

Pottstown SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		123466403
Address 1		
230 Beech St		
Address 2		
City	State	Zip Code
Pottstown	PA	19464
Chief School Administrator		Chief School Administrator Email
Mr Stephen Rodriguez		srodriguez@pottstownk12.org
Single Point of Contact Name		
Ryan Oxenford		
Single Point of Contact Email		
roxenford@pottstownk12.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephen Rodriguez	Administrator	Pottstown School District	srodriguez@pottstownk12.org
Ryan Oxenford	Administrator	Pottstown School District	roxenford@pottstownk12.org
Matthew Boyer	Administrator	Pottstown School District	mboyer@pottstownk12.org
LaTanya White-Springfield	Administrator	Pottstown School District	lwhite@pottstownk12.org
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Sue Lawrence	Board Member	Pottstown School District	slawrence@pottstownk12.org
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Kelly Grosser	Community Member	TriCounty YWCA	KGrosser@ywcatricountyarea.org
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Ted Freese	Parent	Parent	telo92@comcast.net
David Charles	Community Member	STRIVE	dcharles@striveinitiative.org
Kristie Piacine	Community Member	TriCounty YWCA	kpiacine@ywcatricountyarea.org
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LEA Profile

POTTSTOWN SCHOOL DISTRICT is a Pre-Kindergarten-to-Grade 12 school district in Montgomery County, Pennsylvania. During the 2023-2024 school year, the district enrolled approximately 3,310 students in its 7 schools: one early childhood education center, four elementary schools, one middle school and one high school.

Pottstown School District has a racially/ethnically diverse student population (FRI District Fast Facts - Fall 2024):

(35.1%) of students are Black/African American

(22.7%) of students are Hispanic/Latino

(11.9%) of students are Multi-racial

(29.2%) of students are White

All other races/ethnicities add up to just over 1% of students

Furthermore, our student diversity is reflected by other indicators (FRI District Fast Facts - Fall 2024):

Students with Disabilities (SWD) account for 23.7% of all the students

78.3% of students come from households designated low-income by federal standards

English language learners comprise 3.8% of our students

Mission and Vision

Mission

Prepare each student, by name, for success at every level.

Vision

The Pottstown School District develops students through quality teaching, family involvement, community partnerships, and fiscal management to become responsible, contributing citizens in a dynamic and diverse world.

Educational Values

Students

All decisions are made in the best interest of students.

Staff

Provide staff with what is needed to support their work.

Administration

Leadership development that will impact students, staff, and the overall culture of the school community.

Parents

Partnerships with parents to foster trust at the highest level.

Community

Engaging with community members to promote connectedness in values.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Keystone English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (Future Ready Index - Fall 2024) Academic Growth Score - 100% (Statewide Average 75.4%)	
Keystone Science/Biology All Student Group Exceeds the Standard Demonstrating Growth (Future Ready Index - Fall 2024) Academic Growth Score - 100% (Statewide Average 74.7%)	
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which outperforms the Statewide Average of 91.4%. (FRI - Fall 2024)	

Challenges

Indicator	Comments/Notable Observations
Keystone Mathematics/Algebra: All Student Group Did Not Meet Interim Goal/Improvement Target (Future Ready Index - Fall 2024) - 19.9% Proficient or Advanced (Statewide Average 40.2%)	
Keystone Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth (Future Ready Index - Fall 2024) 50% (Statewide Average 74.9%)	

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

Strengths

<p>Indicator 28% of Black students in grades 3-5 ELA are Proficient/Advanced, which outperforms the state average of 27% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)</p> <p>Grade Level(s) and/or Student Group(s) Grades 3-5 Black Students.</p>	Comments/Notable Observations
<p>Indicator 32% of Hispanic students in grades 3-5 MATH are Proficient/Advanced, which outperforms the state average of 26% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)</p> <p>Grade Level(s) and/or Student Group(s) Grades 3-5 Hispanic Students.</p>	Comments/Notable Observations
<p>Indicator 25% of Black students in grades 3-5 MATH are Proficient/Advanced, which outperforms the state average of 18% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)</p> <p>Grade Level(s) and/or Student Group(s) Grades 3-5 Black Students.</p>	Comments/Notable Observations

