

Muncy SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Muncy School District		117415303
Address 1		
206 Sherman St		
Address 2		
City	State	Zip Code
Muncy	Pennsylvania	17756
Chief School Administrator		Chief School Administrator Email
Dr. Craig R. Skaluba		cskaluba@muncysd.k12.pa.us
Single Point of Contact Name		
Dr. Craig R. Skaluba		
Single Point of Contact Email		
cskaluba@muncysd.org		
Single Point of Contact Phone Number		
5705463125		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Johnson	Board Member	Muncy School District Board President	johnsonscott@muncysd.k12.pa.us
Krista McMonigle	Board Member	Muncy School District School Board Member	mcmoniglek@muncysd.org
Craig Skaluba	Administrator	Muncy School District Superintendent	cskaluba@muncysd.org
Tim Welliver	Administrator	Muncy Jr. / Sr. High School Principal	twelliver@muncysd.org
Steve Haddon	Administrator	Ward L. Myers Elementary School Principal	shaddon@muncysd.org
April Farrell	Administrator	Muncy School District Special Education Coordinator	afarrell@muncysd.org
Chris Frey	Administrator	Muncy School District Technology Support Specialist	cfrey@muncysd.org
Madalyn Burrows	Staff Member	Muncy Jr./Sr. High School Teacher	mburrows@muncysd.org
Mike Davis	Staff Member	Muncy Jr./Sr. High School Teacher	mdavis@muncysd.org
Adam Fischer	Staff Member	Muncy Jr./Sr. High School Teacher	afischer@muncysd.org
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Matt McCrone	Staff Member	Muncy Jr./Sr. High School Teacher	mmccrone@muncysd.org
Patrick Nork	Staff Member	Muncy Jr./Sr. High School Teacher	pnork@muncysd.org
Katherine Sick	Staff Member	Muncy Jr./Sr. High School Teacher	ksick@muncysd.org
Scott White	Staff Member	Muncy Jr./Sr. High School Teacher	swhite@muncysd.org
Heather Zimmerman	Staff Member	Muncy Jr./Sr. High School Teacher	hzimmerman@muncysd.org
Lindsy Maxwell	Staff Member	Muncy Jr./Sr. High School Teacher	lmaxwell@muncysd.org
Jason Gresh	Staff Member	Muncy Jr./Sr. High School Teacher	jgresh@muncysd.org
Robin Curl	Staff Member	Ward L. Myers Elementary School Teacher	rcurl@muncysd.org
Heather Diehl	Staff Member	Ward L. Myers Elementary School Teacher	hdiehl@muncysd.org
Rae Pitchford	Staff Member	Ward L. Myers Elementary School Teacher	rpitchford@muncysd.org
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Sherri Doeblor	Staff Member	Ward L. Myers Elementary School Teacher	sdoebler@muncysd.org
Megan Morgan	Staff Member	Ward L. Myers Elementary School Teacher	mmorgan@muncysd.org
Kristen Fry	Staff Member	Ward L. Myers Elementary School Teacher	kfry@muncysd.org
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Kristine Rosario	Staff Member	Ward L. Myers Elementary School Teacher	krosario@muncysd.org
Jean Daniels	Staff Member	Ward L. Myers Elementary School Guidance Counselor	jdaniels@muncysd.org
Rob Wallis	Staff Member	Ward L. Myers Elementary School Teacher	rwallis@muncysd.org
Joelyn Niedig	Staff Member	Ward L. Myers Elementary School Tutor	jniedig@muncysd.org

Jessica Beckman	Parent	Muncy Jr./Sr. High School Guidance Secretary	jbeckman@muncysd.org
Katie McGuire	Staff Member	Muncy Jr./Sr. High School Principal Secretary	kmcguire@muncysd.org
Elizabeth Swart	Student	HS Student Advisory Committee Senior Class President / FBLA President	
Kyrsa Willis	Student	HS Student Advisory Committee Junior Class President	
Jaxton Frantz	Student	HS Student Advisory Committee Sophomore Class President	
Addison Gresh	Student	HS Student Advisory Committee NHS President	
Addison Eyer	Student	HS Student Advisory Committee Student Council President / M-Club President	
Jayci Welch	Student	HS Student Advisory Committee Art Club President	
Taylor Shannon	Student	HS Student Advisory Committee S.A.D.D. President	
Lilly Wertman	Student	HS Student Advisory Committee LycoCTC Representative at Large	
Mia Long	Student	HS Student Advisory Committee LycoCTC Representative at Large	
Addyson Holmes	Student	HS Student Advisory Committee Senior Representative at Large	
Brody Bryson	Student	ES Sixth Grade Student Council	
Lacey Peters	Student	ES Sixth Grade Student Council	
Ava Eyer	Student	HS Student Advisory Committee Sophomore Representative at Large	
Owen Kilpatrick	Student	HS Student Advisory Committee Eighth Grade Representative at Large	
Aria Snyder	Student	ES Sixth Grade Student Council	
Dreyden Rinebold	Student	ES Fifth Grade Student Council	
Alec Noviello	Student	HS Student Advisory Committee Freshman Representative at Large	
Gavin LeVan	Student	ES Fifth Grade Student Council	
Myles Kunkle	Student	HS Student Advisory Committee Seventh Grade Representative at Large	
Anna Zalonis	Student	HS Student Advisory Committee Junior Representative at Large	
Braleigh Foust	Student	ES Fourth Grade Student Council	

