years as students returned to in-person learning, the team acknowledges that RASD still performs above state averages in ELA. RASD aims to return to pre-pandemic levels of achievement and growth in ELA. Similarly, the team is worried about the decline in math achievement and growth during the pandemic, as well as pre-existing issues in math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
47.3% of RAES students performed proficient or advanced on the Math PSSA - this did not meet the statewide year goal of 71.8%.	The RASD Comprehensive Planning Committee identifies the following factors contributing to the gap between RAES's performance and the statewide goal: Curriculum Differences: The instructional approach does not completely align with the PSSA standards. Student Demographics: The student population at RAES has different needs or challenges that impact their performance. Support Systems: The availability of support systems like tutoring, after-school programs, or parental involvement affects student outcomes.	True
47.6% of RAJSHS students performed proficient or advanced on the Math/Algebra PSSA/Keystones - this did not meet the statewide year goal of 71.8%.	The RASD Comprehensive Planning Committee identifies the following factors contributing to the gap between RAES's performance and the statewide goal: Curriculum Differences: The instructional approach does not completely align with the PSSA standards. Student Demographics: The student population at RAES has different needs or challenges that impact their performance. Support Systems: The availability of support systems like tutoring, after-school programs, or parental involvement affects student outcomes.	True
61.8% of RAJSHS students performed proficient or advanced on the Science/Biology PSSA/Keystones - this did not meet the statewide year goal of 83%.		False
50% of RAJSHS students meeting annual growth expectations on the Math PSSA / Algebra Keystones- this did not meet the statewide average growth score of 74.9%.	The RASD Comprehensive Planning Committee identifies the following factors contributing to the gap between RAES's performance and the statewide goal: Curriculum Differences: The instructional approach does not completely align with the PSSA standards. Student Demographics: The student population at RAES has different needs or challenges that impact their performance. Support Systems: The availability of support systems like tutoring, after-school programs, or parental involvement affects student outcomes.	True
61.3% of RAES students performed proficient or advanced on the ELA PSSA - this did not meet the statewide year goal of 81.1%.		False
RASD PSSA ELA for RAJSHS at/above proficiency has decreased for grades 7-8 from 2021-2023.		False
RASD PSSA ELA for RAES at/above proficiency has decreased for grades 4-5-6 through 2021-2023.		False
RASD Keystone Algebra at/above proficiency has		False

significantly declined from 2022-2023.		
RASD PVAAS Growth in Algebra is well below the state growth measures.		False
RASD PSSA Growth in Science is below the state growth measures for RAJSHS.		False
RASD PVAAS Growth in Biology is below or well below the state growth measures.		False
RAES - Students with Disabilities - ELA/Literature 32% proficient, 61.3% of all students group proficient Mathematics - Students with Disabilities - 23.1% proficient; 47.3% of all students group proficient		False
RAJSHS - Students with Disabilities - ELA/Literature 30% proficient, 67.7% of all students group proficient.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic growth score for RAES was 80.0 for ELA, 100.0 for Math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.4 ELA and 74.9 for Math.	
79.5% of RAES students performed proficient or advanced on Science PSSA, exceeding the statewide average of 58.9%.	
Industry Based Learning for all student group 95.8% of RAJSHS students met the benchmark, exceeding the statewide average of 32.8%.	
Career Standards Benchmark for all student group 100% of RAES students met the benchmark, exceeding the statewide average of 89.6%.	
Career Standards Benchmark for all student group 97.5% of RAJSHS students met the benchmark, exceeding the statewide average of 89.6%.	
RASD Keystone Literature scores steadily show growth from 2022-2023.	
RASD PSSA ELA for RAES at/above proficiency has increased for grade 3 from 2021-2023.	
RASD PSSA Math at/above proficiency has steadily improved in most grade levels from 2021-2023.	
RASD PSSA Math Growth has steadily improved in most grade levels from 2021-2023.	
RASD PSSA Science at/above proficiency has maintained or improved proficiency from 2021-2023.	
RASD Keystone Biology at/above proficiency has maintained proficiency levels from 2022-2023.	
RASD PSSA Growth in Science is Above the state growth measures for RAES.	
RASD HS Graduation rate was 94.3% for all students exceeding the statewide average of 87% for four-year cohort.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum to align with state standards and emphasize critical thinking

	and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum and course progressions to align with state standards and emphasize critical thinking and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum and course progressions to align with state standards and emphasize critical thinking and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.

Goal Setting

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum to align with state standards and emphasize critical thinking and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By 2028, RASD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 47.6% to 60%.		
Measurable Goal Nickname (35 Character Max)		
Math PSSA Advanced/Proficiency Levels 60%		
Target Year 1	**Target Year 2**	**Target Year 3**
RASD Math PSSA proficiency levels will reach a target of 51.8% for each school building by the 2025-26 school year.	RASD Math PSSA Keystone proficiency levels will reach a target of 56% for each school building by the 2026-27 school year.	By 2028, RASD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 47.6% to 60%.

