

Shaler Area SD

District Level Plan

07/01/2025 – 06/30/2028



This is a Draft Copy of the Shaler Area School District
Comprehensive Plan for 2025-2028.

*This Draft Copy is on public review from Monday, February 17 until March 18, 2025.
Should you have any questions or suggestions, please contact Dr. Brian Brown, Assistant
Superintendent via email (brownb@shalerarea.org) or by calling 412-492-1200 ext. 2835.*

Shaler Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	103028302	
Address 1		
1800 Mount Royal Blvd		
Address 2		
City	State	Zip Code
Glenshaw	PA	15116
Chief School Administrator		Chief School Administrator Email
Dr Bryan O'Black		oblackb@shalerarea.org
Single Point of Contact Name		
Bryan OBlack		
Single Point of Contact Email		
oblackb@shalerarea.org		
Single Point of Contact Phone Number		
412-492-1200		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bryan O'Black	Administrator	Central Administration	
Brian Brown	Administrator	Central Administration	
April Kwiatkowski	Board Member	School Board	
Jim Tunstall	Board Member	School Board	
Sherry Jaffee	Administrator	Central Administration	
Eloise Milligan	Administrator	Central Administration	
JoAnne Townsend	Administrator	High School	
Shannon Howard	Administrator	Middle School	
Mike Giazzoni	Parent	Parent	
Lacie Spagnolo	Parent	Parent	
Craig Wells	Staff Member	High School	
Angela Evans	Staff Member	Elementary School	
Brian Spoales	Community Member	Millvale Borough	
Leni Karnavas	Student	High School	
Sharon McRae	Community Member	Shaler North Hills Library	
Mitch Stivason	Administrator	Central Office	
Joe Testa	Administrator	Central Office	

LEA Profile

Shaler Area School District is a suburban public school district bordering the City of Pittsburgh, Pennsylvania. The student enrollment for 2024-2025 is approximately 3700. The district provides a comprehensive educational system from Kindergarten through grade 12 and is accredited through the Middle States Association of Colleges and Schools. Instructional areas include regular instruction, special education (including gifted), vocational education, and all necessary support services. The Shaler Area School District is a member of the Digital Promise League of Innovative Schools and has been recognized by AASA as a Demonstration District to Watch in 2022.

The Shaler Area School District is comprised of the Townships of Shaler and Reserve, and the Boroughs of Etna and Millvale. The district encompasses approximately 14.4 square miles in the North Hills area of Allegheny County and is located approximately 10 miles from the City of Pittsburgh. The district is bounded on the north by Hampton Township; on the northeast by Indiana Township; on the northwest by Ross Township; on the southeast by O'Hara Township; on the south by Sharpsburg Borough and the Allegheny River and on the southwest by the City of Pittsburgh.

The district is comprised of four primary buildings, K - 3, (Burchfield, Marzolf, Reserve, and Scott), an Elementary School (grades 4 - 6), a Middle School (grades 7 - 8) and a High School (grades 9 - 12).

Medical Facilities

Most Pittsburgh hospitals and health care facilities are within easy access of the district. Closest to the district are Allegheny General Hospital, UPMC St. Margaret Hospital, and UPMC Passavant Hospital. All of these hospitals have undertaken recent and on-going expansion projects designed to improve their facilities.

Higher Education

The district is located within easy access of the numerous institutions of higher education which are located throughout the area. The closest is LaRoche College, which is located north of the district in the Town of McCandless, near UPMC Passavant Hospital. Other institutions located throughout the area include Community College of Allegheny County, Carlow University, Carnegie-Mellon University, Chatham University, Duquesne University, the Pennsylvania State University (McKeesport, New Kensington, and Kittanning campuses), Pittsburgh Theological Seminary, Point Park University, Presbyterian Theological Seminary, Robert Morris University, and the University of Pittsburgh.

Shaler Area has been working to build a foundation to shape the school district's future by utilizing a concept called human-centered design. The human-centered design approach involves participation and input from various stakeholder groups throughout the problem-solving process.

The district has contracted with HHSDR Architects to complete a long-range feasibility study that will yield recommendations for consideration in the areas of: building repairs, construction, additions and consolidations over the next several years. This feasibility study has and will continue to be shared with the public with official recommendations and actions still pending.

Mission and Vision

Mission

The Shaler Area School District is a collaborative, innovative, creative learning environment for all.

Vision

To serve our Shaler Area community and its children by providing an education that fosters our youth to be contributing members of society.
To develop resiliency, empathy, creative thinking, critical thinking, and problem solving in every student on their path to fulfilling their potential.

Educational Values

Students

We value a culture where everyone has a voice, and everyone is an owner. We value and encourage creative and innovative risk-taking.

Staff

We value our responsibility to serve and educate our community.

Administration

We value our responsibility to serve and educate our community.

Parents

We value an atmosphere of trust, transparency, and collaboration.

Community

We value the celebration and promotion of excellence in our community. We value an atmosphere of trust, transparency, and collaboration.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature Proficiency Rate at Shaler Area HS	Shaler Area HS has a proficiency rate of 73.7% in English Language Arts/Literature, surpassing the statewide average of 53.9% and meeting the interim improvement target?
Academic Growth Standard in English Language Arts at Shaler Area HS	Shaler Area HS exceeds the standard for academic growth in English Language Arts, with a growth score of 89.0, well above the statewide average of 75.4?
Proficiency Rate in Science/Biology at Shaler Area MS	Shaler Area MS achieved a 62.3% proficiency rate in Science/Biology, surpassing the statewide average of 59.2%?
Academic Growth in Mathematics at Shaler Area Middle School	Shaler Area MS exceeded the standard for academic growth in Mathematics, with an impressive growth score of 98.7, well above the statewide average of 74.9?
Proficiency Rate in Science/Biology at Shaler Area Elementary	Shaler Area Elementary has an impressive 87.2% proficiency rate in Science/Biology, exceeding the statewide goal of 83.0%, highlighting strong performance in this subject area?
Proficiency Rate in Core Subjects at Scott Primary	Scott Primary School meets the 2033 statewide goals in both English Language Arts/Literature (85.9% proficiency) and Mathematics/Algebra (78.3% proficiency), surpassing the statewide averages in these areas?
Proficiency Rates in English Language Arts and Mathematics at Reserve Primary	Reserve Primary School demonstrated high proficiency rates, with 80.8% in English Language Arts/Literature (meeting the interim goal) and 76.9% in Mathematics/Algebra (meeting the 2033 statewide goal), both exceeding statewide averages?
Proficiency Rates in English Language Arts and Mathematics at Marzolf Primary	Marzolf Primary School achieved a proficiency rate of 75.0% in English Language Arts/Literature and 65.8% in Mathematics/Algebra, meeting the interim goals and exceeding statewide averages in both subjects?
Proficiency Rates in English Language Arts and Mathematics at Burchfield Primary	Burchfield Primary School achieved impressive proficiency rates, with 88.9% in English Language Arts/Literature and 90.1% in Mathematics/Algebra, both meeting the 2033 statewide goals and significantly exceeding statewide averages?