Mason Shaffer	Student	ES Fifth Grade Student Council	
Scott McLean	Community Member	Community Member	smclean50@yahoo.com
Allena Zielewicz	Student	ES Fourth Grade Student Council	
Marco Rojas-Stuerzel	Student	ES Fourth Grade Student Council	
Sandy McLean	Community Member	Community Member	smclean50@icloud.com
George Henry	Community Member	Community Member	ghenry9@comcast.net
Kathy Henry	Community Member	Community Member	cmhenry2@comcast.net

LEA Profile

Planning Process

The comprehensive planning process for the Muncy School District was guided by a professional planning team composed of members representing various “stakeholders” involved in educating the district's children. The planning team has been in existence for several years. Representation from the various groups has been maintained by replacing members when they can no longer serve and by annually examining the composition of the group to ensure balance. The committee included representatives from the following:

- Muncy School District Board of Directors
 - Administrators
 - Teachers
 - Support Staff
 - Students
 - Parents
 - Community Members
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The planning team was involved in developing and guiding the overall output of the comprehensive plan in terms of revisiting and refining the mission and goals of the Muncy School District. Staff members and stakeholders shared feedback and information through surveys. Types of information shared included assessment, perception, contextual, disciplinary, demographic, achievement, and building and grounds.

The priorities established by the K-12 staff during the data walks were shared with the professional planning team and used for goal development. Team and staff reflections were used to establish priorities and develop action plans with accompanying goals, strategies, and timelines for implementation.

Many members of the school district and community served on action planning committees to develop specific plans to address the priority goals formulated by the district's professional planning team. Membership on each committee was from various school district constituencies and were facilitated by leaders with experience in group facilitation, data gathering techniques, and action plan development. The action planning committees addressed and defined the following priorities:

- District Mission - maintained
- District Vision - maintained
- A need to increase average daily attendance
- A need to decrease chronic absenteeism
- A need to increase ELA, Math, and Science proficiency and growth to get on pace with the 2033 goals set by PDE and our own established standards.
- A need to increase membership from Below Basic to Basic on the Math PSSA.
- A need to increase/accelerate performance and growth of IEP / Economically Disadvantaged subgroups.
- A need to transition to Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards and incorporate STEM standards.
- A need to instill the love of reading into all students and ensure all students are reading on grade level by 3rd grade as indicated by the Grade 3 Reading Indicator of Success.
- A need to increase problem-solving skills and ensure all students are on grade level in math by 7th grade as indicated by the Grade 7 Mathematics Indicator of Success.

- A need to incorporate future-ready skills into current content to teach the 56 Foundational skills that will help citizens thrive in the future of work.
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Administrators, professional staff, and School Board members who served on the planning team were chosen by their respective peers. Teachers and educational specialists serving on the professional planning committee (Act 48) were approved by the Muncy Education Association and the Muncy School Board of Directors. Board members were assigned at School Board meetings and additional teachers volunteered their service on action planning committees. In order to provide broad-based equitable representation on the planning team, members from parent groups, community organizations, and local businesses were encouraged to participate and provide input. In most cases, volunteers participated on action teams based on their preferences or expertise in specific goal areas. The professional planning team was approved by the teachers and School Board to create and prepare the professional development report as part of the comprehensive planning process. The process and committee purpose was explained at a public Board of Directors meeting during the fall of 2024. Volunteers were encouraged to participate.

A “Task Timeline” that outlined the dates, activities, person(s) responsible, and resources needed for the development of the required components of the Comprehensive Plan was developed. The planning process timeline and progress of planning committees were shared at School Board Committee meetings during the 2024-25 school term. Throughout the process of developing action plans and subsequent to final completion, the progress of the plans was shared with K-12 professional staff at mission and goals meetings. Building-level principals and other administrators reviewed the proposed activities and provided additional input for the planning teams. The professional development committee reviewed the action plans and suggested additional strategies and activities that would support them.

At a Board meeting in January of 2025, it was announced that the completed Comprehensive Plan would be posted on the website and placed in the Muncy Library for and review. Included in the announcement was the recommendation for final approval of the comprehensive plan to occur at a regularly scheduled Board meeting (February 2025 or March 2025) with subsequent placement on the website and at the library.

