

Peters Township School District
Comprehensive Plan | 2024 - 2027

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Profile and Plan Essentials

LEA Type		AUN
Peters Township School District		101636503
Address 1		
631 East McMurray Road		
Address 2		
City	State	Zip Code
McMurray	PA	15317
Chief School Administrator		Chief School Administrator Email
Dr. Jeannine French		frenchj@pt-sd.org
Single Point of Contact Name		
Dr. Jennifer Murphy		
Single Point of Contact Email		
murphyj@pt-sd.org		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jeannine French	Administrator	District Administrator	frenchj@pt-sd.org
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Karen McMullen	Staff Member	Elementary Teacher	mcmullenk@pt-sd.org
Minna Allison	Community Member	Former Education Committee Chair and Former School Board Member	
Lisa Anderson	Board Member	Former Education Committee Vice-Chair and School Board Member	andersonl@pt-sd.org
Julie Collins	Parent	District Parent	
Samantha McVicker	Parent	District Parent	
Don Angel	Community Member	McMurray Rotary Club President	
Tami Coleman	Parent	District Parent	
Jennifer Hanko	Parent	District Parent	
Molly Suhoski	Parent	District Parent	
Shannon Pauley	Community Member	Head of Youth Services - Peters Township Library	
Kyle Thauvette	Community Member	Assistant Township Manager - Peters Township	
Amy Petro	Community Member	Executive Director at Peters Township Chamber of Commerce	
Michael Henaghan	Administrator	Middle School Assistant Principal	henaghanm@pt-sd.org
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Dr. Shari Payne	Board Member	Education Committee Chair and School Board Member	paynes@pt-sd.org

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LEA Profile

LEA Profile

Historical Background

Peters Township was incorporated in 1781 as one of the 13 original Townships of Washington County when it became part of Pennsylvania. Prior to 1781, the Peters Township area was part of Virginia. Over the years, portions of Peters Township were sectioned off to form other municipalities; eventually, leaving the present configuration of 19.5 square miles.

Peters Township was named after William “Indian” Peters. The Indian name has long-been associated with Peters Township. Some of the first settlers were the Wright Brothers (James & Joshua), James Matthews, John Sweringer, Rev. David Phillips, Andrew Dunlevy, Daniel Townsend and Robert Bell. Peters was initially a farming community and then later coal became a major industry that resulted in the development of the neighborhood of Hackett.

Peters Township remained a sparsely populated rural community until the 1950s with a reported population of 3,004. With suburbanization, Peters Township more than doubled in size from 1950 to 1960 to a population of 7,126. This steadily increased to the 2000 population of 17,566. Since then, the population has continued its steady climb to the current population in 2020 of 22,946.

In 1976, the Township’s Home Rule Charter became effective. The Township’s current Arrowhead logo was adopted with the new Home Rule Charter. It was designed by local artist, Robert Chamberlain, who used an arrowhead found in Peters Township as the pattern.

Geographic Location

Peters Township is located about 15 miles south of Pittsburgh in the northeastern corner of Washington County. This suburban community, with a rich sense of tradition is quickly changing from a rural, farm community to a suburban, upper-middle class neighborhood. That unique rural charm, an excellent school system, quality recreation programs and facilities, spacious wooded building lots, easy access to plenty of shopping and dining establishments, and low taxes are just a few of the reasons people have chosen to live in this community.

Peters Township includes the towns of McMurray and Venetia. The Township offers such amenities as swim clubs, country clubs, the Montour Trail and a recreation center. The Township is characterized as being progressive and traditional.

Peters Township is fortunate to have 513 acres of outdoor recreational land that include playground areas, fishing, outdoor stage, conservancy area, walking trails, sports fields, and picnic shelters. A Community Recreation Center with year-round recreation programs for all ages is also accessible to the Township residents.

Community Profile

The District works in partnership with the police department, fire department, emergency medical services, and municipality as well as the chamber of commerce in the provision of services. The District is also fortunate to collaborate with the public library and various arts organizations. Civic

groups, such as the Rotary, Chamber of Commerce, medical, law, and faith-based organizations partner with the District as well.