Challenges

Indicator	Comments/Notable Observations
Proficiency rate in Mathematics/Algebra at Shaler Area HS	Only 48.6% of students at Shaler Area HS are proficient in Mathematics/Algebra, which falls below the statewide goal of 71.8%?
Proficiency rate for Science/Biology at	The proficiency rate for Science/Biology at Shaler Area HS is 57.5%, slightly below the

Shaler Area HS	statewide average of 59.2%, and not meeting the goal of 83.0%?
Statewide Growth Standard in Mathematics and Science at Shaler Area HS	Shaler Area HS did not meet the statewide growth standard in both Mathematics (growth score of 50.0) and Science (growth score of 59.0), indicating room for improvement in these areas?
Proficiency rate in English Language Arts at Shaler Area MS	The proficiency rate in English Language Arts/Literature at Shaler Area MS is 56.0%, which does not meet the interim goal of 81.1%?
Proficiency Rate in Mathematics/Algebra at Shaler Area MS	With a proficiency rate of only 32.2%, Mathematics/Algebra at Shaler Area MS is below both the statewide average (40.2%) and the statewide goal (71.8%)?
Growth Standard for English Language Arts and Science at Shaler Area MS	Shaler Area MS did not meet the growth standard for English Language Arts (growth score of 60.0) or Science (growth score of 69.0), highlighting areas for potential improvement?
Growth Standard in English Language Arts, Mathematics and Science at Shaler Area Elementary	The school did not meet the growth standard in English Language Arts, Mathematics, or Science, each with a growth score of 50.0, significantly below the statewide averages, indicating a need for targeted improvement in academic growth across these subjects?

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

Strengths

Indicator English Language Arts/Literature Proficiency Rate at Shaler Area HS Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations Shaler Area HS has a proficiency rate of 73.7% in English Language Arts/Literature, surpassing the statewide average of 53.9% and meeting the interim improvement target?
Indicator Proficiency Rate in Science/Biology at Shaler Area Elementary Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations Shaler Area Elementary has an impressive 87.2% proficiency rate in Science/Biology, exceeding the statewide goal of 83.0%, highlighting strong performance in this subject area?
Indicator ELA and Mathematics in Primary Buildings Grade Level(s) and/or Student	Comments/Notable Observations The combined proficiency rates for Burchfield, Marzolf, and Reserve Primary Schools demonstrate consistently strong student achievement in both English Language Arts (ELA) and Mathematics. In ELA, proficiency rates ranged from 75.0% at Marzolf Primary to an impressive 88.9% at Burchfield Primary, all

<p>Group(s) All Student Group</p>	<p>exceeding statewide averages. Similarly, in Mathematics, proficiency rates ranged from 65.8% at Marzolf Primary to an outstanding 90.1% at Burchfield Primary, with Reserve Primary achieving 76.9%. All schools either met or exceeded interim or long-term statewide goals, reflecting effective instructional practices and a strong focus on foundational skills across the district. These results highlight the collective success of the primary schools in fostering academic excellence.</p>
<p>Indicator Proficiency Rate in Core Subjects at Scott Primary Grade Level(s) and/or Student Group(s) All Student Group</p>	<p>Comments/Notable Observations Scott Primary School meets the 2033 statewide goals in both English Language Arts/Literature (85.9% proficiency) and Mathematics/Algebra (78.3% proficiency), surpassing the statewide averages in these areas.</p>

Challenges

<p>Indicator Proficiency Rate in Mathematics/Algebra at Shaler Area MS Grade Level(s) and/or Student Group(s) All Student Group</p>	<p>Comments/Notable Observations With a proficiency rate of only 32.2%, Mathematics/Algebra at Shaler Area MS is below both the statewide average (40.2%) and the statewide goal (71.8%)?</p>
<p>Indicator Statewide Growth Standard in Mathematics and Science at Shaler Area HS Grade Level(s) and/or Student Group(s) All Student Group</p>	<p>Comments/Notable Observations Shaler Area HS did not meet the statewide growth standard in both Mathematics (growth score of 50.0) and Science (growth score of 59.0), indicating room for improvement in these areas.</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Growth Standard in English Language Arts, Mathematics and Science at Shaler Area Elementary Grade Level(s) and/or Student Group(s) All Student Group</p>	<p>Comments/Notable Observations The school did not meet the growth standard in English Language Arts, Mathematics, or Science, each with a growth score of 50.0, significantly below the statewide averages, indicating a need for targeted improvement in academic growth across these subjects.</p>
<p>Indicator Proficiency rate in English Language Arts at Shaler Area MS Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations The proficiency rate in English Language Arts/Literature at Shaler Area MS is 56.0%, which does not meet the interim goal of 81.1%?</p>

All Student Group	
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA and Mathematics in Primary Buildings
Proficiency Rate in Science/Biology at Shaler Area Elementary

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.

Statewide Growth Standard in Mathematics and Science at Shaler Area HS
Proficiency Rate in Mathematics/Algebra at Shaler Area MS
Proficiency rate in English Language Arts at Shaler Area MS

Local Assessment

English Language Arts

Data	Comments/Notable Observations
December 5, 2024	From 2021-2024, High school students moved the growth standard from meets to well above on the Keystone Literature Exam.
12-15-24	Grade 3 STAR Reading data shows inconsistent data between 2022-2024 with students moving the growth standard from below-well above-meets
12-15-24	From 2021 to 2024, Grade 8 STAR data indicates that students moved from well below to well above the growth standard. However, PVAAS data shows that these same students scored below the growth standard on the PSSA

English Language Arts Summary

Strengths

Primary teachers implement research-based strategies in a Response to Intervention Program to ensure that students read proficiently by grade 3.
Implementation of targeted supports for literacy based on SoR research shows a positive impact on student performance in grades K-3.
PD provided by the AIU3 ELA liaisons is beginning to show a positive impact on k-3 literacy instruction.

Challenges

Economically disadvantaged students continue to struggle with reading skills beginning in grade 4, and this trend persists through the middle school years.
Professional learning is needed for our upper elementary and middle school ELA teachers, focusing on complex text analysis, vocabulary development, comprehension strategies, text structure awareness, and fostering a love of reading. Increased collaboration with high school ELA colleagues, who demonstrate a strong grasp of effective instructional practices, would also be beneficial.
Teachers in grades 4-8 would greatly benefit from ongoing professional learning; however, scheduling constraints currently prevent this from being implemented effectively.

Mathematics

Data	Comments/Notable Observations
12-15-24	PVASS- Grade 4 continues to perform well below the growth standard on the PSSA Math assessment.
12-15-24	PVASS- Grade 5 although they perform well below the growth standard for math, they are making positive growth from 2023-2024
12-15-24	PVASS- Grade 8 continues to score well above the growth standard for math
12-15-24	Grade 3 continues to perform well above the growth standard on STAR Math

Mathematics Summary

Strengths

K-3 has adopted Illustrative Math as the core math program, and instruction now aligns with grades 4-8.
In 2023, high school math courses adopted Big Ideas Math to enhance instruction through best practices, including the use of hands-on manipulatives, real-world problem-solving, collaborative learning activities, differentiated instruction, and the integration of visual aids to support diverse learning needs.
Teachers in grades 4-8 received professional learning in IXL Live to enhance classroom practices.
Our Middle School math program is strong as they continue to score well above the growth standard on the PSSA due to the addition of the "What I Need" period, adoption of Big Ideas Math in grade 8, and common planning time.