Mission and Vision

Mission

Mission Statement Educate, Empower, Collaborate, Inspire.

Vision

Vision Statement Muncy leads the way in inspiring youth through unparalleled academics, character building, tradition and innovation.

Educational Values

Students

Shared Values We believe that: Individuals learn in different ways and at different rates. Positive role models are essential to an individual's attitude toward life. High expectations yield high results. The family is the foundation for the development of the child. A safe and secure environment is essential. Learning is a lifelong process influenced by life's experiences. Each individual has unlimited potential. Personal responsibility and accountability are essential for the well-being of society.

Staff

Shared Values We believe that: A safe and secure environment is essential. Learning is a lifelong process influenced by life's experiences. A supportive partnership of family, school and community benefits all. Each individual has unlimited potential. Individuals learn in different ways and at different rates. Personal responsibility and accountability are essential for the well-being of society. The family is the foundation for the development of the child.

Administration

Shared Values We believe that: Learning is a lifelong process influenced by life's experiences. Each individual has unlimited potential. All individuals have equal inherent worth and dignity. Personal responsibility and accountability are essential for the well-being of society. Positive role models are essential to an individual's attitude toward life. High expectations yield high results. The family is the foundation for the development of the child. A supportive partnership of family, school and community benefits all. Education is the community's investment in society's future. A safe and secure environment is essential. Individuals learn in different ways and at different rates.

Parents

Shared Values We believe that: A supportive partnership of family, school and community benefits all. Learning is a lifelong process. Each student has unlimited potential. A safe and secure environment is essential. Personal responsibility and accountability are essential for the well-being of society.

Community

Shared Values We believe that: A supportive partnership of family, school and community benefits all. Learning is a lifelong process. Personal responsibility and accountability are essential for the well-being of society. A safe and secure environment is essential.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
School Performance Mathematics	Elementary School Student with Disabilities subgroup meets the statewide goal / interim target High School and Elementary School Proficiency percentages are above statewide averages
School Performance ELA	High School Proficiency percentage above statewide average
School Performance Science/Biology	High School and Elementary School Proficiency percentage above statewide average and met the growth standard
Regular Attendance	Elementary All Student Groups Meets Performance Standard
Four-Year Graduation Cohort	High School All Student Group Meets Interim Goal / Improvement Target

Challenges

Indicator	Comments/Notable Observations
School Performance Mathematics	Elementary School did not meet the growth standard High School and Elementary School Economically Disadvantaged Students and High School Students with Disabilities subgroups not meeting the statewide/goal interim target
School Performance ELA	High School did not meet the growth standard High School and Elementary School Economically Disadvantaged Students and High School and Elementary School Students with Disabilities subgroups not meeting the statewide/goal interim target
School Performance Science/Biology	High School and Elementary School Economically Disadvantaged Students subgroup not meeting the statewide/goal interim target
Regular Attendance	Elementary School Economically Disadvantaged and Combined Ethnicity Subgroups did not meet statewide goal/interim target. High School All Student Groups and Economically Disadvantaged and Student with Disabilities subgroups not meeting the statewide/goal interim target
Four-Year Graduation Cohort	High School Economically Disadvantaged Students subgroup not meeting the statewide/goal interim target

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

Strengths

Indicator College and Career Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations Student groups exceed performance
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator State Assessment Mathematics Grade Level(s) and/or Student Group(s) 3, 5, 6, 7, & 8	Comments/Notable Observations Although scores are above state average, the percent proficient is low. Should continue to work on benchmark skills and utilize individualized approaches to obtain mastery.
Indicator State Assessment ELA Grade Level(s) and/or Student Group(s) 3, 4, & 8	Comments/Notable Observations Scores are below state average. Should continue to work on benchmark skills and utilize individualized approaches to obtain mastery.
Indicator State Assessment ELA Grade Level(s) and/or Student Group(s) 5, 6, & 7	Comments/Notable Observations Although scores are above state average, the percent proficient is low. Should continue to work on benchmark skills and utilize individualized approaches to obtain mastery.
Indicator State Assessment Mathematics	Comments/Notable Observations Scores are below state average. Should continue to work on benchmark skills and utilize individualized approaches to obtain mastery.

Grade Level(s) and/or Student Group(s) 4	
Indicator State Assessment Science Grade Level(s) and/or Student Group(s) 4 & 8	Comments/Notable Observations Although scores are above state average, the percent proficient is low. Should continue to work on benchmark skills and utilize individualized approaches to obtain mastery.

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.

Increases in Regular Attendance and Decreases in Chronic Absenteeism at both the high school and elementary school levels.
Continue to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently being met or exceeded.

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.