The Municipality of Peters Township and the Peters Township School District share several joint ventures including: District-nominated representatives to the Township's Parks and Recreation Board, the Cable TV Board, and the sharing of equipment and facilities for the Channel 7 Public Access Cable Television Studio. The Township's parks and recreation departments often schedule activities in the District, and the Township's Recreation Leagues offer support to school sports. The Peters Township Police Department leads the local DARE (Drug Abuse Resistance Education) program in the schools. In addition, the District and the PT Police Department work collaboratively by contracting School Resource Officers (SROs) for each school entity along with one supervising officer.

School Climate

The 2023 - 2024 student enrollment for the District is 3,995. The student population has limited diversity. Approximately 13% of the students are identified as special education students and approximately 12% of the student population is enrolled in the Free and Reduced Lunch Program.

The Parent Teacher Associations (PTA) in each of our schools are integral parts of the Peters Township School District. The purpose of PTA is to organize and develop goals and programs to promote the overall welfare of our children and youth in the home, school and community.

The Peters Township Education Foundation is a group within the community that is working to expand and enhance learning opportunities for students attending school in Peters Township. Public schools face a variety of new challenges as state and federal funding sources are being taken away. Through grants provided to teachers, the Peters Township Education Foundation funds important initiatives within the schools such as technology and research materials.

Summary of Academic Programs

Peters Township School District consists of five school buildings, the District's Administrative Offices and maintenance facility. The five schools are Bower Hill Elementary School (Kindergarten to 3rd grade), Pleasant Valley Elementary School (Kindergarten to 3rd grade), McMurray Elementary School (4th and 5th grade), Peters Township Middle School (6th to 8th grade) and Peters Township High School (9th to 12th grade).

Curriculum development in the District is a continual and dynamic process making an effective academic program of studies available to students. Content areas cycle through the curriculum development process (design, implementation, evaluation) at intentionally staggered times.

Students in grades K - 5 are grouped heterogeneously and participate in Response to Intervention and Instruction (RTII) that provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students at the Middle School are provided opportunities for challenging courses with advanced options in math and Biology. High School students self-select their course levels based on college or career objectives and interest.

In their 2023 Guide to Schools , the Pittsburgh Business Times has ranked Peters Township 6th overall among approximately 500 districts across the Commonwealth of Pennsylvania and 3rd among the 104 districts in our region based on three years of test scores. In 2023, U.S. News and World

Report named Peters Township High School the best high school in our region, based on performance on state-required tests, graduation rates and how well they prepare students for college. The High School also ranked 7th in Pennsylvania in the report and 312th in the Nation. In November 2023, U.S. News released their Best Pennsylvania Elementary Schools and Bower Hill Elementary has ranked #1 in Pennsylvania. Schools were assessed based on the number of students who scored proficient or advanced on PSSA exams from the 2020-21 School Year. Half of their proprietary ranking formula was the results themselves; the other half was the results in the context of socioeconomic demographics.

The Class of 2023 included three National Merit Finalists, eleven National Merit Commended Students and three National Merit Scholarship winners. In 2023, the District ranked sixth in the state in overall PSSA rankings (all grades and subjects combined), with third grade ranking first in the state (source: EIDEX). All Peters Township tested grades and subjects are ranked within the top 4% of the state.

Students have options to enroll in courses outside of Peters Township High School. College level courses are offered in partnership with the University of Pittsburgh, Carlow University, and the Community College of Beaver County (CCBC). Students can enroll in College in the High School (CHS) courses offered in the Business, Computers, Information and Technology Department and the Science Department.

The Arts are an integral component in the curriculum and our students have the opportunity for hands-on instruction in pottery, music, vocals, theater and painting. Students have a chance to enter the world of media through video production, computer animation and graphic design.

Athletics

Peters Township School District offers a variety of clubs and activities and 26 varsity sports and 10 varsity club sports for our students to participate in throughout the school year. The community is extremely proud of its rich traditions in Western Pennsylvania high school athletics. Peters Township School District is a member of both the Western Pennsylvania Interscholastic Athletic League (WPIAL) and of the Pennsylvania Interscholastic Athletic Association (PIAA).

The Peters Township Athletic Program has received five PIAA Sportsmanship Awards. This prestigious award acknowledges schools for their demonstration of good sportsmanship in their athletic programs.

The purpose of the athletic program is to encourage and foster opportunities for students to participate in activities other than the academic. This develops learning outcomes in skills, emotional patterns, communication, interpersonal group dynamics, teamwork, leadership, and general knowledge.