Challenges

Although the high school adopted a new resource, professional development is essential to support the effective implementation of instructional strategies such as hands-on manipulatives, real-world problem-solving, collaborative learning activities, differentiated instruction, and the integration of visual aids. This training is particularly important as many teachers maintain a traditional approach to instruction, and targeted PD can help bridge the gap to more modern, student-centered teaching practices.
Even though K-3 has adopted Illustrative Math as the core math program, intensive professional development is necessary to help teachers understand the philosophy behind the program, which significantly differs from their traditional instructional mindset.
Professional Learning focused on number sense, real world connections, and visual representation is needed for our primary level teachers.
Teachers at the elementary building do not have common planning time nor do they have a dedicated WIN period. Professional Learning is needed in the area of using data to drive instruction in grades 4 and 5.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
12-15-2024	PVASS data for the HS Biology exam dropped significantly between 2022-2024 from well above to meets to well below on the growth standards
12-15-2024	PVASS data for grade 8 went from sets to below on the growth standard from 2023-2024
12-15-2024	PVASS data for Grade 4 continues to display a score well below the growth standard on the Science PSSA

Science, Technology, and Engineering Education Summary

Strengths

The Shaler Area School District offers K-12 STEM opportunities for all students

The Shaler Area School District's K-3 STEM program is robust and inclusive of all learners. The program has expanded beyond the core classes to music, art, and library.

The Shaler Area School District frequently collaborates with Allegheny Intermediate Unit 3 to provide STEELS Science professional development for all K-12 teachers. Over the past three years, teachers have been actively transitioning to the new standards, ensuring alignment with current educational best practices and fostering a deeper understanding of the updated expectations.

Challenges

STEM opportunities need to be integrated into core content areas rather than treated as separate courses. Establishing a clear connection between STEM education and college and career readiness is essential to prepare students for future opportunities.

Although the K-3 STEM program is robust and has been successfully integrated into the library curriculum, it needs to be further incorporated into regular classroom instruction to ensure a seamless and comprehensive learning experience for students.

Time in the school schedule for science is desperately needed at the K-3 level to meet the state's expectations for science instruction with STEELS. Allocating dedicated time will ensure that students receive the necessary foundation to meet the required learning standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
12-16-24	Act 55 reporting from the 2022-2024 consistently shows 99% of 11th grade students meeting all requirements.

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

Carlow University

Agreement Type

Dual Credit

Program/Course Area

CHS

Uploaded Files

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Partnering Institution

Penn State University

Agreement Type

Dual Credit

Program/Course Area

CHS

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Partnering Institution

LaRoche University

Agreement Type

Dual Credit

Program/Course Area

CHS

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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.

The Shaler Area School District has a college and career readiness counselor who works closely with the K-12 counselors, students, and families to ensure students meet all college career readiness indicators for each grade band.
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The Shaler Area School District uses Smart Futures by all K-12 students provides each student with their own online career portfolio to which they have access for up to five years after graduation
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The majority of the district's high school students graduate having a sound understanding of the three pillars of civics education.

We have very successful college in high school classes from which a portion of our high school benefit.

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.

A dedicated Career Readiness Suite would provide high school students with resources to explore career options, collaborate with peers, connect with counselors, and access tools for resumes, applications, and skill development. Equipped with interactive technology, employer connections, and flexible spaces, it would empower students to confidently plan their futures through exploration, hands-on experiences, and personalized guidance.
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We have faced difficulties in balancing the integration of career exploration opportunities into the school day, ensuring students can actively engage without compromising their academic responsibilities.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The Shaler Area School District is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.

The Shaler Area School District implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.
Students have equal access to remediation or acceleration as needed to meet the needs of the learner
The Shaler Area School District provides a nurturing, inclusive, and academically challenging environment with equitable opportunities for every student.
The Shaler Area School District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

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.

How can we address the growing need for K-12 instructional coaches who specialize in supporting classroom teachers to adapt materials and instructional approaches for ELL students?
How can we effectively equip K-12 staff with the professional learning opportunities they need to support ESL families?
How can we effectively address the growing needs of students and families who are economically disadvantaged?

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	Students in Title 1 targeted and title 1 like programs have shown considerable growth in ELA since the district implemented RTI with fidelity. The number of students needed targeted services has decreased by 40% in the primary buildings.
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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.

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

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

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

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *

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.

Ensure effective, standards-aligned curriculum and assessment *
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA and Mathematics in Primary Buildings	False
Proficiency Rate in Science/Biology at Shaler Area Elementary	False
Primary teachers implement research-based strategies in a Response to Intervention Program to ensure that students read proficiently by grade 3.	True
Implementation of targeted supports for literacy based on SoR research shows a positive impact on student performance in grades K-3.	True
PD provided by the AIU3 ELA liaisons is beginning to show a positive impact on k-3 literacy instruction.	False
The Shaler Area School District offers K-12 STEM opportunities for all students	False
The Shaler Area School District's K-3 STEM program is robust and inclusive of all learners. The program has expanded beyond the core classes to music, art, and library.	False
The Shaler Area School District has a college and career readiness counselor who works closely with the K-12 counselors, students, and families to ensure students meet all college career readiness indicators for each grade band.	False
The Shaler Area School District uses Smart Futures by all K-12 students provides each student with their own online career portfolio to which they have access for up to five years after graduation	False
The majority of the district's high school students graduate having a sound understanding of the three pillars of civics education.	False
K-3 has adopted Illustrative Math as the core math program, and instruction now aligns with grades 4-8.	False
In 2023, high school math courses adopted Big Ideas Math to enhance instruction through best practices, including the use of hands-on manipulatives, real-world problem-solving, collaborative learning activities, differentiated instruction, and the integration of visual aids to support diverse learning needs.	False
Teachers in grades 4-8 received professional learning in IXL Live to enhance classroom practices.	False
Our Middle School math program is strong as they continue to score well above the growth standard on the PSSA due to the addition of the "What I Need" period, adoption of Big Ideas Math in grade 8, and common planning time.	False
The Shaler Area School District is organized and allocates resources (money, staff, professional learning,	True

materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district’s goals and priorities.	
The Shaler Area School District implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.	False
Students have equal access to remediation or acceleration as needed to meet the needs of the learner	True
We have very successful college in high school classes from which a portion of our high school benefit.	False
The Shaler Area School District provides a nurturing, inclusive, and academically challenging environment with equitable opportunities for every student.	False
The Shaler Area School District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	True
The Shaler Area School District frequently collaborates with Allegheny Intermediate Unit 3 to provide STEELS Science professional development for all K-12 teachers. Over the past three years, teachers have been actively transitioning to the new standards, ensuring alignment with current educational best practices and fostering a deeper understanding of the updated expectations.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	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
Statewide Growth Standard in Mathematics and Science at Shaler Area HS	True
Proficiency Rate in Mathematics/Algebra at Shaler Area MS	False