Work to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently not being met or exceeded.
Continue to work on benchmark skills and utilize individualized approaches to obtain mastery.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Data indicates the need to instill a love of reading into all students at all grade levels.	Staff members collaborate and share ways to incentivize reading across all subjects, all grade levels and at home.
Data indicates the need to ensure all students are reading on grade level by 3rd grade as indicated by the Grade 3 Reading Indicator of Success.	Staff members collaborate and share ways to increase student proficiency.

English Language Arts Summary

Strengths

Staff members successfully collaborate to share instructional strategies
Implement Positive Behavioral Interventions and Support (PBIS) with the TRIBE Initiative at both buildings.
Growth in Special Education practices and supports in inclusive class settings.
Outstanding support from Administration, Paraprofessionals and Classified Staff.

Challenges

A need to instill the love of reading into all students and ensure all students are reading on grade level by 3rd grade as indicated by the Grade 3 Reading Indicator of Success.
Increasing average daily attendance and decrease chronic absenteeism
Increasing/Accelerating performance and growth of IEP / Economically Disadvantaged subgroups
Increasing ELA proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.

Mathematics

Data	Comments/Notable Observations
The data shows the need for increasing problem-solving skills	Staff members collaborate and share ways to increase problem solving skills across all subjects, all grade levels and at home.
The data indicates the need to ensure all students are on grade level in math by 7th grade as indicated by the Grade 7 Mathematics Indicator of Success.	Staff members collaborate and share ways to increase student proficiency

Mathematics Summary

Strengths

Cooperation and collaboration between the teachers and administration helps develop plans for addressing deficiencies.
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Challenges

Incorporating future-ready skills into current content to teach the 56 Foundational Skills that will help citizens thrive in the future of work.
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Transitioning to Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards.

Increasing Math proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards and facilitating movement from Below Basic to Basic on the Math PSSAs

A need to increase problem-solving skills and ensure all students are on grade level in math by 7th grade as indicated by the Grade 7 Mathematics Indicator of Success.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The data indicates the need to transition to Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards and incorporate STEM standards	Staff members collaborate and share ways to align and implement the new STEELS curriculum adopted by the state.

Science, Technology, and Engineering Education Summary

Strengths

Cooperation and collaboration between the teachers and administration helps develop plans for addressing gaps and overlaps.

Challenges

Increasing Science proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.

A need to incorporate future-ready skills into current content to teach the 56 foundational skills that will help citizens thrive in the future of work.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Review of the K-12 career portfolios and benchmark progress show that the counselors and teachers are successful in having all students complete the required activities.	Career standards benchmark exceeds state performance standard

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

Keystone College

Agreement Type

Dual Credit

Program/Course Area

All AP Courses

Uploaded Files

Muncy Dual Enrollment Agreement 2024-2025 Signed Contract.pdf

Summary

Strengths

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

The activities for K-12 career readiness were engaging and completed by every K-12 student.

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.

Ensuring that all students complete the established participation in the career readiness activities.

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.

Implement Positive Behavioral Interventions and Support (PBIS) with the TRIBE Initiative at both buildings.

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.

Increasing/Accelerating performance and growth of student groups by race/ethnicity as more subgroups are identified.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	Guidance staff provide individualized support and ensures career and graduation plans are complete.
Technology Plan	We are continuing to support the 1-1 device student plan.
English Language Development Programs	Muncy School District has a very small percent of English Language Learners.

Strengths

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

Support of our 1-1 device student plan.

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.

Motivating at-risk students

Maintaining necessary finances to have digital devices and applications

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Increasing the number of stakeholders participating in committees meetings and/or completing surveys may move the essential practices from operational to exemplary.
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Observation and evaluation data indicate staff to be proficient and distinguished in all component areas of the Danielson framework.
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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.

Increasing partnerships with local businesses, community organizations, and other agencies to meet the needs of the district to help the district move from emerging to operational in the providing student-centered supports area.
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Most of the essential practices were deemed operational or exemplary for Muncy School District.