Staff Characteristics

In the 2023 - 2024 school year, the Peters Township School District employed 28 administrators, 285 teachers and other professional staff and 209 full-time and part-time support personnel.

A comprehensive mentoring and new teacher induction program assists new teachers in learning effective strategies for growing their content and pedagogical skills.

Resources and Financial Data

The 2023 - 2024 budget is \$80.3 million. This was an increase from 2022 - 2023 of 4.5%. The millage for the School District is 15.37 each mill generates \$3,229,790. The District is funded by a combination of local income tax, property tax, real estate tax, coupled with funding from the Commonwealth of Pennsylvania and the federal government. Grants have provided an opportunity to supplement school funding.

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Mission and Vision

Mission

Peters Township School District will promote academic excellence, build leadership, and inspire character as a prominent Pennsylvania School District measured by state and national standards.

Vision

Peters Township School District, as a public school entity, will enable students to realize their potential to learn, live, lead and succeed.

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Educational Values

Students

- Be honest, ethical, and kind.
- Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make the necessary arrangements to make up work when absent from school.
- Respect school property.
- Follow the dress code.

Staff

- Be honest, ethical, and kind.
- Promote mutual respect and dignity.
- Expect the best from each student.
- Encourage each student to develop a positive self-image and recognize the self-worth of others.
- Strive to make each student enthusiastic about learning.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Build a good working relationship with the students and their parents.
- Teach students, by example, the common courtesies that promote better relationships.
- Handle discipline concerns individually and with confidentiality.
- Build good relationships with fellow teachers, colleagues, administrators and the entire school community.
- Engage in professional development opportunities to implement best practices.

Administration

- Be honest, ethical, and kind.
- Promote mutual respect and dignity.
- Be available to students, teachers, and parents.
- Review the school's programs regularly to make sure they are meaningful and aligned to vision and mission statements.
- Encourage teachers and staff to embrace values and mission statements.
- Encourage teachers and staff to continue to improve their practice.
- Work with students and teachers to develop school rules.
- Create a collaborative and welcoming school environment.
- Work closely with parents in establishing a good relationship between home and school.
- Make sure the school building is safe.
- Follow School Board Policies.

Parents

- Be honest, ethical, and kind.
- Teach their child to respect themselves and take pride in their accomplishments.
- Respect their child's interests, abilities, and limitations.
- Instill in their child a positive attitude toward school.
- Provide a suitable place for their child to do homework and be available for help when it is needed.
- Encourage their child to bring home all notices, forms, or letters from the school; read them; and, if necessary, discuss them with their child.
- Build a good working relationship with their child's teachers, and the school.
- Ensure prompt and regular school attendance.
- Promote mutual respect and dignity.
- Teach their child to respect the law as well as the rights and property of others.
- Be aware of the school's rules for student behavior and encourage their child to follow them.
- Review Canvas, District website, PowerSchool and e-mail regularly to stay well informed.
- Promote appropriate use of technology and social media and ensure that communication on all platforms is truthful and fact-based.
- Monitor their child's social media presence.

Community

- Be honest, ethical, and kind.
- Promote mutual respect and dignity.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the programs offered by the school and contribute to the success of those programs.
- Work closely with District personnel in establishing a good relationship between the community and the District.
- Be aware of the needs and expectations of individuals who make up the school community.
- Respect the feelings, opinions, and concerns of community members.
- Be aware of social media presence and will ensure that communication on all platforms is truthful and fact-based.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Meets 2033 Statewide Goal	All Student Group in all grades exceeds the 2033 Goals in English Language Arts/Literature.
Science/Biology All Student Group Meets 2033 Statewide Goal	All Student Group in all grades exceeds the 2033 Statewide Goals in Science and Biology.
Mathematics/Algebra All Student Group Meets 2033 Statewide Goal	In Grades 3 through 5, All Student Group in all grades exceeds the 2033 Statewide Goals in Mathematics/Algebra.
Career Standards Benchmark All Student Group Exceeds Performance Standard	All Student Group exceeds performance standard in Career Standards Benchmark in all Schools.
Regular Attendance	Pleasant Valley Elementary School All Student Group exceeds Performance Standard in Regular Attendance.
All Student Group Exceeds the Standard Demonstrating Growth	All Student Group exceeds the Standard Demonstrating Growth in Grades 6 - 8 English Language Arts, Algebra, Biology and Literature.