Proficiency rate in English Language Arts at Shaler Area MS	False
Economically disadvantaged students continue to struggle with reading skills beginning in grade 4, and this trend persists through the middle school years.	True
Professional learning is needed for our upper elementary and middle school ELA teachers, focusing on complex text analysis, vocabulary development, comprehension strategies, text structure awareness, and fostering a love of reading. Increased collaboration with high school ELA colleagues, who demonstrate a strong grasp of effective instructional practices, would also be beneficial.	False
Teachers in grades 4-8 would greatly benefit from ongoing professional learning; however, scheduling constraints currently prevent this from being implemented effectively.	False
Although the high school adopted a new resource, professional development is essential to support the effective implementation of instructional strategies such as hands-on manipulatives, real-world problem-solving, collaborative learning activities, differentiated instruction, and the integration of visual aids. This training is particularly important as many teachers maintain a traditional approach to instruction, and targeted PD can help bridge the gap to more modern, student-centered teaching practices.	False
Even though K-3 has adopted Illustrative Math as the core math program, intensive professional development is necessary to help teachers understand the philosophy behind the program, which significantly differs from their traditional instructional mindset.	False
STEM opportunities need to be integrated into core content areas rather than treated as separate courses. Establishing a clear connection between STEM education and college and career readiness is essential to prepare students for future opportunities.	True
Although the K-3 STEM program is robust and has been successfully integrated into the library curriculum, it needs to be further incorporated into regular classroom instruction to ensure a seamless and comprehensive learning experience for students.	False
Professional Learning focused on number sense, real world connections, and visual representation is needed for our primary level teachers.	False
A dedicated Career Readiness Suite would provide high school students with resources to explore career options, collaborate with peers, connect with counselors, and access tools for resumes, applications, and skill development. Equipped with interactive technology, employer connections, and flexible spaces, it would empower students to confidently plan their futures through exploration, hands-on experiences, and personalized guidance.	False
Ensure effective, standards-aligned curriculum and assessment *	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students	False

have access to rigorous, standards-aligned instruction *	
How can we address the growing need for K-12 instructional coaches who specialize in supporting classroom teachers to adapt materials and instructional approaches for ELL students?	False
How can we effectively equip K-12 staff with the professional learning opportunities they need to support ESL families?	True
How can we effectively address the growing needs of students and families who are economically disadvantaged?	False
Time in the school schedule for science is desperately needed at the K-3 level to meet the state's expectations for science instruction with STEELS. Allocating dedicated time will ensure that students receive the necessary foundation to meet the required learning standards.	False
Teachers at the elementary building do not have common planning time nor do they have a dedicated WIN period. Professional Learning is needed in the area of using data to drive instruction in grades 4 and 5.	False
We have faced difficulties in balancing the integration of career exploration opportunities into the school day, ensuring students can actively engage without compromising their academic responsibilities.	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 team acknowledges the importance district stakeholders place on delivering a robust and inclusive curriculum that serves all students. Recognizing the need to align programs and practices with the diverse needs of students, the team is committed to preparing them for success in their post-secondary pursuits. To address identified challenges effectively, the team also highlights the critical need for expanded professional development and guidance in data utilization, empowering educators to make informed decisions and drive meaningful improvements.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Statewide Growth Standard in Mathematics and Science at Shaler Area HS	<p>Curriculum Misalignment-The curriculum isn't updated nor fully aligned with PA Core Standards or Keystone Exam expectations, resulting in gaps in critical content and skills. Vertical alignment K-12 is needed due to changes that have occurred in grades K-5.</p> <p>Instructional Challenges-Instructional practices may lack sufficient emphasis on higher-order thinking, problem-solving, and inquiry-based learning needed for consistent student growth. Staff isn't using data to drive their instruction. Intervention and Support Gaps-At the high school level. struggling students do not receive timely, targeted interventions or adequate remediation programs to address foundational skill deficits due to scheduling and lack go professional learning for teachers. Student Engagement and Motivation-Low student engagement, particularly in STEM subjects, may stem from a lack of real-world relevance or perceived difficulty, impacting both effort and achievement.</p>	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	<p>Misalignment between district and school-level expectations for high-quality instruction or how it should be monitored and supported. Limited Focus on Measuring Leadership Impact-Lack of systems to evaluate the effectiveness of instructional leadership efforts or connect these efforts to improvements in teaching and learning. eachers may not view administrators as instructional partners due to a lack of trust, ineffective communication, or limited collaboration. Limited opportunities for teachers and administrators to work together on professional learning or instructional improvement. Administrators may be overwhelmed by operational responsibilities, discipline issues, compliance tasks, and other non-instructional demands that take precedence over instructional leadership. Inadequate systems for delegating or streamlining</p>	True

	operational tasks to free up time for instructional work.	
Economically disadvantaged students continue to struggle with reading skills beginning in grade 4, and this trend persists through the middle school years.	At the K-3 level, there are strategies to build students' confidence and motivation in reading, but these don't exist in grades 4-8. Poverty-related factors (e.g., chronic stress, food insecurity, absenteeism) affect students' ability to focus and engage with reading. The district has dedicated efforts to address barriers (e.g., lack of transportation, work schedules) preventing families from accessing these resources, but more is needed. The district's reading curriculum is aligned with research-based practices, such as the science of reading, but there is a need to address specific gaps in skills like fluency, comprehension, and vocabulary development while incorporating culturally responsive teaching to better engage economically disadvantaged students.	False
STEM opportunities need to be integrated into core content areas rather than treated as separate courses. Establishing a clear connection between STEM education and college and career readiness is essential to prepare students for future opportunities.	o Dedicated professional development and resources are needed to support teachers in integrating STEM into their daily instruction. Past efforts were sporadic with few expectations for implementation or follow up by building principals. Cross-disciplinary collaboration between teachers needs to be encouraged to design meaningful, STEM-focused learning experiences. Underrepresented groups, have access to integrated and high-quality STEM experiences K-3 but this experience does not extend beyond this grade band. There is a need to explicitly connect STEM learning to real-world applications, career pathways, and future workforce needs.	False
How can we effectively equip K-12 staff with the professional learning opportunities they need to support ESL families?	Fostering relevant family collaboration and community engagement is needed. Past efforts were not successful and brought minimal engagement from either party. How can professional learning address both academic and social-emotional support for ESL students and their families? Past efforts were met with resistance and principal follow up was inconsistent.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Primary teachers implement research-based strategies in a	Primary teachers using research-based MTSS strategies build early

<p>Response to Intervention Program to ensure that students read proficiently by grade 3.</p>	<p>literacy skills, inform K-12 professional learning, foster collaboration, and strengthen family engagement to support ESL students' reading proficiency. Teachers can use research-based RTI strategies to provide early intervention, targeted support, and data-driven decisions to address reading struggles for economically disadvantaged students by grade 4.</p>
<p>Implementation of targeted supports for literacy based on SoR research shows a positive impact on student performance in grades K-3.</p>	<p>Early Identification and Intervention: Providing evidence-based strategies in K-3 ensures that reading struggles are identified early, preventing challenges from persisting in grade 4 and beyond, particularly for economically disadvantaged and ESL students. Equitable Access to Effective Instruction: By implementing SoR strategies, all students, including those in high-needs populations, receive systematic, structured literacy instruction that addresses their diverse needs, ensuring they are reading proficiently by grade 3. Data-Driven Progress: Ongoing assessment through SoR methods allows teachers to track progress, adapt instruction, and provide targeted support, improving literacy outcomes for all students, including those struggling due to socioeconomic barriers. Professional Learning Alignment: The implementation of SoR in early grades provides a framework that can inform K-12 professional learning, equipping teachers with the knowledge and tools to support students throughout their education, particularly those who are economically disadvantaged or ESL learners. Supporting College and Career Readiness: Early literacy intervention through SoR strategies strengthens students' reading skills, ensuring they are prepared for future academic success and have a solid foundation for career readiness.</p>
<p>The Shaler Area School District is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.</p>	<p>Targeted and Equitable Resource Allocation: Data-driven decisions ensure resources are allocated to address the specific needs of struggling student groups, including economically disadvantaged and ESL students. Maximizing Impact of Funds: Strategic use of federal, state, and local funds supports evidence-based literacy programs, MTSS, and professional development to improve student outcomes. Ongoing Monitoring and Adjustment: Continuous data analysis allows for adjustments in resource allocation and</p>