Challenges

Indicator 39% of Hispanic students on Keystone Literature are Proficient/Advanced, which is below the state average of 46% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI) Grade Level(s) and/or Student Group(s) Hispanic Students	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator 20% of ALL students in grades 3-8 MATH are Proficient/Advanced, which is below the state average of 40% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI) Grade Level(s) and/or Student Group(s) ALL students in grades 3-8	Comments/Notable Observations
Indicator 14% of Black students in grades 6-8 ELA are Proficient/Advanced, which is below the state average of 30% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI) Grade Level(s) and/or Student Group(s) Black students in grades 6-8	Comments/Notable Observations

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.

Keystone English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (Future Ready Index - Fall 2024) Academic Growth Score - 100% (Statewide Average 75.4%)
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which outperforms the Statewide Average of 91.4%. (FRI - Fall 2024)
32% of Hispanic students in grades 3-5 MATH are Proficient/Advanced, which outperforms the state average of 26% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)

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.

Keystone Mathematics/Algebra: All Student Group Did Not Meet Interim Goal/Improvement Target (Future Ready Index - Fall 2024) - 19.9% Proficient or Advanced (Statewide Average 40.2%)
39% of Hispanic students on Keystone Literature are Proficient/Advanced, which is below the state average of 46% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)
14% of Black students in grades 6-8 ELA are Proficient/Advanced, which is below the state average of 30% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
The LinkIt Benchmark Assessments are a set of online assessments that measure student growth in ELA, math, science.	In ELA, 73% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024) In ELA, 96% of kindergarten students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024) In ELA, 44% of 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)In ELA, 46% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)

English Language Arts Summary

Strengths

In ELA, 73% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)
In ELA, 96% of kindergarten students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)

Challenges

In ELA, 44% of 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)
In ELA, 46% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)

Mathematics

Data	Comments/Notable Observations
The LinkIt Benchmark Assessments are a set of online assessments that measure student growth in ELA, math, science.	In Math, 68% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)In Math, 80% of 7th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)In Math, 50% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)In Math, 57% of 5th-grade and 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)

Mathematics Summary

Strengths

In Math, 68% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)
In Math, 80% of 7th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)

Challenges

In Math, 50% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)
In Math, 57% of 5th-grade and 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The LinkIt Benchmark Assessments are a set of online assessments that measure student growth in ELA, math, science.	In Science, 38% of 4th-grade scored proficient or higher on the Form C (MOY) Benchmark - (LinkIt 2023-2024)In Science, 17% of 8th-grade demonstrated a proficiency score of 80% or higher on the Form A Retake (EOY) - (LinkIt 2023-2024)

Science, Technology, and Engineering Education Summary

Strengths

In Science, 38% of 4th-grade scored proficient or higher on the Form C (MOY) Benchmark - (LinkIt 2023-2024)

Challenges

In Science, 17% of 8th-grade demonstrated a proficiency score of 80% or higher on the Form A Retake (EOY) - (LinkIt 2023-2024)
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index (Fall 2024) - The Future Ready Index provides a metric to determine the performance in a category in comparison to the Statewide Average.	In Career Standards Benchmark, Pottstown High School scored 95.5%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)
Future Ready Index (Fall 2024) - The Future Ready Index provides a metric to determine the performance in a category in comparison to the Statewide Average.	In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI - CTE Industry Specific Standardized Test	72% Scored Competent or Advanced (2023-2024 NOCTI)
NOCTI - CTE Industry Specific Standardized Test	26% Scored Advanced (2023-2024 NOCTI)
Industry Based Certifications	72% of CTE students earned PDE Recognized Industry Based Certifications

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

True 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.

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.

In Career Standards Benchmark, Pottstown High School scored 95.5%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)

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.