Challenges

Indicator	Comments/Notable Observations
All Student Group Did Not Meet the Standard Demonstrating Growth	At McMurray Elementary School, All Student Group Did Not Meet the Standard Demonstrating Growth in English Language Arts, Mathematics, or Science.
Mathematics/Algebra Interim Goal/Improvement Target	High School Students have met interim goal target but have not exceeded 2033 Target in Mathematics/Algebra.
Regular Attendance	Bower Hill Elementary School, McMurray Elementary School and the Middle School All Student Group Meets Performance Standard met the Regular Attendance Standard and the High School did not meet the Regular Attendance Standard.
Mathematics/Algebra All Student Group Meets 2033 Statewide Goal	Middle School Students have not exceeded 2033 Target in Mathematics/Algebra.

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

Strengths

Indicator English Language Arts/Literature All Student Group Meets 2033 Statewide Goal Grade Level(s) and/or Student Group(s) Grades 3 - 8 and 10	Comments/Notable Observations All Student Group in all grades exceeds the 2033 Goals in English Language Arts and Literature.
Indicator Science/Biology All Student Group Meets 2033 Statewide Goal Grade Level(s) and/or Student Group(s) Grades 5, 8, and Biology	Comments/Notable Observations All Student Group in all grades exceeds the 2033 Statewide Goals in Science and Biology.
Indicator Mathematics/Algebra All Student Group Meets 2033 Statewide Goal Grade Level(s) and/or Student Group(s)	Comments/Notable Observations In Grades 3 through 5, All Student Group in all grades exceeds the 2033 Statewide Goals in Mathematics and Algebra.

Grades 3 - 5	
Indicator Regular Attendance Grade Level(s) and/or Student Group(s) Grades K - 3 at Pleasant Valley	Comments/Notable Observations All Student Group exceeds Performance Standard in Regular Attendance at Pleasant Valley.
Indicator Career Standards Benchmark All Student Group Exceeds Performance Standard Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations All Student Group exceeds Performance Standard in Career Standards Benchmark in all Schools.
Indicator All Student Group Exceeds or Meets the Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) Grades 6 - 8, Algebra, Biology, and Literature	Comments/Notable Observations All Student Group exceeds the Standard Demonstrating Growth in Grades 6 - 8 English Language Arts, Algebra, Biology and Literature.

Challenges

Indicator All Student Group Did Not Meet the Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) Grade 4 and 5	Comments/Notable Observations Students in Grades 4 and 5 did not meet the standard demonstrating growth in English Language Arts, Mathematics, or Science.
Indicator Regular Attendance Grade Level(s) and/or Student Group(s) Grades K - 8	Comments/Notable Observations All Student Group met the performance standard for Regular Attendance at Bower Hill Elementary School, McMurray Elementary School, and Peters Township Middle School.
Indicator Regular Attendance Grade Level(s) and/or Student Group(s) 9 - 12	Comments/Notable Observations All Student Group did not meet the performance standard for Regular Attendance at Peters Township High School.
Indicator Mathematics/Algebra Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) Algebra	Comments/Notable Observations High School Students have met the interim goal/improvement target but have not exceeded 2033 Target in Mathematics/Algebra.
Indicator Mathematics/Algebra All Student Group Meets 2033 Statewide Goal Grade Level(s) and/or Student Group(s) Grades 6 - 8	Comments/Notable Observations Middle School Students have not exceeded 2033 Target in Mathematics/Algebra.

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.

All Student Group in all grades exceeds the 2033 Goals in English Language Arts/Literature.
All Student Group in all grades exceeds the 2033 Statewide Goals in Science and Biology.
In Grades 3 through 5, All Student Group in all grades exceeds the 2033 Statewide Goals in Mathematics/Algebra.
All Student Group exceeds Performance Standard in Career Standards Benchmark in all Schools.
All Student Group exceeds the Standard Demonstrating Growth in Grades 6 - 8 English Language Arts, Algebra, Biology and Literature.

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.