	<p>instructional strategies to ensure consistent support for students, particularly those at risk in literacy.</p>
<p>Students have equal access to remediation or acceleration as needed to meet the needs of the learner</p>	<p>Personalized Support for Struggling Readers: Ensure all students, especially economically disadvantaged and ESL learners, have access to targeted remediation programs that address their specific literacy gaps, helping them catch up to grade-level expectations. Opportunities for Acceleration: Provide accelerated learning opportunities for students who demonstrate proficiency, allowing them to explore advanced literacy skills and ensuring they stay engaged and challenged throughout their education. Flexible and Responsive Interventions: Utilize data to identify students who need remediation or acceleration, ensuring that supports are quickly implemented and adjusted as needed to meet evolving student needs across all grade levels.</p>
<p>Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *</p>	<p>Building Collaborative Support for Literacy Initiatives: Effective communication with parents, community members, and local organizations ensures a shared understanding of the importance of early literacy and reading proficiency. Stakeholders can contribute resources, support interventions, and help reinforce learning at home, particularly for economically disadvantaged and ESL students. Aligning District and Family Efforts: Two-way communication ensures that district goals, such as improving reading skills by grade 3, are clearly communicated to families. Parents can better support their children’s learning at home, while teachers can stay informed about student challenges, fostering a unified effort to address reading struggles. Encouraging Stakeholder Accountability: Regular updates and feedback loops with stakeholders (e.g., teachers, administrators, parents, and community partners) help sustain shared responsibility for student success. This can drive collective action in addressing persistent literacy challenges, ensuring resources are focused where they’re needed most, and reinforcing the importance of equitable learning opportunities across the district.</p>

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve the Statewide Growth Standard in Mathematics and Science at Shaler Area High School, we need to implement a more cohesive system for data-driven curriculum development, instructional support, and targeted interventions. This system will ensure that educators are equipped with the necessary tools and resources to effectively address student learning gaps, while engaging families and the community in supporting academic success.
	To better support educators, students, and families, we need to establish a comprehensive system for developing central office and school administrators as instructional leaders. This system will provide targeted professional development, clear expectations, and robust support structures, empowering administrators to effectively monitor, supervise, and support high-quality teaching and learning across the district.
	To better support ESL families, we need to establish a comprehensive, ongoing professional learning system for K-12 staff that focuses on culturally responsive teaching, language acquisition strategies, and effective communication with families. This system will ensure that educators are equipped to meet the diverse needs of ESL students and foster strong partnerships with their families.

Goal Setting

Priority: To improve the Statewide Growth Standard in Mathematics and Science at Shaler Area High School, we need to implement a more cohesive system for data-driven curriculum development, instructional support, and targeted interventions. This system will ensure that educators are equipped with the necessary tools and resources to effectively address student learning gaps, while engaging families and the community in supporting academic success.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By June 2027, Shaler Area High School will improve its Statewide Growth Standard scores in Mathematics and Science by 10% through the implementation of a comprehensive, data-driven system.		
Measurable Goal Nickname (35 Character Max)		
STEM Curriculum Alignment Initiative(CAI)		
Target Year 1	Target Year 2	Target Year 3
Establish a Curriculum Review Team: Assemble a cross-functional team comprising subject matter experts, teachers, and administrators to oversee the curriculum review and alignment process. Develop a Curriculum Review Framework: Create a structured framework to guide the curriculum review process, incorporating assessment data, state and national standards, and best practices in education. Conduct Initial Curriculum Review: Review and assess existing curriculum materials, identifying gaps and areas for improvement. Pilot Curriculum Alignment: Pilot-test the new curriculum review and alignment process with a small group of teachers and students to refine and iterate on the process. Develop an Implementation Plan: Create a plan outlining the steps, timelines, and resource allocation necessary to implement the new curriculum review and alignment process.	By January 2026-Implement Annual Curriculum Review and Alignment Process: Launch the collaborative curriculum review and alignment process, incorporating annual updates based on assessment data to address student learning gaps. Establish a System for Tracking Curriculum Progress: Develop a system to track curriculum progress, including the implementation of new curriculum materials and assessment results. Provide Ongoing Professional Development: Offer regular training and support for teachers to ensure they have the necessary skills and knowledge to effectively implement the new curriculum. Monitor and Evaluate Curriculum Effectiveness: Continuously monitor and evaluate the curriculum's effectiveness in addressing student learning gaps and improving student outcomes. Refine and Improve the Curriculum Review and Alignment Process:	By June 2027, Shaler Area High School will improve its Statewide Growth Standard scores in Mathematics and Science by 10% through the implementation of a comprehensive, data-driven system.

	Refine and improve the curriculum review and alignment process based on feedback, assessment data, and best practices in education.	
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Priority: To better support educators, students, and families, we need to establish a comprehensive system for developing central office and school administrators as instructional leaders. This system will provide targeted professional development, clear expectations, and robust support structures, empowering administrators to effectively monitor, supervise, and support high-quality teaching and learning across the district.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By June 2027, the district will establish and implement a comprehensive instructional leadership development system for central office and school administrators to improve the quality of teaching and learning.		
Measurable Goal Nickname (35 Character Max)		
Leadership Empowerment System (LES)		
Target Year 1	Target Year 2	Target Year 3
By June 2025, the district will launch the Leadership Empowerment System (LES) by: Developing and publishing a clear instructional leadership expectations framework for administrators. Providing at least two foundational professional development sessions on instructional leadership and teacher support strategies. Establishing a monthly coaching structure and scheduling the first three peer collaboration sessions for administrators. Conducting a baseline survey of administrators and teachers to assess current leadership practices and identify growth areas for future focus.	By June 2026, the district will expand the Leadership Empowerment System (LES) by: Delivering at least four professional development sessions focused on advanced instructional leadership topics, including data-driven decision-making and differentiated teacher support. Implementing a quarterly review process to evaluate administrators' progress toward meeting the instructional leadership expectations framework. Strengthening monthly coaching sessions by incorporating goal-setting and feedback loops, with 90% of administrators participating consistently. Increasing peer collaboration opportunities to six sessions annually, with an emphasis on sharing best practices and problem-solving real-world challenges. Utilizing	By June 2027, the district will establish and implement a comprehensive instructional leadership development system for central office and school administrators to improve the quality of teaching and learning.