In Career Standards Benchmark, 4.5% of Pottstown High School students recorded did not meet the Statewide Performance Standard (FRI - Fall 2024)
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In Career Standards Benchmark, 4.6% of ALL students recorded did not meet the Statewide Performance Standard (FRI - Fall 2024)

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index (Fall 2024) - The Future Ready Index provides a metric to determine the performance in a category in comparison to the Statewide Average.	15.2% of our ELL met the English Language Proficiency. (FRI - Fall 2024)

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA Achievement - Math (LinkIt Navigator Report - Fall 2024)	SWD achievement in Math for ALL GRADES is 6% with a Statewide Average of 15%. (LinkIt Navigator Report - Fall 2024)
PSSA Achievement - ELA (LinkIt Navigator Report - Fall 2024)	SWD achievement in ELA for ALL GRADES is 5% with a Statewide Average of 19%. (LinkIt Navigator Report - Fall 2024)

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA Achievement - Math (LinkIt Navigator Report - Fall 2024)	EconDis achievement in Math for ALL GRADES is 18% with a Statewide Average of 25%. (LinkIt Navigator Report - Fall 2024)
PSSA Achievement - ELA (LinkIt Navigator Report - Fall 2024)	EconDis achievement in ELA for ALL GRADES is 25% with a Statewide Average of 38%. (LinkIt Navigator Report - Fall 2024)

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Students who are black had an achievement in ELA for ALL GRADES at 21% with a Statewide Average of 28%. (LinkIt Navigator Report - Fall 2024)Students who are black had an achievement in Math for ALL GRADES at 13% with a Statewide Average of 14% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)Students who are black in grades 3-5 outperformed the ELA state average of 27% with a score of 28%

	(proficient/advanced) . (LinkIt Navigator Report - Fall 2024)Students who are black in grades 3-5 outperformed the Math state average of 18% with a score of 25% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)Students who are black outperformed the Literature Keystone state average of 42% with a score of 43% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)
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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.

Students who are black in grades 3-5 outperformed the ELA state average of 27% with a score of 28% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)
Students who are black in grades 3-5 outperformed the Math state average of 18% with a score of 25% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)
Students who are black outperformed the Literature Keystone state average of 42% with a score of 43% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)

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.

SWD achievement in Math for ALL GRADES is 6% with a Statewide Average of 15%. (LinkIt Navigator Report - Fall 2024)
EconDis achievement in Math for ALL GRADES is 18% with a Statewide Average of 25%. (LinkIt Navigator Report - Fall 2024)
EconDis achievement in ELA for ALL GRADES is 25% with a Statewide Average of 38%. (LinkIt Navigator Report - Fall 2024)

Designated Schools

Pottstown MS

Priority Challenge	Comments and Notable Observations
Align curricular materials and lesson plans to the PA Standards	If we provide engaging standards-based instruction and targeted intervention for academic and non-academic barriers then students will increase their academic engagement time and show growth across all academic areas.
Foster a culture of high expectations for success for all students, educators, families, and community members	If teachers use data to monitor student progress in a variety of ways and include students in monitoring their learning then teachers can change instructional practices and tailor instruction to student needs.
Use multiple professional learning designs to support the learning needs of staff	If we strategically plan and provide professional learning opportunities for teachers that includes modeling, evidence-based curriculum, instruction and assessment strategies to support student learning, then teachers will have clarity on expectations for implementation and improve fidelity to meet instructional goals.

Pottstown SHS

Priority Challenge	Comments and Notable Observations
Growth measures in Algebra and Literature for students with disabilities is a challenge.	We need to provide more supports in our regular education classrooms for students with disabilities.
Proficiency in Algebra, Literature, and Biology across all student groups is a challenge.	We need to close the skill gaps that students come to us with so that we grow them enough to reach proficiency.
We need to get to a level of consistency where our career evidence percentages are happening year after year.	We need to build structures to allow career evidence success to become automatic.
30 of our 39 instances of Out of School Suspension were for fighting and involved Black students.	We need to address conflict with students before it becomes a fight while providing positive mentors for students who fight.