High School SAC (Student Advisory Committee) and Elementary Student Council members provided a list of recommendation for consideration by administration.
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Continue to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently being met or exceeded.	True
Increases in Regular Attendance and Decreases in Chronic Absenteeism at both the high school and elementary school levels.	False
Staff members successfully collaborate to share instructional strategies	False
Cooperation and collaboration between the teachers and administration helps develop plans for addressing deficiencies.	True
Cooperation and collaboration between the teachers and administration helps develop plans for addressing gaps and overlaps.	True
The activities for K-12 career readiness were engaging and completed by every K-12 student.	False
Implement Positive Behavioral Interventions and Support (PBIS) with the TRIBE Initiative at both buildings.	True
Support of our 1-1 device student plan.	False
Increasing the number of stakeholders participating in committees meetings and/or completing surveys may move the essential practices from operational to exemplary.	False
Observation and evaluation data indicate staff to be proficient and distinguished in all component areas of the Danielson framework.	False
Growth in Special Education practices and supports in inclusive class settings.	True
Outstanding support from Administration, Paraprofessionals and Classified Staff.	False
Implement Positive Behavioral Interventions and Support (PBIS) with the TRIBE Initiative at both buildings.	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
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Work to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently not being met or exceeded.	True
Continue to work on benchmark skills and utilize individualized approaches to obtain mastery.	False
A need to instill the love of reading into all students and ensure all students are reading on grade level by 3rd grade as indicated by the Grade 3 Reading Indicator of Success.	True
Incorporating future-ready skills into current content to teach the 56 Foundational Skills that will help citizens thrive in the future of work.	True
Increasing average daily attendance and decrease chronic absenteeism	False
Increasing/Accelerating performance and growth of IEP / Economically Disadvantaged subgroups	True
Increasing ELA proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.	True
Ensuring that all students complete the established participation in the career readiness activities.	False
Increasing/Accelerating performance and growth of student groups by race/ethnicity as more subgroups are identified.	False
Maintaining necessary finances to have digital devices and applications	False
Increasing partnerships with local businesses, community organizations, and other agencies to meet the needs of the district to help the district move from emerging to operational in the providing student-centered supports area.	False
Most of the essential practices were deemed operational or exemplary for Muncy School District.	False
High School SAC (Student Advisory Committee) and Elementary Student Council members provided a list of recommendation for consideration by administration.	False
Transitioning to Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards.	True
Increasing Math proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards and facilitating movement from Below Basic to Basic on the Math PSSAs	True
Increasing Science proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.	True
Motivating at-risk students	False
A need to increase problem-solving skills and ensure all students are on grade level in math by 7th grade as indicated by the Grade 7 Mathematics Indicator of Success.	True
A need to incorporate future-ready skills into current content to teach the 56 foundational skills that will help citizens thrive in the future of work.	True

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
A need to instill the love of reading into all students and ensure all students are reading on grade level by 3rd grade as indicated by the Grade 3 Reading Indicator of Success.		True
Incorporating future-ready skills into current content to teach the 56 Foundational Skills that will help citizens thrive in the future of work.		True
Increasing/Accelerating performance and growth of IEP / Economically Disadvantaged subgroups		False
Increasing ELA proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.		False
Transitioning to Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards.		False
Increasing Math proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards and facilitating movement from Below Basic to Basic on the Math PSSAs		False
Increasing Science proficiency (PSSA) and growth (Emetric), to get on pace with the 2033 goals set by PDE, and our own established standards.		False
Work to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently not being met or exceeded.		False
A need to increase problem-solving skills and ensure all students are on grade level in math by 7th grade as indicated by the Grade 7 Mathematics Indicator of Success.		True
A need to incorporate future-ready skills into current content to teach the 56 foundational skills that will help citizens thrive in the future of work.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continue to meet and exceed statewide proficiency percentages, growth goals and statewide/goal interim targets in areas where they are currently being met or exceeded.	
Cooperation and collaboration between the teachers and administration helps develop plans for addressing deficiencies.	
Cooperation and collaboration between the teachers and administration helps develop plans for addressing gaps and overlaps.	
Implement Positive Behavioral Interventions and Support (PBIS) with the TRIBE Initiative at both buildings.	

Growth in Special Education practices and supports in inclusive class settings.	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If by the end of the 2028-2029 school year, Muncy School District implements a district level benchmarking model, then we will increase the love of reading for all students and increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success.
	If by the end of the 2028-2029 school year, Muncy School District incorporates multidimensional instructional approaches in all contents areas, then we will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company and will help students thrive in post secondary transitions.
	If by the end of the 2028-2029 school year, Muncy School District implements a professional learning model that strengthens mathematical teaching practices in grades K-6, then we will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success.

Goal Setting

Priority: If by the end of the 2028-2029 school year, Muncy School District implements a district level benchmarking model, then we will increase the love of reading for all students and increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, Muncy School District will implement a district level bench-marking model in grades K-3 to increase the love of reading for all students and to increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% (2023-2024) / 68.1 (2026-2027) to 75.1%.		
Measurable Goal Nickname (35 Character Max)		
Grade 3 Reading Indicator		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, Muncy School District will implement a district level bench-marking model in grades K-3, which will increase the love of reading for all students and increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% to 61.1%.	By the end of the 2026-2027 school year, Muncy School District will implement a district level bench-marking model in grades K-3, which will increase the love of reading for all students and increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 61.1% to 68.1%.	By the end of the 2027-2028 school year, Muncy School District will implement a district level bench-marking model in grades K-3 to increase the love of reading for all students and to increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% (2023-2024) / 68.1 (2026-2027) to 75.1%.