year one survey results to design targeted support strategies and repeating the survey to measure growth in administrator effectiveness.
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Priority: To better support ESL families, we need to establish a comprehensive, ongoing professional learning system for K-12 staff that focuses on culturally responsive teaching, language acquisition strategies, and effective communication with families. This system will ensure that educators are equipped to meet the diverse needs of ESL students and foster strong partnerships with their families.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By June 2027, establish and implement a comprehensive, ongoing professional learning system for all K-12 staff that includes at least three annual training sessions focused on culturally responsive teaching, language acquisition strategies, and effective communication with ESL families. Success will be measured by 90% staff participation in these trainings, a post-training survey indicating a 25% increase in educator confidence in supporting ESL students, and a minimum of two district-led family engagement events per year with ESL family participation increasing by 20%.		
Measurable Goal Nickname (35 Character Max)		
ESL Support & Engagement Hub		
Target Year 1	Target Year 2	Target Year 3
Establish the professional learning system infrastructure and initiate training. Develop a district-wide professional learning plan for K-12 staff focused on culturally responsive teaching, language acquisition strategies, and communication with ESL families. Deliver at least one introductory training session by the end of the school year. Establish a baseline measure of staff understanding and confidence through a pre-training survey. Hold one district-led ESL family engagement event to begin fostering partnerships.	Expand professional learning opportunities and begin embedding practices in classrooms. Conduct three training sessions, including one advanced session on culturally responsive teaching and one on specific language acquisition strategies. Create and distribute a toolkit of resources for educators to support ESL families. Increase participation in ESL family engagement events to at least 25 families.	By June 2027, establish and implement a comprehensive, ongoing professional learning system for all K-12 staff that includes at least three annual training sessions focused on culturally responsive teaching, language acquisition strategies, and effective communication with ESL families. Success will be measured by 90% staff participation in these trainings, a post-training survey indicating a 25% increase in educator confidence in supporting ESL students, and a minimum of two district-led family engagement events per year with ESL family participation increasing by 20%.

Action Plan

Measurable Goals

STEM Curriculum Alignment Initiative(CAI)	Leadership Empowerment System (LES)
ESL Support & Engagement Hub	

Action Plan For: Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students thumbnail Released: April 2015 (Revised January 2019) Summary document (2.7 MB) Full Guide (10.8 MB) Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Measurable Goals:

- By June 2027, Shaler Area High School will improve its Statewide Growth Standard scores in Mathematics and Science by 10% through the implementation of a comprehensive, data-driven system.

Action Step		Anticipated Start/Completion Date	
Form a Planning Team and Assess Needs Assemble a team to evaluate current algebra instruction, identify gaps, and align with district goals. Develop and Implement Professional Development Provide training on strategies like solved problems, algebraic structures, and multiple problem-solving approaches to equip educators. Align Curriculum, Monitor Progress, and Offer Ongoing Support Adjust the curriculum, monitor classroom implementation, and provide continuous feedback and professional development for sustained improvement.		2025-08-21	2026-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Brown	Access to the Teaching Strategies Guide for all MS/HS math teachers. and principals. Master schedules created to permit common planning time for teachers. Dedicated PD for all math teachers and principals based on the Teaching Strategies Guide Support from the AIU3 math liaisons	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By following this structured approach, the Shaler Area School District can effectively implement the recommended teaching strategies, thereby improving algebra knowledge	Principals-every 4-5 weeks will conduct informal observations of the math teachers. Weekly walk throughs and check ins will occur during the first semester of the 25-26 school year to ensure implementation occurs and

among middle and high school students	routines are established.
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Action Plan For: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, Shaler Area High School will improve its Statewide Growth Standard scores in Mathematics and Science by 10% through the implementation of a comprehensive, data-driven system.

Action Step		Anticipated Start/Completion Date	
Implement a curriculum streamlining process based on the frameworks of Heidi Hayes Jacobs and Allison Zmuda by focusing on identifying essential skills, eliminating redundancies, and ensuring vertical and horizontal alignment. This process will prioritize student outcomes, integrate meaningful assessments, and provide teachers with clear, adaptable resources and pacing guides for consistent, coherent instruction across grade levels.		2025-02-12	2025-01-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eloise Milligan- Coordinator of Academic Services	PD Streamlining the Curriculum Examples of math storyboards uninterrupted time to work on revising the curriculum.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The teachers in grades 4-5-6 will have a revised/ streamlined curriculum to follow beginning with the 25-26 school year.	Eloise, building principals, assistant superintendent- ongoing walk thoughts and check ins once the school year begins.

Action Plan For: LEA/District Improvement Tools from IU13

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, the district will establish and implement a comprehensive instructional leadership development system for central office and school administrators to improve the quality of teaching and learning.

Action Step		Anticipated Start/Completion Date	
<p>1. Conduct Leadership Self-Assessments and Set Goals Use IU13’s self-assessment tools to evaluate principals' and district leaders’ instructional leadership skills. Identify focus areas like classroom observations, teacher feedback, and data-driven decision-making. 2. Provide Targeted Professional Development Train leaders on effective instructional practices, including teacher coaching, data analysis, and classroom observation techniques. Align training with district and school improvement plans (SIPs). 3. Establish and Monitor Leadership Routines Implement structured routines for walkthroughs, feedback cycles, and data reviews. Use these routines to support continuous instructional improvement. 4. Align Leadership Practices with SIP Goals Embed leadership-specific objectives into school improvement plans. Focus on measurable outcomes like teacher development and student achievement growth. 5. Evaluate and Celebrate Success Use clear metrics to assess instructional leadership effectiveness (e.g., observation frequency, feedback quality, and student progress). Recognize and scale best practices district-wide to sustain momentum and foster collaboration.</p>		2025-08-06	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. O'Black Superintendent Dr. Brown Assistant Superintendent	Iu13 website for resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By targeting principal and district office leader instructional effectiveness, the Shaler Area School District can build strong leadership capacity to drive sustained improvements in teaching and learning across schools.	Throughout the year at monthly leadership meetings discuss -structured routines for walkthroughs, feedback cycles, and data reviews for all administrators overseen by the Superintendent and Assistant Superintendent. Use these routines to support continuous instructional improvement by meeting with building principals every 2-4 weeks.

Action Plan For: OER Commons' Professional Learning Course on Culturally Responsive Practices

Measurable Goals:
<ul style="list-style-type: none"> By June 2027, establish and implement a comprehensive, ongoing professional learning system for all K-12 staff that includes at least three annual training sessions focused on culturally responsive teaching, language acquisition strategies, and effective communication with ESL families. Success will be measured by 90% staff participation in these trainings, a post-training survey indicating a 25%

increase in educator confidence in supporting ESL students, and a minimum of two district-led family engagement events per year with ESL family participation increasing by 20%.