Systemic LEA Challenges

<p>PSSA performance data shows that the overall student scores are below the state average. PSSA assessment data is used to make educational decisions about an individual student, but also serves as an indicator for the success of a school and school district. Data helps schools pinpoint specific needs of the students so they can implement plans to close those gaps and improve student outcomes. Because PSSA is given in all schools, scores can also be aggregated to provide a basis for comparing schools and districts, with the expectation that schools and districts should be held accountable for their students' performance on these assessments. However, PSSA data should not be used as the sole metric for evaluating a school or district's overall quality. There are many other important factors to consider when judging a school's effectiveness, including the school's culture, the quality of teachers and staff, and school leadership. In the case of Pottstown SHS, the Keystone achievement data indicates that students at this school are scoring below the state average. In order for this school to reach the state average, a strong intervention approach is needed.</p>
<p>One of the primary challenges affecting the student population at Pottstown Middle School is low student attendance, which is below the state average.</p>
<p>Common Assessments to determine regular academic growth</p>

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan will include the implementation of MTSS. This will improve data-driven decision making by allowing us to better align evidence-based resources with the needs of our students.
Title 1 Program	The Pottstown School District Title I program has been designed to close the achievement gap of our students who are not demonstrating mastery of core literacy concepts.
Student Services	The student service plan outlined here represents an extremely valuable initiative for the school. The goals and action steps detailed within are very comprehensive. As such, there is good reason to believe that this plan will positively affect the school environment. The plan is well-rounded in its consideration of topics that impact students and schools. These topics include, but are not limited to, school-wide positive behavioral programs, conflict resolution, safe2say, and counseling services for all students. Perhaps the greatest strength of this plan is that its success will be accurately measured by quantifiable results.
K-12 Guidance Plan (339 Plan)	Naviance is carefully monitored for compliance with the 339 Plan by a variety of staff members, including counselors, the librarian, and the Director of Student Services.
Technology Plan	The district has implemented a 1-to-1 Chromebook initiative in which every student has been issued a Chromebook. To ensure the sustainability of the plan, there is a 4-year replacement cycle in which the devices in grades 1, 5, and 9 will be replaced.
English Language Development Programs	The English Language Development program is structured to encompass three steps: student qualification, participation, and program exit. Flashlight360 was also implemented to benchmark students to determine performance levels and progress, while the information is also synced with LinkIt, our student performance data system, to allow for efficient metrics access.

Strengths

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

The school district will use data-driven decisions to improve core instruction and intervention. We use MTSS to align resources to meet the needs of the students and improve student achievement.

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.

To achieve the Mission and Vision, the school district relies heavily on Federal Funds. While those funds offset the cost to have Reading Specialists and other members of the Title I team, more students qualify for a high level of support than can be addressed with the staffing and funding limitations.

The Special Education Plan includes the implementation of MTSS. This will lead to improvements in data-driven decision making, which will help us align evidence-based resources with our students' needs more closely. We expect that the MTSS process will allow us to improve the accuracy of the identification of students requiring special education services.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

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

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

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

We have orchestrated our professional development sessions around data review and instructional planning with ongoing support provided within grade level / department meetings.
We have created a ZERO Based PSD Curriculum Structure within the elementary grade levels to ensure the effectiveness of priorities.
We have implemented research based curriculum resources aligned to the needs of our students.
We have implemented a K-8 Benchmarking System in Math/ELA four times per year to monitor progress towards grade level standards in all grade levels.

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.

Although financial resources were significantly increased to allow for the growth of programs and expand curriculum resources, the district experiences funding inequities which limits the growth and sustainability of new initiatives / resources.