Priority: If by the end of the 2028-2029 school year, Muncy School District incorporates multidimensional instructional approaches in all contents areas, then we will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company and will help students thrive in post secondary transitions.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve 76.4% proficiency.		

Measurable Goal Nickname (35 Character Max)		
STEELS / 56 Foundational Skills		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to increase proficiency from the Field Test to the Operational Test.	By the end of the 2026-2027 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to increase proficiency from Year 1 of the Operational Test to Year 2 of the Operational test.	By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve 76.4% proficiency.

Priority: If by the end of the 2028-2029 school year, Muncy School District implements a professional learning model that strengthens mathematical teaching practices in grades K-6, then we will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, Muncy School District will implement a professional learning model that strengthens mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% (2023-2024) / 56.6% (2026-2027) to 63.0%.		
Measurable Goal Nickname (35 Character Max)		
Grade 7 Math Indicator		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, Muncy School District will implement a professional learning model that strengthens	By the end of the 2026-2027 school year, Muncy School District will implement a professional learning model that strengthens	By the end of the 2027-2028 school year, Muncy School District will implement a professional learning model that strengthens

mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% to 50.2%.	mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 50.2% to 56.6%.	mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% (2023-2024) / 56.6% (2026-2027) to 63.0%.
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Action Plan

Measurable Goals

Grade 3 Reading Indicator	Grade 7 Math Indicator
STEELS / 56 Foundational Skills	

Action Plan For: Vertical Alignment of Curriculum

Measurable Goals:
- By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve 76.4% proficiency. - By the end of the 2027-2028 school year, Muncy School District will implement a professional learning model that strengthens mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% (2023-2024) / 56.6% (2026-2027) to 63.0%.

Action Step		Anticipated Start/Completion Date	
Backward Mapping of Curriculum from the 7th Grade PSSA to list mastery skills and introductory skills for each grade level level to ensure vertical alignment of our curriculum.		2025-07-01	2026-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig R. Skaluba / Superintendent	Funding for Time and Effort for development.	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide Professional Development for K-7 Mathematics Teachers on new resources, pacing guide, and list of mastery and introductory skills		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba/Superintendent	Time provided during in-service and funding for training from curriculum company.	Yes	No
Action Step		Anticipated Start/Completion Date	

Backward Mapping of Curriculum from the 8th and 5th Grade PSSA to list mastery skills and introductory skills for each grade level to ensure vertical alignment of our curriculum.		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba / Superintendent	Time provided during in-service and funding for training from curriculum company.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
List of mastery skills and introductory skills for each grade level to ensure vertical alignment of our curriculum.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Common Assessment/Horizontal Alignment

Measurable Goals:
By the end of the 2027-2028 school year, Muncy School District will implement a professional learning model that strengthens mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% (2023-2024) / 56.6% (2026-2027) to 63.0%.

Action Step	Anticipated Start/Completion Date	
Provide time for grade levels to meet to ensure horizontal alignment and to create common assessments.	2026-07-16	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Craig Skaluba/Superintendent	Time for Professional Development, ongoing Professional Development, and collaboration.	Yes
		No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Common assessments created for each grade level and an articulated horizontally aligned curriculum for each grade level.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Data-Driven Decision Making

Measurable Goals:

- By the end of the 2027-2028 school year, Muncy School District will implement a district level bench-marking model in grades K-3 to increase the love of reading for all students and to increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% (2023-2024) / 68.1 (2026-2027) to 75.1%.
- By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve 76.4% proficiency.
- By the end of the 2027-2028 school year, Muncy School District will implement a professional learning model that strengthens mathematical teaching practices in grades K-7, which will increase problem solving skills for all students and increase students on grade level in math as indicated by the Grade 7 Mathematics Indicator for Success from 43.8% (2023-2024) / 56.6% (2026-2027) to 63.0%.

Action Step		Anticipated Start/Completion Date	
Create a model for student data for test scores and other data to use for future decision making.		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba/Superintendent	Funding for possible purchase of software and time to collect and analyze data to drive instruction.	Yes	No
Action Step		Anticipated Start/Completion Date	
Identify sources of data for instructional decision-making for each grade level and provide professional on data analysis and data-driven decision-making.		2027-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba Superintendent	Time for collaboration and Professional Development.	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Review Data from Science Operational Test to update curriculum maps		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba Superintendent	Time for collaboration and Professional Development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data model is created and used to drive instruction.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Benchmark Assessments

Measurable Goals:
By the end of the 2027-2028 school year, Muncy School District will implement a district level bench-marking model in grades K-3 to increase the love of reading for all students and to increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% (2023-2024) / 68.1 (2026-2027) to 75.1%.