Action Step		Anticipated Start/Completion Date	
Assemble a Leadership and Planning Team Form a diverse committee of administrators, educators, and stakeholders to guide implementation and ensure alignment with district needs. 2. Conduct a Needs Assessment Evaluate current cultural responsiveness in teaching practices and curricula to identify strengths and areas for improvement. 3. Deliver Customized Professional Development Adapt and implement OER Commons' course on culturally responsive practices through workshops or online modules for all educators. 4. Integrate Practices into Curriculum Collaborate with teachers to embed culturally responsive strategies and materials into lesson plans across all grade levels. 5. Monitor, Evaluate, and Sustain Assess the impact of training on teaching practices and student outcomes, and establish ongoing professional development to sustain and expand the initiative.		2025-03-07	2027-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Testa Director of Student Services	OER site and resources for the course	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By following these steps, the Shaler Area School District can effectively implement the OER Commons' Professional Learning Course on Culturally Responsive Practices, leading to a more inclusive and effective educational environment.	Dr. Testa, principals, Assistant Superintendent-ongoing via walk throughs and quarterly meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students thumbnail Released: April 2015 (Revised January 2019) Summary document (2.7 MB) Full Guide (10.8 MB) Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students</p>	<p>Form a Planning Team and Assess Needs Assemble a team to evaluate current algebra instruction, identify gaps, and align with district goals. Develop and Implement Professional Development Provide training on strategies like solved problems, algebraic structures, and multiple problem-solving approaches to equip educators. Align Curriculum, Monitor Progress, and Offer Ongoing Support Adjust the curriculum, monitor classroom implementation, and provide continuous feedback and professional development for sustained improvement.</p>
<p>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades</p>	<p>Implement a curriculum streamlining process based on the frameworks of Heidi Hayes Jacobs and Allison Zmuda by focusing on identifying essential skills, eliminating redundancies, and ensuring vertical and horizontal alignment. This process will prioritize student outcomes, integrate meaningful assessments, and provide teachers with clear, adaptable resources and pacing guides for consistent, coherent instruction across grade levels.</p>
<p>LEA/District Improvement Tools from IU13</p>	<p>1. Conduct Leadership Self-Assessments and Set Goals Use IU13's self-assessment tools to evaluate principals' and district leaders' instructional leadership skills. Identify focus areas like classroom observations, teacher feedback, and data-driven decision-making. 2. Provide Targeted Professional Development Train leaders on effective instructional practices, including teacher coaching, data analysis, and classroom observation techniques. Align training with district and school improvement plans (SIPs). 3. Establish and Monitor Leadership Routines Implement structured routines for walkthroughs, feedback cycles, and data reviews. Use these routines to support continuous instructional improvement. 4. Align Leadership Practices with SIP Goals Embed leadership-specific objectives into school improvement plans. Focus on measurable outcomes like teacher development and student achievement growth. 5. Evaluate and Celebrate Success Use clear metrics to assess instructional leadership effectiveness (e.g.,</p>

	<p>observation frequency, feedback quality, and student progress). Recognize and scale best practices district-wide to sustain momentum and foster collaboration.</p>
<p>OER Commons' Professional Learning Course on Culturally Responsive Practices</p>	<p>Assemble a Leadership and Planning Team Form a diverse committee of administrators, educators, and stakeholders to guide implementation and ensure alignment with district needs. 2. Conduct a Needs Assessment Evaluate current cultural responsiveness in teaching practices and curricula to identify strengths and areas for improvement. 3. Deliver Customized Professional Development Adapt and implement OER Commons' course on culturally responsive practices through workshops or online modules for all educators. 4. Integrate Practices into Curriculum Collaborate with teachers to embed culturally responsive strategies and materials into lesson plans across all grade levels. 5. Monitor, Evaluate, and Sustain Assess the impact of training on teaching practices and student outcomes, and establish ongoing professional development to sustain and expand the initiative.</p>

Engaging Algebraic Thinking: Strategies for Deepening Student Understanding

<p>Action Step</p> <ul style="list-style-type: none"> Form a Planning Team and Assess Needs Assemble a team to evaluate current algebra instruction, identify gaps, and align with district goals. Develop and Implement Professional Development Provide training on strategies like solved problems, algebraic structures, and multiple problem-solving approaches to equip educators. Align Curriculum, Monitor Progress, and Offer Ongoing Support Adjust the curriculum, monitor classroom implementation, and provide continuous feedback and professional development for sustained improvement.
<p>Audience</p> <p>Middle and high school math teachers Department Chairs Administrators</p>
<p>Topics to be Included</p> <p>Engaging students with solved problems: Strategies for using solved problems to encourage analysis and discussion. Understanding and utilizing algebraic structures: Teaching students to recognize and work with algebraic representations. Strategic problem-solving: Guiding students in selecting and using different algebraic strategies to solve problems. Formative assessment techniques: Methods for checking student understanding throughout the learning process.</p>
<p>Evidence of Learning</p> <p>Participants will demonstrate their learning through: Lesson plans incorporating the use of solved problems and algebraic structures. Classroom observations where teachers integrate multiple problem-solving strategies. Student work samples showing improvements in</p>

algebraic thinking and problem-solving. Feedback from students on their understanding of algebra concepts.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Coordinator of Academic Services AIU3 Math Liaisons	2025-08-21	2026-06-01

Learning Format

Type of Activities	Frequency
Workshop(s)	Workshops: Quarterly (4 times per year) Peer Observations: Twice per semester Online Modules: Ongoing access with bi-monthly check-ins
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Twice per semester
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Supporting Struggling Math Learners: Effective Intervention Strategies in the Elementary Grades

Action Step		
<ul style="list-style-type: none"> Implement a curriculum streamlining process based on the frameworks of Heidi Hayes Jacobs and Allison Zmuda by focusing on identifying essential skills, eliminating redundancies, and ensuring vertical and horizontal alignment. This process will prioritize student outcomes, integrate meaningful assessments, and provide teachers with clear, adaptable resources and pacing guides for consistent, coherent instruction across grade levels. 		
Audience		
Elementary school math teachers Special education teachers Instructional coaches Intervention specialists Administrators		
Topics to be Included		
Identifying Struggling Learners: Using formative assessments and data to identify students who need math interventions. Tiered Intervention Strategies: Exploring different levels of intervention (e.g., small-group instruction, one-on-one support, and classroom-wide strategies). Using Manipulatives and Visuals: Incorporating hands-on tools and visual aids to support conceptual understanding. Differentiated Instruction: Strategies for differentiating math instruction based on student needs, learning styles, and abilities. Progress Monitoring: Techniques for tracking student progress and adjusting interventions as needed.		
Evidence of Learning		
Participants will demonstrate their learning through: Lesson plans and intervention strategies tailored to struggling learners. Evidence of student growth, including pre- and post-assessment data. Classroom observations showing the implementation of intervention strategies. Feedback from students on the effectiveness of the interventions.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Milligan- Coordinator of Academic services	2025-01-21	2025-05-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	bi-weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	monthly

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Book study	ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 3e: Demonstrating Flexibility and Responsiveness • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Leveraging LEA/District Improvement Tools: Enhancing Educational Practices with IU13 Strategies

Action Step
<ul style="list-style-type: none"> • 1. Conduct Leadership Self-Assessments and Set Goals Use IU13’s self-assessment tools to evaluate principals' and district leaders’ instructional leadership skills. Identify focus areas like classroom observations, teacher feedback, and data-driven decision-making. 2. Provide Targeted Professional Development Train leaders on effective instructional practices, including teacher coaching, data analysis, and classroom observation techniques. Align training with district and school improvement plans (SIPs). 3. Establish and Monitor Leadership Routines Implement structured routines for walkthroughs, feedback cycles, and data reviews. Use these routines to support continuous instructional improvement. 4. Align Leadership Practices with SIP Goals Embed leadership-specific objectives into school improvement plans. Focus on measurable outcomes like teacher development and student achievement growth. 5. Evaluate and Celebrate Success Use clear metrics to assess instructional leadership effectiveness (e.g., observation frequency, feedback quality, and student progress). Recognize and scale best practices district-wide to sustain momentum and foster collaboration.
Audience
Principals District leaders
Topics to be Included
Leadership Self-Assessments: Using IU13’s self-assessment tools to evaluate leadership strengths and areas for improvement. Targeted

Professional Development: Training on effective instructional leadership practices such as classroom observations, teacher feedback, and data-driven decision-making. Leadership Routines and Feedback: Developing routines for walkthroughs, feedback cycles, and data analysis to support continuous improvement. Alignment with School Improvement Plans (SIPs): Ensuring leadership practices are aligned with SIP goals, focusing on measurable outcomes such as teacher development and student achievement. Evaluating Leadership Effectiveness: Using metrics like observation frequency and feedback quality to assess leadership effectiveness and celebrate successes.