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
Keystone English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (Future Ready Index - Fall 2024) Academic Growth Score - 100% (Statewide Average 75.4%)	True
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which outperforms the Statewide Average of 91.4%. (FRI - Fall 2024)	True
32% of Hispanic students in grades 3-5 MATH are Proficient/Advanced, which outperforms the state average of 26% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)	False
In ELA, 73% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	False
In ELA, 96% of kindergarten students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	True
In Math, 68% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	True
In Math, 80% of 7th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	False
The school district will use data-driven decisions to improve core instruction and intervention. We use MTSS to align resources to meet the needs of the students and improve student achievement.	False
In Science, 38% of 4th-grade scored proficient or higher on the Form C (MOY) Benchmark - (LinkIt 2023-2024)	False
In Career Standards Benchmark, Pottstown High School scored 95.5%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)	False
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which is above the Statewide Average of 91.4%. (FRI - Fall 2024)	False
Students who are black in grades 3-5 outperformed the ELA state average of 27% with a score of 28% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)	False
Students who are black in grades 3-5 outperformed the Math state average of 18% with a score of 25% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)	False
Students who are black outperformed the Literature Keystone state average of 42% with a score of 43% (proficient/advanced) . (LinkIt Navigator Report - Fall 2024)	False
We have orchestrated our professional development sessions around data review and instructional planning with ongoing support provided within grade level / department meetings.	True
We have created a ZERO Based PSD Curriculum Structure within the elementary grade levels to ensure the effectiveness of priorities.	False
We have implemented research based curriculum resources aligned to the needs of our students.	True

We have implemented a K-8 Benchmarking System in Math/ELA four times per year to monitor progress towards grade level standards in all grade levels.	True
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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
Keystone Mathematics/Algebra: All Student Group Did Not Meet Interim Goal/Improvement Target (Future Ready Index - Fall 2024) - 19.9% Proficient or Advanced (Statewide Average 40.2%)	True
39% of Hispanic students on Keystone Literature are Proficient/Advanced, which is below the state average of 46% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)	True
14% of Black students in grades 6-8 ELA are Proficient/Advanced, which is below the state average of 30% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)	True
In ELA, 44% of 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	False
In ELA, 46% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	False
In Math, 50% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)	True
In Math, 57% of 5th-grade and 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)	True
To achieve the Mission and Vision, the school district relies heavily on Federal Funds. While those funds offset the cost to have Reading Specialists and other members of the Title I team, more students qualify for a high level of support than can be addressed with the staffing and funding limitations.	False
The Special Education Plan includes the implementation of MTSS. This will lead to improvements in data-driven decision making, which will help us align evidence-based resources with our students' needs more closely. We expect that the MTSS process will allow us to improve the accuracy of the identification of students requiring special education services.	False
In Science, 17% of 8th-grade demonstrated a proficiency score of 80% or higher on the Form A Retake (EOY) - (LinkIt 2023-2024)	True
In Career Standards Benchmark, 4.5% of Pottstown High School students recorded did not meet the Statewide Performance Standard (FRI - Fall 2024)	False
In Career Standards Benchmark, 4.6% of ALL students recorded did not meet the Statewide Performance Standard (FRI - Fall 2024)	False
SWD achievement in Math for ALL GRADES is 6% with a Statewide Average of 15%. (LinkIt Navigator Report - Fall 2024)	True
EconDis achievement in Math for ALL GRADES is 18% with a Statewide Average of 25%. (LinkIt Navigator Report - Fall 2024)	False