At McMurray Elementary School, All Student Group did not meet the Standard Demonstrating Growth in English Language Arts, Mathematics, or Science.
Middle School and High School Students have not exceeded 2033 Target in Mathematics/Algebra.
Bower Hill Elementary School, McMurray Elementary School and Middle School All Student Group met the Regular Attendance Standard.
The High School All Student Group did not meet the Regular Attendance Standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Assessment	All students in Kindergarten through 5th grade are assessed using Acadience during the fall winter and spring. Students not meeting recommended benchmarks will be provided an intervention specific to their reading deficiency.
Classroom Diagnostic Tools (CDTs)	Students in Grade 3 take the CDT assessments in Reading. Students enrolled in English 9 and English 10 take the Literature CDT assessments in the High School. All data from the CDT's is used as a data point to ensure students are making progress toward attaining grade level/content area standards.
Star Reading Assessment	Students in Grade 4 and 5 take the Star Reading Assessment. Data is collected in September, November and February to ensure that students are making growth in grade level ELA standards.

English Language Arts Summary

Strengths

Primary teachers implement research-based strategies in a Response to Instruction and Intervention Program to ensure that students read proficiently by Grade 3. This practice continues in Grades 4 and 5 to ensure that students who have deficiencies in reading continue to make progress and close any literacy gaps. Orton Gillingham based intervention programs are provided to students in grades K-6.
All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts.
Enrichment and remediation opportunities are available for all students in English Language Arts.
Advanced Placement Options are available to students in Grades 9 through 12.

Challenges

New curriculum implementation in Grade 6 English Language Arts in 2023 - 2024 school year.
Keystone Literature Advanced Scores historically lag behind other subject areas.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tools	Students in Grade 3 - 8 take the CDT assessments in Math. Students enrolled in Algebra take the CDT assessments in the High School. All data from the CDT's is used as a data point to ensure students are making progress toward attaining grade level/content area standards.

Mathematics Summary

Strengths

All teachers utilize a standards-based, vertically aligned curriculum in Mathematics.
Enrichment and remediation opportunities are available for all students in Mathematics.
Advanced Placement Options in Calculus and Statistics are available to High School Students.

Challenges

Non-numeric proficient scores on Algebra Keystone have impacted scores into 2023-2024 school year.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tools	All students in grades 3 - 5 take the CDTs for Science. Students enrolled in Biology at the High School take the CDTs for Biology. All data from the CDT's will be used as a data point to ensure students are making progress toward attaining grade level/content area standards.

Science, Technology, and Engineering Education Summary

Strengths

All teachers utilize a standards-based, vertically aligned curriculum in Science, Technology and Engineering Education.

Enrichment and remediation opportunities are available for all students in Science, Technology and Engineering Education.

Advanced Placement Options are available to High School Students in Biology, Chemistry and Physics.

College in the High School Anatomy and Physiology is available to students at the High School.
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Challenges

New STEELS Standards will be implemented in all K - 12 Science classes starting in the 2024-2025 school year.

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Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Readiness - Framework	District Administration and Counselors worked to develop a framework for artifact collection within our District. This framework was developed to provide students with experiences develop a career readiness portfolio. Artifacts are reported via PIMS in Grades 5, 8, and 11. Our District framework ensures that students have experiences to build their portfolios to ensure they have 6 artifacts by Grade 5, six additional artifacts by Grade 8, and an additional 8 artifacts by Grade 11.
Career Standards Benchmark	All Student Group exceeds the Career Standards Benchmark performance standard at all schools.
Western Area Technical School Enrollment	Continue to focus on increasing student enrollment in technical education programs.
Dual Enrollment	Dual enrollment opportunities have been expanded.

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.

All student group exceeds the Career Benchmark performance standard at all schools.
Articulation agreements are in place with three local colleges or universities to expose students to additional advanced learning opportunities.

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.

Continue to focus on recruiting students for Western Area Career and Tech Center (CTC).
Continue to focus on increasing dual enrollment opportunities for students.

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.

The Peters Township School District continues to value a full inclusion model for all learners.

The Peters Township School District will continue to implement a Response to Instruction and Intervention model to ensure all students are reading by the end of 3rd Grade.

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.