Evidence of Learning		
Completed self-assessment reports identifying leadership strengths and areas of focus. Action plans outlining professional development goals and improvement strategies. Data tracking and analysis reports, showing progress in leadership routines and teacher/student outcomes. Evidence of consistent walkthroughs and feedback provided to teachers. Reflection and celebration of progress during team meetings.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent/Assistant Superintendent in partnership with IU13 or AIU3 consultants or instructional coaches specializing in district leadership improvement.	2025-06-11	2026-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	4 sessions
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Learning walk	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 4d: Participating in a Professional Community • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	bimonthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	

Building Culturally Responsive Practices: A Collaborative Approach to Inclusive Education

Action Step		
<ul style="list-style-type: none"> • Assemble a Leadership and Planning Team Form a diverse committee of administrators, educators, and stakeholders to guide implementation and ensure alignment with district needs. 2. Conduct a Needs Assessment Evaluate current cultural responsiveness in teaching practices and curricula to identify strengths and areas for improvement. 3. Deliver Customized Professional Development Adapt and implement OER Commons' course on culturally responsive practices through workshops or online modules for all educators. 4. Integrate Practices into Curriculum Collaborate with teachers to embed culturally responsive strategies and materials into lesson plans across all grade levels. 5. Monitor, Evaluate, and Sustain Assess the impact of training on teaching practices and student outcomes, and establish ongoing professional development to sustain and expand the initiative. 		
Audience		
Administrators Classroom teachers Curriculum specialists Instructional coaches Stakeholders (e.g., parents, community members, and local leaders)		
Topics to be Included		
Cultural Responsiveness in Teaching and Curriculum: Understanding the principles and importance of culturally responsive teaching. Needs Assessment and Data Collection: Identifying current strengths and gaps in cultural responsiveness through surveys and classroom observations. Customized Professional Development: Adapting and implementing OER Commons' course on culturally responsive practices through workshops and online modules. Curriculum Integration: Embedding culturally responsive strategies and materials into lesson planning and instruction across grade levels. Monitoring and Evaluation: Using data to assess the impact of cultural responsiveness training and sustaining efforts through ongoing professional development.		
Evidence of Learning		
Completed needs assessment reports identifying strengths and areas for improvement in cultural responsiveness. Creation of culturally responsive lesson plans and classroom materials. Feedback from students on the inclusivity of their learning experiences. Reflection on the implementation and effectiveness of culturally responsive practices. Data collection showing changes in teaching practices and student outcomes.		
Lead Person/Position	Anticipated Start	Anticipated Completion

external trainers on culturally responsive education- AIU3	2025-06-11	2026-06-10
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Learning Format

Type of Activities	Frequency
Workshop(s)	4 per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Other	Online Modules- ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 2b: Establishing a Culture for Learning • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	1 per quarter
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Establish Planning Team and Needs Assessment Communication"					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form a Planning Team and Assess Needs Assemble a team to evaluate current algebra instruction, identify gaps, and align with district goals. Develop and Implement Professional Development Provide training on strategies like solved problems, algebraic structures, and multiple problem-solving approaches to equip educators. Align Curriculum, Monitor Progress, and Offer Ongoing Support Adjust the curriculum, monitor classroom implementation, and provide continuous feedback and professional development for sustained improvement. 	District administrators, school leadership teams, curriculum and instruction coordinators, algebra teachers.	Objectives of the team, role of each participant, timeline, expectations for assessing current algebra practices, alignment with district goals.	District Assistant Superintendent	03/14/2025	04/17/2025
Communications					
Type of Communication			Frequency		
Email			weekly		
Other			Google Meers as needed and for the kick off meeting		

Professional Development Kickoff and Training Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form a Planning Team and Assess Needs Assemble a team to evaluate current algebra instruction, identify gaps, and align with district goals. Develop and Implement Professional Development Provide training on strategies like solved problems, algebraic structures, and multiple problem-solving approaches to equip educators. Align Curriculum, Monitor Progress, and Offer Ongoing Support Adjust the curriculum, monitor classroom implementation, and provide continuous feedback and professional development for sustained improvement. 	Algebra teachers, principals, instructional coaches.	Overview of PD goals, specific teaching strategies (solved problems, algebraic structures, problem-solving approaches), expected outcomes, scheduling, resources available.	Assistant Superintendent	03/14/2025	05/30/2025

Communications

Type of Communication	Frequency
Email	weekly
Presentation	monthly

Curriculum Streamlining and Implementation Communication Plan

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a curriculum streamlining process based on the frameworks of Heidi Hayes Jacobs and Allison Zmuda by focusing on identifying essential skills, eliminating redundancies, and ensuring vertical and horizontal alignment. This process will prioritize student outcomes, integrate meaningful assessments, and provide teachers with clear, adaptable resources and pacing guides for consistent, coherent instruction across grade levels. 	teachers, curriculum specialists, administrators, and instructional coaches	identifying essential skills, eliminating redundancies, ensuring vertical and horizontal alignment, and prioritizing student outcomes. Key components include integrating meaningful assessments, providing teachers with clear, adaptable resources and pacing guides, and offering continuous professional development and support.	Coordinator of Academic Services- Mrs. Milligan	02/12/2025	05/30/2025

Communications

Type of Communication	Frequency
Email	weekly
Presentation	EOY to school board

Instructional Leadership Development Communication Plan

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> 1. Conduct Leadership Self-Assessments and Set Goals Use IU13's self-assessment tools to evaluate principals' and district leaders' instructional leadership skills. Identify focus areas like classroom observations, teacher feedback, and data-driven decision-making. 2. Provide Targeted Professional Development Train leaders on effective instructional practices, including teacher coaching, data analysis, and classroom observation techniques. Align training with district and school improvement plans (SIPs). 3. Establish and Monitor Leadership Routines Implement structured routines for walkthroughs, feedback cycles, and data reviews. Use these routines to support continuous instructional improvement. 4. Align Leadership Practices with SIP Goals Embed leadership-specific objectives into school improvement plans. Focus on measurable outcomes like teacher development and student achievement growth. 5. Evaluate and Celebrate Success Use clear metrics to assess instructional leadership effectiveness (e.g., observation frequency, feedback quality, and student progress). Recognize and scale best practices district-wide to sustain momentum and foster collaboration. 	district leaders & principals	key topics including leadership self-assessments, identification of focus areas (e.g., observations, feedback, data-driven decisions), and alignment with district goals. Professional development will cover effective instructional practices, data analysis, and coaching, aligning with school improvement plans (SIPs). Leadership routines will focus on walkthroughs, feedback cycles, and data reviews to drive continuous improvement. Leadership practices will be integrated into SIPs with measurable outcomes, and success will be evaluated based on leadership effectiveness, feedback quality, and student progress, with recognition and scaling of best practices across the district.	Superintendent- Dr. O'Black	06/10/2025	06/10/2026

Communications

Type of Communication	Frequency
Email	biweekly

Memorandum

monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date