EconDis achievement in ELA for ALL GRADES is 25% with a Statewide Average of 38%. (LinkIt Navigator Report - Fall 2024)	True
Although financial resources were significantly increased to allow for the growth of programs and expand curriculum resources, the district experiences funding inequities which limits the growth and sustainability of new initiatives / resources.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In Math, 50% of 8th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)		False
In Math, 57% of 5th-grade and 6th-grade students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)		False
In Science, 17% of 8th-grade demonstrated a proficiency score of 80% or higher on the Form A Retake (EOY) - (LinkIt 2023-2024)		False
SWD achievement in Math for ALL GRADES is 6% with a Statewide Average of 15%. (LinkIt Navigator Report - Fall 2024)		True
EconDis achievement in ELA for ALL GRADES is 25% with a Statewide Average of 38%. (LinkIt Navigator Report - Fall 2024)		True
Keystone Mathematics/Algebra: All Student Group Did Not Meet Interim Goal/Improvement Target (Future Ready Index - Fall 2024) - 19.9% Proficient or Advanced (Statewide Average 40.2%)		True
39% of Hispanic students on Keystone Literature are Proficient/Advanced, which is below the state average of 46% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)		False
14% of Black students in grades 6-8 ELA are Proficient/Advanced, which is below the state average of 30% (LinkIt Navigator Report - Fall 2024: Since grade level data not available in FRI)		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA, 96% of kindergarten students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison. (LinkIt 2023-2024)	
In Math, 68% of students demonstrated 'typical' or 'high' growth on the LinkIt Form A (BOY) to Form A Retake (EOY) comparison.(LinkIt 2023-2024)	
Keystone English Language Arts/LiteratureAll Student Group Exceeds the Standard Demonstrating Growth (Future Ready Index - Fall 2024) Academic Growth Score - 100% (Statewide Average 75.4%)	
In Career Standards Benchmark, ALL STUDENTS scored 95.4%, which outperforms the Statewide Average of 91.4%. (FRI - Fall 2024)	

We have orchestrated our professional development sessions around data review and instructional planning with ongoing support provided within grade level / department meetings.	
We have implemented research based curriculum resources aligned to the needs of our students.	
We have implemented a K-8 Benchmarking System in Math/ELA four times per year to monitor progress towards grade level standards in all grade levels.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The increased alignment of students' needs with the demands of grade-level standards will result in all students with disabilities increasing their performance levels in math.
	If we are able to improve our early literacy instruction to meet the needs of students who are from low-income households, we will better meet the needs of students overall.
	If we improve our curriculum alignment and develop better common standards-based assessments in Algebra I, we can improve student performance in Math at the high school level.
	We believe that implementing a benchmark tool to monitor student progress in all grade levels and increasing student access to culturally relevant research-based curriculum resources will improve responsiveness to the New Middle School ELA curriculum resource in grades 6–8.

Goal Setting

Priority: If we are able to improve our early literacy instruction to meet the needs of students who are from low-income households, we will better meet the needs of students overall.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By the Spring of 2027, 40% of Economically Disadvantaged students will meet grade level standards in ELA by increasing 5% annually on PSSA. (Baseline 25% with Statewide Average of 38%)		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement - Economically Disadvantaged Students		
Target Year 1	Target Year 2	Target Year 3
By the Spring of 2025, 30% of Economically Disadvantaged students will meet grade level standards in ELA by increasing 5% annually on PSSA. (Baseline 25% with Statewide Average of 38%)	By the Spring of 2026, 35% of Economically Disadvantaged students will meet grade level standards in ELA by increasing 5% annually on PSSA. (Baseline 25% with Statewide Average of 38%)	By the Spring of 2027, 40% of Economically Disadvantaged students will meet grade level standards in ELA by increasing 5% annually on PSSA. (Baseline 25% with Statewide Average of 38%)

Priority: If we improve our curriculum alignment and develop better common standards-based assessments in Algebra I, we can improve student performance in Math at the high school level.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the Spring of 2027, 35% of Algebra I students will meet standards in MATH by increasing 5% annually on Keystone. (Baseline 19.9% with Statewide Average of 40.2%)		
Measurable Goal Nickname (35 Character Max)		
Math Achievement - Keystone Math: Algebra I		
Target Year 1	Target Year 2	Target Year 3
By the Spring of 2025, 25% of Algebra I students will meet standards in MATH by increasing 5% annually on Keystone. (Baseline 19.9% with Statewide Average of 40.2%)	By the Spring of 2026, 30% of Algebra I students will meet standards in MATH by increasing 5% annually on Keystone. (Baseline 19.9% with Statewide Average of 40.2%)	By the Spring of 2027, 35% of Algebra I students will meet standards in MATH by increasing 5% annually on Keystone. (Baseline 19.9% with Statewide Average of 40.2%)