The Peters Township School District will continue to focus on meeting the needs of all learners in the District.
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The Peters Township School District will maintain a focus on providing skill specific intervention to students related to their skill specific deficits highlighted by the Acadience assessment.
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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	A highly effective inclusion model is used to engage all students in our schools.
Title I Targeted Program at McMurray Elementary	Teachers utilized research-based programs and best practices to meet the needs of all readers.
Student Services	An additional social worker was added to the District to support students.
K-12 Guidance Plan (339 Plan)	All students have equal access to career planning and readiness programs.
English Language Development Programs	Additional teachers have been certified in English Language Development to support students.

Strengths

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

A highly effective inclusion model is used to engage all students in our schools.
Students have equal access to remediation or acceleration as needed to meet the needs of the students in all subject areas.
All students participate in career planning and readiness activities.
McMurray Elementary School consistently meets annual interim targets in the Targeted Title I Reading Program.

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.

Students are experiencing increasing life stressors.
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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	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
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	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

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

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

Implement Data-Driven Human Capital Strategies

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	Exemplary

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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Resources are equitably allocated across all schools and programs.
Highly effective and appropriately certified teachers are retained in every position.
A highly effective school-based and district-level administrative team has been retained for more than 5 years.
Curriculum is standards-based and reviewed on a 6-year cycle.

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.

All Student Group met the performance standard for Regular Attendance at Bower Hill and McMurray Elementary Schools and Peters Township Middle School. All Student Group at Peters Township High School did not meet the performance standard for Regular Attendance.

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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
All Student Group in all grades exceeds the 2033 Goals in English Language Arts/Literature.	✓
All Student Group in all grades exceeds the 2033 Statewide Goals in Science and Biology.	✓
In Grades 3 through 5, All Student Group in all grades exceeds the 2033 Statewide Goals in Mathematics/Algebra.	
All Student Group exceeds Performance Standard in Career Standards Benchmark in all Schools.	
Primary teachers implement research-based strategies in a Response to Instruction and Intervention Program to ensure that students read proficiently by Grade 3. This practice continues in Grades 4 and 5 to ensure that students who have deficiencies in reading continue to make progress and close any literacy gaps. Orton Gillingham based intervention programs are provided to students in grades K-6.	
All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts.	
Enrichment and remediation opportunities are available for all students in English Language Arts.	
All teachers utilize a standards-based, vertically aligned curriculum in Mathematics.	
Enrichment and remediation opportunities are available for all students in Mathematics.	
All teachers utilize a standards-based, vertically aligned curriculum in Science, Technology and Engineering Education.	
Enrichment and remediation opportunities are available for all students in Science, Technology and Engineering Education.	
Resources are equitably allocated across all schools and programs.	
Highly effective and appropriately certified teachers are retained in every position.	
A highly effective school-based and district-level administrative team has been retained for more than 5 years.	
Curriculum is standards-based and reviewed on a 6-year cycle.	
All student group exceeds the Career Benchmark performance standard at all schools.	
A highly effective inclusion model is used to engage all students in our schools.	
Students have equal access to remediation or acceleration as needed to meet the needs of the students in all subject areas.	
All students participate in career planning and readiness activities.	
The Peters Township School District continues to value a full inclusion model for all learners.	
Articulation agreements are in place with three local colleges or universities to expose students to additional advanced learning opportunities.	
Advanced Placement Options are available to students in Grades 11 and 12.	
Advanced Placement Options in Calculus and Statistics are available to High School Students.	
All Student Group exceeds the Standard Demonstrating Growth in Grades 6 - 8 English Language Arts, Algebra, Biology and Literature.	
Advanced Placement Options are available to High School Students in Biology, Chemistry and Physics.	
College in the High School Anatomy and Physiology is available to students at the High School.	

McMurray Elementary School consistently meets annual interim targets in the Targeted Title I Reading Program.	
The Peters Township School District will continue to implement a Response to Instruction and Intervention model to ensure all students are reading by the end of 3rd Grade.	