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum and course progressions to align with state standards and emphasize critical thinking and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
RASD PVAAS Growth data will indicate that four grades level reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year		
Measurable Goal Nickname (35 Character Max)		
RASD PVAAS Growth Data		
Target Year 1	**Target Year 2**	**Target Year 3**
RASD PVAAS Growth data will indicate that two grade levels reach the "evidence that the grade level met the growth standard" (Green) for	RASD PVAAS Growth data will indicate that three grade levels reach the "evidence that the grade level met the growth standard" (Green) for	RASD PVAAS Growth data will indicate that four grades level reaches the "evidence that the grade level met the growth standard" (Green) for

Mathematics PSSAs and Algebra 1 Keystone by the 2025 school year.	Mathematics PSSAs and Algebra 1 Keystone by the 2026 school year.	Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies. Revise the math curriculum and course progressions to align with state standards and emphasize critical thinking and problem-solving. Implement regular data analysis sessions for teachers to review student performance and adjust instruction. Create a strong intervention system with after-school tutoring, summer programs, and in-class support for students below proficiency. These steps will support educators and help raise student math performance.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
RASD aims to reverse the decline in Keystone Algebra proficiency levels and increase the percentage of students performing at or above proficiency from the current level to exceed the state average.

Measurable Goal Nickname (35 Character Max)
Keystone Algebra Proficiency

Target Year 1	Target Year 2	Target Year 3
RAJHSH Math Algebra 1 Keystone proficiency levels will reach a target of 22.9% for each school building by the 2025-26 school year.	RAJHSH Math Algebra 1 Keystone proficiency levels will reach a target of 29.9% for each school building by the 2026-27	RASD aims to reverse the decline in Keystone Algebra proficiency levels and increase the percentage of students performing at or above proficiency from the current level to exceed the state average.

Action Plan

Measurable Goals

Math PSSA Advanced/Proficiency Levels 60%	RASD PVAAS Growth Data
Keystone Algebra Proficiency	

Action Plan For: Aligned Curriculum, Assessment, and Instruction

Measurable Goals:

- By 2028, RASD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 47.6% to 60%.
- RASD aims to reverse the decline in Keystone Algebra proficiency levels and increase the percentage of students performing at or above proficiency from the current level to exceed the state average.
- RASD PVAAS Growth data will indicate that four grades level reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year

Action Step		Anticipated Start/Completion Date	
Continue to align curriculum, assessment, and instruction to the PA Core and State Academic Standards.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Team, Act 48 Chair, Act 48 Committee, and Curriculum Coordinators	Standards Aligned System IU 8	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development agendas/sign in sheets, materials and resources provided, and curriculum maps.	Act 48 hours and completed evaluation forms, Teacher observations, review of curriculum maps, and review student data

Action Plan For: Quality Professional Learning

Measurable Goals:

- By 2028, RASD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 47.6% to 60%.
- RASD aims to reverse the decline in Keystone Algebra proficiency levels and increase the percentage of students performing at or above proficiency from the current level to exceed the state average.

- RASD PVAAS Growth data will indicate that four grades level reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year

Action Step		Anticipated Start/Completion Date	
District system has been established that fully ensures the consistent implementation of effective instructional practices across all classroom in each school.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Create a district system that guarantees the uniform application of successful teaching methods throughout every classroom in every school.	Standards Aligned System IU 8	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development agendas/sign in sheets, materials and resources provided, and curriculum maps.	Act 48 hours and completed evaluation forms, Teacher observations, review of curriculum maps, and review student data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Quality Professional Learning	District system has been established that fully ensures the consistent implementation of effective instructional practices across all classroom in each school.

Mathematics: Grade Level Specific Curriculum and Instructional Strategies

Action Step
• District system has been established that fully ensures the consistent implementation of effective instructional practices across all classroom in each school.

Audience
All RASD teachers and support staff members

Topics to be Included
Data-driven decision-making, analysis of grade-level and subject-specific assessments, and strategic instructional planning.

Evidence of Learning
Semester-specific curriculum maps and standards of focus, in-service agendas and sing-in sheets, professional development evaluations and surveys, and teacher observations.

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrive teams, Act 48 Chair, and Act 48 Committee.	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 x per school year.

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Communications Activities

Newsletter Articles and/or Fliers Related to Teacher/Student Learning

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• District system has been established that fully ensures the consistent implementation of effective instructional practices across all classroom in each school.	School Board, Faculty, Staff, and All Stakeholders.	Professional Learning topics, student achievement, and progress towards annual goals.	Administrative Team	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	1 to 2 x per year.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date