Priority: We believe that implementing a benchmark tool to monitor student progress in all grade levels and increasing student access to culturally relevant research-based curriculum resources will improve responsiveness to the New Middle School ELA curriculum resource in grades 6–8.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the Spring of 2027, 29% of Grade 6-8 Black students will meet standards in ELA by increasing 5% annually on PSSA. (Baseline 14% with Statewide Average of 30%)		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement - Grades 6-8 Black Students		
Target Year 1	Target Year 2	Target Year 3
By the Spring of 2025, 19% of Grade 6-8 Black students will meet standards in ELA by increasing 5% annually	By the Spring of 2027, 24% of Grade 6-8 Black students will meet standards in ELA by increasing 5% annually	By the Spring of 2027, 29% of Grade 6-8 Black students will meet standards in ELA by increasing 5% annually

on PSSA. (Baseline 14% with Statewide Average of 30%)	on PSSA. (Baseline 14% with Statewide Average of 30%)	on PSSA. (Baseline 14% with Statewide Average of 30%)
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Priority: The increased alignment of students' needs with the demands of grade-level standards will result in all students with disabilities increasing their performance levels in math.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the Spring of 2027, 21% of all students with disabilities will meet standards in Math by increasing 5% annually on PSSA. (Baseline 6% with Statewide Average of 15%)		
Measurable Goal Nickname (35 Character Max)		
Math Achievement - Students with Disabilities		
Target Year 1	Target Year 2	Target Year 3
By the Spring of 2025, 11% of all students with disabilities will meet standards in Math by increasing 5% annually on PSSA. (Baseline 6% with Statewide Average of 15%)	By the Spring of 2027, 16% of all students with disabilities will meet standards in Math by increasing 5% annually on PSSA. (Baseline 6% with Statewide Average of 15%)	By the Spring of 2027, 21% of all students with disabilities will meet standards in Math by increasing 5% annually on PSSA. (Baseline 6% with Statewide Average of 15%)

Action Plan

Measurable Goals

ELA Achievement - Economically Disadvantaged Students	Math Achievement - Keystone Math: Algebra I
ELA Achievement - Grades 6-8 Black Students	Math Achievement - Students with Disabilities

Action Plan For: Common Benchmark Assessments

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the Spring of 2027, 40% of Economically Disadvantaged students will meet grade level standards in ELA by increasing 5% annually on PSSA. (Baseline 25% with Statewide Average of 38%) By the Spring of 2027, 21% of all students with disabilities will meet standards in Math by increasing 5% annually on PSSA. (Baseline 6% with Statewide Average of 15%) By the Spring of 2027, 29% of Grade 6-8 Black students will meet standards in ELA by increasing 5% annually on PSSA. (Baseline 14% with Statewide Average of 30%)
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Action Step		Anticipated Start/Completion Date	
Incorporate Benchmark Assessments in ELA and Math K-8.		2024-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ryan Oxenford, Director of Curriculum and Educational Programs	Benchmarking Tools aligned to State Standards	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved awareness of student performance on grade level standards.	Director of Curriculum and Educational Programs, Building Principals, MTSS Coaches, Department Chairs, Grade Level Facilitators Monthly / Quarterly Vital Sign Meetings

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Common Benchmark Assessments	Incorporate Benchmark Assessments in ELA and Math K-8.

Data Review / Instructional Planning District Wide In-Service

Action Step		
<ul style="list-style-type: none"> Incorporate Benchmark Assessments in ELA and Math K-8. 		
Audience		
Regular Education Teachers		
Topics to be Included		
Students performance on grade level standards		
Evidence of Learning		
Teachers submit hard copy documents to building level administrators for review. Determinations are made for future support based on both evidence of teacher planning and student performance trends.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ryan Oxenford, Director of Curriculum and Educational Programs	2024-08-19	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	4 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Data Review / Instructional Planning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Regular Education Teachers	How to identify focus points within available student data and plan for effective and efficient instruction.	Director of Curriculum, Building Principals, MTSS Coaches	08/19/2024	06/04/2027
Communications					
Type of Communication			Frequency		
Email			1 week before In-Service		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date