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
At McMurray Elementary School, All Student Group did not meet the Standard Demonstrating Growth in English Language Arts, Mathematics, or Science.	
Middle School and High School Students have not exceeded 2033 Target in Mathematics/Algebra.	✓
Continue to focus on recruiting students for Western Area Career and Tech Center (CTC).	
The Peters Township School District will continue to focus on meeting the needs of all learners in the District.	
New STEELS Standards will be implemented in all K - 12 Science classes starting in the 2024-2025 school year.	✓
Continue to focus on increasing dual enrollment opportunities for students.	
New curriculum implementation in Grade 6 English Language Arts in 2023 - 2024 school year.	
All Student Group met the performance standard for Regular Attendance at Bower Hill and McMurray Elementary Schools and Peters Township Middle School. All Student Group at Peters Township High School did not meet the performance standard for Regular Attendance.	✓
Keystone Literature Advanced Scores historically lag behind other subject areas.	
Non-numeric proficient scores on Algebra Keystone have impacted scores into 2023-2024 school year.	
The Peters Township School District will maintain a focus on providing skill specific intervention to students related to their skill specific deficits highlighted by the Acadience assessment.	
Students are experiencing increasing life stressors.	

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group met the performance standard for Regular Attendance at Bower Hill and McMurray Elementary Schools and Peters Township Middle School. All Student Group at Peters Township High School did not meet the performance standard for Regular Attendance.	Regular attendance will impact student learning. Only students at Pleasant Valley Elementary School have exceeded the performance standard for regular attendance. Students at the High School have not met the standard for regular attendance.	✓
New STEELS Standards will be implemented in all K - 12 Science classes starting in the 2024-2025 school year.	The new STEELS Standards are required to be implemented in K-12 Science classrooms starting in 2024-2025. New curriculum and resources will be needed.	✓
Continue to focus on increasing dual enrollment opportunities for students.	A continued focus on expanding dual enrollment opportunities for students is needed.	
Middle School and High School Students have not exceeded 2033 Target in Mathematics/Algebra.	Unlike other grade levels and subjects, students at the Middle School and High School have not exceeded the 2033 Targets in Mathematics/Algebra.	✓

Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group in all grades exceeds the 2033 Goals in English Language Arts/Literature.	All Student Group in all grades have exceeded the 2033 targets in English Language Arts and Literature. A continued focus on increasing the Literature Advanced scores is needed.
All Student Group in all grades exceeds the 2033 Statewide Goals in Science and Biology.	All Student Group in all grades have exceeded the 2033 targets in Science and Biology.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	District administrators will review attendance policies and practices to ensure student attendance remains a priority. Parent communications will provide access to these policies and principals will maintain communication with families of students who are truant or habitually truant. Additionally, counselors will work with students and families who are missing school due to mental health related reasons.
	By the 2024-2025 school year, the new STEELS standards will be taught in all K - 12 Science classes. During the Summer of 2024, new curriculum will be written by teachers to support this implementation under the direction of the Deputy and Assistant Superintendents. Teachers and administrators will continue to receive professional development and support on this implementation process.
	Middle school and high school teachers will maintain a focus on ensuring their curriculum is aligned to grade level and content area standards. Benchmarking data from the CDT assessments will be used to ensure that students are meeting standards. Students not meeting standards will be provided additional opportunities to learn these concepts.

Goal Setting

Priority: District administrators will review attendance policies and practices to ensure student attendance remains a priority. Parent communications will provide access to these policies and principals will maintain communication with families of students who are truant or habitually truant. Additionally, counselors will work with students and families who are missing school due to mental health related reasons.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
All student group will exceed the performance standard in Regular Attendance in all schools.		
Measurable Goal Nickname (35 Character Max)		
Attendance Goal		
Target Year 1	Target Year 2	Target Year 3
All student group will exceed the performance standard in Regular Attendance in 3 out of 5 schools.	All student group will exceed the performance standard in Regular Attendance in 4 out of 5 schools.	All student group will exceed the performance standard in Regular Attendance in all schools.

Priority: Middle school and high school teachers will maintain a focus on ensuring their curriculum is aligned to grade level and content area standards. Benchmarking data from the CDT assessments will be used to ensure that students are meeting standards. Students not meeting standards will be provided additional opportunities to learn these concepts.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
All student group will exceed the 2033 Statewide Goal in Mathematics/Algebra at the Middle School and High School.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3
All student group will show improvement in meeting the 2033 Statewide Goal in Mathematics/Algebra at the High School.	All student group meet the 2033 Statewide Goal in Mathematics/Algebra at the High School.	All student group will exceed the 2033 Statewide Goal in Mathematics/Algebra at the Middle School and High School.