Action Step	Anticipated Start/Completion Date	
Provide time for grade levels to meet to ensure horizontal alignment and to create benchmark assessments for each marking period.	2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Craig skaluba / Superintendent	Time for Professional Development, ongoing Professional Development, and collaboration.	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Benchmark assessments created for each grade level and an articulated horizontally aligned curriculum for each grade level.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Vertical Alignment of Reading Curriculum

Measurable Goals:
By the end of the 2027-2028 school year, Muncy School District will implement a district level bench-marking model in grades K-3 to increase the love of reading for all students and to increase students on grade level in reading as indicated by the Grade 3 Reading Indicator of Success from 54.1% (2023-2024) / 68.1 (2026-2027) to 75.1%.

Action Step		Anticipated Start/Completion Date	
List of mastery skills needed by the end of each marking period and by the end of each school year for each grade level level K-3 to ensure vertical alignment of our curriculum.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba / Superintendent	Funding for Time and Effort for development.	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide Professional Development for K-7 Mathematics Teachers on new resources, pacing guide, and list of mastery and introductory skills		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba / Superintendent	Time for collaboration and Professional Development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
List of mastery skills needed by the end of each marking period and by the end of each school year for each grade level K-3.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Identify Gaps and Overlaps in K-12 Science Curriculum

Measurable Goals:
By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve

76.4% proficiency.

Action Step		Anticipated Start/Completion Date	
Identify Gaps in Overlaps by Grade Band (3-5; 5-8; Keystone Biology)		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba/ Superintendent	Time for collaboration and Professional Development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Update Curriculum Maps that address gaps and overlaps for grades K-12.	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Action Plan For: Multidimension Cross Curricular Implementation

Measurable Goals:
By the end of the 2027-2028 school year, Muncy School District will incorporate multidimensional instructional approaches embedded into the Pennsylvania Department of Education's (PDE) Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS) in all contents areas, which will increase student capabilities within the 56 Foundational skills identified by McKinsey & Company to help students to thrive in post secondary transitions as indicated by the PSSA Science Assessment to achieve 76.4% proficiency.

Action Step		Anticipated Start/Completion Date	
Integrate Multidimensional Aspects of STEELS Standards / 56 Foundational Skills Throughout K-12 Curriculum		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Craig Skaluba/ Superintendent	Time for collaboration and Professional Development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Skills integrated throughout K-12 content	High School Principal, Elementary School Principal and/or Math Department Chair will meet with appropriate faculty members once a month to ensure completion.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Vertical Alignment of Curriculum	Backward Mapping of Curriculum from the 7th Grade PSSA to list mastery skills and introductory skills for each grade level level to ensure vertical alignment of our curriculum.
Vertical Alignment of Curriculum	Provide Professional Development for K-7 Mathematics Teachers on new resources, pacing guide, and list of mastery and introductory skills
Vertical Alignment of Curriculum	Backward Mapping of Curriculum from the 8th and 5th Grade PSSA to list mastery skills and introductory skills for each grade level level to ensure vertical alignment of our curriculum.
Common Assessment/Horizontal Alignment	Provide time for grade levels to meet to ensure horizontal alignment and to create common assessments.
Data-Driven Decision Making	Create a model for student data for test scores and other data to use for future decision making.
Data-Driven Decision Making	Identify sources of data for instructional decision-making for each grade level and provide professional on data analysis and data-driven decision-making.
Data-Driven Decision Making	Review Data from Science Operational Test to update curriculum maps
Benchmark Assessments	Provide time for grade levels to meet to ensure horizontal alignment and to create benchmark assessments for each marking period.
Vertical Alignment of Reading Curriculum	List of mastery skills needed by the end of each marking period and by the end of each school year for each grade level level K-3 to ensure vertical alignment of our curriculum.
Vertical Alignment of Reading Curriculum	Provide Professional Development for K-7 Mathematics Teachers on new resources, pacing guide, and list of mastery and introductory skills
Identify Gaps and Overlaps in K-12 Science Curriculum	Identify Gaps in Overlaps by Grade Band (3-5; 5-8; Keystone Biology)
Multidimension Cross Curricular Implementation	Integrate Multidimensional Aspects of STEELS Standards / 56 Foundational Skills Throughout K-12 Curriculum

Identification of Curricular Gaps and Overlaps from STEELS Standards and Results from Science Field Test

Action Step
Review Data from Science Operational Test to update curriculum maps
Audience
3-12 Science Teachers
Topics to be Included
Review of Science Field Test Data Identify Curricular Gaps and Overlaps

Evidence of Learning		
Updated Curriculum Maps		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Modification of Science Curriculum Based on Results from Science Operational Test

Action Step		
• Review Data from Science Operational Test to update curriculum maps		
Audience		
Updated Curriculum Maps		
Topics to be Included		
Muncy School District		
Evidence of Learning		
Muncy School District		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	

- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Identification of Science Mastery Skills and Science Introductory Skills for Grades 3 through 8

Action Step

- Backward Mapping of Curriculum from the 8th and 5th Grade PSSA to list mastery skills and introductory skills for each grade level level to ensure vertical alignment of our curriculum.