Priority: By the 2024-2025 school year, the new STEELS standards will be taught in all K- 12 Science classes. During the Summer of 2024, new curriculum will be written by teachers to support this implementation under the direction of the Deputy and Assistant Superintendents. Teachers and administrators will continue to receive professional development and support on this implementation process.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
All Science classrooms will implement the new STEELS Standards and will include phenomena-based lessons as applicable to effectively engage students in hands-on learning activities.		
Measurable Goal Nickname (35 Character Max)		
STEELS Curriculum Alignment Goal		

Target Year 1	Target Year 2	Target Year 3
80% Science classrooms will implement the new STEELS Standards and will include phenomena-based lessons as applicable to effectively engage students in hands-on learning activities.	90% Science classrooms will implement the new STEELS Standards and will include phenomena-based lessons as applicable to effectively engage students in hands-on learning activities.	All Science classrooms will implement the new STEELS Standards and will include phenomena-based lessons as applicable to effectively engage students in hands-on learning activities.

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Action Plan

Measurable Goals

Attendance Goal	Math Goal
STEELS Curriculum Alignment Goal	

Action Plan For: Early Truancy Prevention Program

Measurable Goals:			
<ul style="list-style-type: none"> All student group will exceed the performance standard in Regular Attendance in all schools. 			
Action Step		Anticipated Start/Completion Date	
Truancy will be decreased at all schools.		2024-08-12	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michael Fisher/Assistant Superintendent	None	No	Yes
Action Step		Anticipated Start/Completion Date	
Mental Health First Aid Training will occur at all schools.		2024-08-12	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. April Ragland/Assistant Director of Pupil Services	Mental Health First Aid Train the Trainer Materials	Yes	No
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
All student group will exceed regular attendance performance standard at all schools.		Attendance data will be reviewed monthly at Instructional Leadership Team Meetings.	

Action Plan For: Vertically Aligned Mathematics Curriculum

Measurable Goals:			
<ul style="list-style-type: none"> All student group will exceed the 2033 Statewide Goal in Mathematics/Algebra at the Middle School and High School. 			
Action Step		Anticipated Start/Completion Date	
Teachers in grades 6 - 12 will revise mathematics curriculum as needed.		2025-06-02	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jennifer Murphy/Deputy Superintendent	EdInsight	No	No
Action Step		Anticipated Start/Completion Date	
Administrators will observe mathematics classrooms.		2024-08-26	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jennifer Murphy/Deputy Superintendent	PA Etep	No	No
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
Updated curriculum for grades 6 - 12 mathematics.		Curriculum will be written in the summer of 2025. It will be evaluated annually for implementation and effectiveness.	

Action Plan For: STEELS Curriculum Alignment

Measurable Goals:			
<ul style="list-style-type: none"> All Science classrooms will implement the new STEELS Standards and will include phenomena-based lessons as applicable to effectively engage students in hands-on learning activities. 			
Action Step		Anticipated Start/Completion Date	
Teachers in grades K - 12 will align curriculum to new STEELS standards.		2024-06-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jennifer Murphy/Deputy Superintendent	EdInsight	No	No
Action Step		Anticipated Start/Completion Date	
Administrators will observe science classrooms to provide feedback on implementation of STEELS aligned lessons.		2024-08-26	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jennifer Murphy/Deputy Superintendent	PA Etep	No	No
Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
New curriculum will be written aligned to the STEELS Standards.	Curriculum will be written in the summer of 2024. It will be evaluated annually for implementation and effectiveness.		

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Truancy Prevention Program	Mental Health First Aid Training will occur at all schools.

Mental Health First Aid

Action Step		
<ul style="list-style-type: none"> Mental Health First Aid Training will occur at all schools. 		
Audience		
Teachers, Counselors, School Nurses, Paraprofessionals		
Topics to be Included		
How to identify, understand and respond to signs of mental illnesses. How to reach out and provide initial help and support to someone who may be developing a mental health or experiencing a crisis.		
Evidence of Learning		
Survey Monkey Feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. April Ragland/Assistant Director of Pupil Services	2024-08-12	2027-06-11

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Early Truancy Prevention Program	Truancy will be decreased at all schools.

Truancy Prevention Program

Action Step		
Truancy will be decreased at all schools.		
Audience		
Parents		
Topics to be Included		
Importance of regular attendance at school, decreasing truancy		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Shelly Belcher/Communications Coordinator	2024-08-12	2027-06-11

Communication

Type of Communication	Frequency
Email	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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