Audience

3-12 Science Teachers

Topics to be Included

Review of Data from Second Year of Science Operational Test Backward Mapping of Science Curriculum for 5-8 Grade Band Backward Mapping of Science Curriculum for 3-5 Grade Band

Evidence of Learning

List of Mastery Skills and Introductory Skills for Grades 3-8 Science

Lead Person/Position

Muncy School District

Anticipated Start

2027-07-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Inservice day

Frequency

In-service days with regular follow-up scheduled throughout the school year.

Observation and Practice Framework Met in this Plan

- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Identification of Math Mastery Skills and Science Introductory Skills for Grades K through 7

Action Step

- Backward Mapping of Curriculum from the 7th Grade PSSA to list mastery skills and introductory skills for each grade level level to ensure vertical alignment of our curriculum.

Audience		
K-7 Math Teachers		
Topics to be Included		
Review of PSSA Assessment Results Backward Mapping of Math Curriculum for K-7		
Evidence of Learning		
List of Mastery Skills and Introductory Skills for Grades K-7 Math		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Review of Math Resources Associated with Newly Purchased Textbook Series

Action Step		
Provide Professional Development for K-7 Mathematics Teachers on new resources, pacing guide, and list of mastery and introductory skills		
Audience		
K-7 Math Teachers		
Topics to be Included		
Review of resources for newly purchased math series. Develop Pacing Guide based on resources of newly purchased math series and developed list of mastery and introductory skills.		
Evidence of Learning		
Implementation of Materials Associated with New Math Series		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Development of Common Math Assessments for Grades K-7

Action Step		
Provide time for grade levels to meet to ensure horizontal alignment and to create common assessments.		
Audience		
K-7 Math Teachers		
Topics to be Included		
Horizontal Alignment Common Assessments		
Evidence of Learning		
Development of Common Math Assessments for Grades K-7		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Data Driven Decision Making

Action Step

Identify sources of data for instructional decision-making for each grade level and provide professional on data analysis and data-driven decision-making.		
Audience		
K-7 Math Teachers		
Topics to be Included		
PSSA Scores Firefly Scores CDT Scores Data-warehousing		
Evidence of Learning		
Identification of Strengths Based on Data Analysis Identification of Areas for Improvement Based on Data Analysis		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Identification of Reading Mastery Skills and Science Introductory Skills for Grades K thorough 3

Action Step		
List of mastery skills needed by the end of each marking period and by the end of each school year for each grade level level K-3 to ensure vertical alignment of our curriculum.		
Audience		
K-3 Reading Teachers		
Topics to be Included		
Review of Most Recent PSSA and MAP Data Backward Mapping of Reading Curriculum for Grades K-3		
Evidence of Learning		
List of Mastery Skills and Introductory Skills for Grades K-3 Reading		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
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Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Development of Reading Benchmark Assessments for K-3

Action Step		
• Provide time for grade levels to meet to ensure horizontal alignment and to create benchmark assessments for each marking period.		
Audience		
K-3 Reading Teachers		
Topics to be Included		
Horizontal Alignment Benchmark Assessments		
Evidence of Learning		
Quarterly Reading Benchmark Assessments for Grades K-3		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Development of Data Model for Grade K-3

Action Step
• Create a model for student data for test scores and other data to use for future decision making.

Audience		
K-3 Reading Teachers		
Topics to be Included		
Most Recent PSSA Scores Most Recent MAP Scores Most Recent Benchmark Assessment Scores Data Warehousing		
Evidence of Learning		
Identification of Strengths Based on Data Analysis Identification of Areas for Improvement Based on Data Analysis		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Integration of Multidimensional Aspects of STEELS Standards / 56 Foundational Skills

Action Step		
Integrate Multidimensional Aspects of STEELS Standards / 56 Foundational Skills Throughout K-12 Curriculum		
Audience		
K-12 Teachers		
Topics to be Included		
Multidimensional Aspects of STEELS Standards / 56 Foundational Skills		
Evidence of Learning		
Lesson Plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Muncy School District	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy	

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Integration of Multidimensional Aspects of STEELS Standards / 56 Foundational Skills

Action Step		
• Integrate Multidimensional Aspects of STEELS Standards / 56 Foundational Skills Throughout K-12 Curriculum		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	In-service days with regular follow-up scheduled throughout the school year.
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

District Infographic					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Board	Assessment Results; Data Trends	Dr. Craig Skaluba / Superintendent	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Annual		

Approvals & Signatures

Uploaded Files
Comprehensive Plan Affirmation Statement.docx

Chief School Administrator	Date
Dr. Craig R. Skaluba	2025-04-24