

Kane Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		109422303
Address 1		
400 West Hemlock Avenue		
Address 2		
City	State	Zip Code
Kane	PA	16735
Chief School Administrator		Chief School Administrator Email
Mrs Jeannine L Kloss		jkloss@kasd.net
Single Point of Contact Name		
Jeannine Kloss		
Single Point of Contact Email		
jkloss@kasd.net		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeannine Kloss	Administrator	Kane Area School District	jkloss@kasd.net
Todd Stanko	Administrator	Kane Area High School	tstanko@kasd.net
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Kathleen Gibson	Parent	Parent	Kathleen.Gibson@Northwest.com
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Brandy Schimp	Community Member	Kane Mayor	kanemayor@gmail.com
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Amber Bergman	Staff Member	Food Service Staff	abergman@kasd.net

LEA Profile

The Kane Area School District (KASD) is a rural district that encompasses nearly 245 square miles in McKean and Elk Counties. McKean County includes Kane and Mt. Jewett Boroughs, Ludlow and Wetmore and Hamilton Township. Elk County communities include James City, Russell City and portions of Jones and Highland Townships. The district is located in the heart of the 513,000 acre Allegheny National Forest (ANF) and contains over 106,000 acres of the ANF within the District boundaries. Timber, oil, gas, light industry, and outdoor recreation activities predominate in these primarily blue-collar communities.

KASD currently has approximately 920 students attending kindergarten through grade 12. Student demographic data indicates that 96% of the student population is white, 18% receive special education services and 57% are economically disadvantaged.

The Kane Area Elementary-Middle School, which was opened in 2010 and is located at 400 West Hemlock Avenue in Kane, houses students in kindergarten through grade 8. A STEM lab and corresponding program were added to the building in 2020, and sensory rooms were completed in 2024.

Kane Area High School, which was constructed in 1970 and is located at 6965 Route 321 in Kane, houses students in grades 9 through 12. An energy savings project was completed at the high school to make much needed improvements in the learning environment. In addition, an athletic complex that includes a synthetic turf field and new track was installed in 2023 along with upgrades to the pool, and a renovated nurse's suite. The district is working through classroom upgrades on a rotation, and this includes major renovations to special areas such as the Family and Consumer Science classroom and the addition of a STEM lab. KAHS offers traditional college preparation courses that include AP and Dual-enrollment opportunities. In addition, the Vocational-Agricultural courses allow students to explore trades and learn skills that are valuable in northern Pennsylvania. Varied pathways for students are supported by a partnership with Potter County Education Council that allows us to have a part-time Career Mentor who fosters community outreach with local businesses.

KASD is led by an elected Board that is comprised of nine members. The current building administrative staff consists of the Superintendent, High School Principal, Middle School Principal, and Elementary Principal. In addition, the administrative team includes the Business Manager, Facilities Manager, Technology Director, and Director of Student Services. KASD is currently seeking a K-12 Assistant Principal.

KASD is a member of the Seneca Highlands Intermediate Unit 9 and utilizes that organization for a variety of services including Pennsylvania Department of Education updates related to curriculum and legislation, training and professional development, special education related services which include physical therapy, occupational therapy, speech therapy, behavioral support, and orientation and mobility services.

The district is aware of the need to provide a safe and supportive environment for students as well as the strong relationship between a student's academic success and their emotional and physical well-being. As one means to address this relationship, KASD employs full

time school counselors at the high school, elementary, and middle school in addition to a school psychologist. The district has a full-time school social worker which is being funded with Title I and Title IV funds. KASD has also partnered with Dickinson Mental Health Services to have two full-time mental health clinicians on campus who provide services to students. PCCD safety funding has been used to contract with the local law enforcement agency for a full-time School Resource Officer. The elementary and middle schools employ MTSS (Multi-Tiered System of Support) which is a system that addresses student needs in the areas of academics, behavior, and emotional health. The PBIS (Positive Behavior Interventions and Support) Framework is present K-8, as well. Regular team meetings in all buildings are held to identify, strategize, and monitor student progress. These are followed by monthly Student Services meetings to track intervention response and the need for additional services or further evaluation. Additionally, all buildings have Student Assistance Programs that are fully operational with the support of an outside liaison. In addition to the responsive and developmental services being offered within the school, parents are utilizing the school as a connection to obtain counseling referrals and services with outside agencies. The district also employs two full time nurses who share duties amongst the schools.

KASD values the arts and employs three full time music instructors and two certified art teachers; one of whom shares time between the middle and elementary schools. KASD continues to offer and support a variety of extracurricular and co-curricular activities to students at all grade levels. Knowing that a student's third grade reading level is crucial to future academic success, KASD has utilized Ready to Learn grant monies to maintain full day kindergarten, keep first and second grade class sizes small, and add an Interventionist. The elementary school delivers curriculum via the Success for All and the GoMath series; both of which are research-based programs. Title I and Ready to Learn monies are utilized to support three reading specialists, two of which also serve as a math interventionist, three paraprofessionals, and two classroom teachers. Kane Elementary also partners with Keystone Smiles to bring AmeriCorps volunteers into the building for additional student support. This has been funded with various federal funds along with a summer school program for elementary students that have demonstrated an academic need in math and/or reading. To help ensure attendance in this program, KASD provides invitations and transportation to all eligible students. This program is dedicated to the individual success of students through a low student to teacher ratio and by utilizing a standards-based curriculum to help meet the individual needs of all students involved. Kindergarten transition activities set our youngest students up for success and include a summer camp for incoming students to spend time in their classroom prior to the start of school.

KASD embraces the need for students to be equipped with skills which will enable them to be successful in the 21st Century and has made this a priority in the budget. The district has placed a high priority on the use of technology by providing a sizable technology budget and employs three full time people to maintain and update the district's infrastructure, hardware, and software. The aforementioned STEM labs and curriculum at the middle and high schools are evidence of this effort. Currently, the district has 1,493 end user devices including 1,105 student Chromebooks, 51 iPads, 145 Windows laptops, and 192 Windows desktops. Touch screen Chromebook devices are used for Title 1

program and our younger K-1 students. There is also one iPad cart in the elementary-middle school library and one in high school Vo-Ag. Chromebooks have been purchased for every student in the district with the elementary devices being kept in charging carts in 24 of the classrooms. 15 high-end desktop workstations are in use for our high school STEM program to allow for 3D modeling as well as CAD. Most desktop computers are in computer classrooms, but there are also desktop computers in the libraries, a high school language arts room, a middle school STEM lab for student use, a high school STEM Lab for student use and in the school and administrative offices. SMART Board interactive touch screens are being used in 91 classrooms and 6 administrative spaces. Document cameras are being used in 18 classrooms, and all classrooms have been equipped with wireless microphones and webcams for teaching remote students. Wireless networking is provided throughout the school buildings with guest internet access for faculty, staff, students, and visitors. The district maintains a firewall and web filter for security as well as a Chromebook management program to help keep students safe even when they are not using the district's network.

The district utilizes the following software packages and subscriptions: Microsoft Enrollment for Education Solutions (EES) agreement and Office 365 for all computers, with work at home licensing for staff, and Microsoft Exchange/Outlook email for all employees. Follett Destiny Circulation and Catalog library software, Accelerated Reader web-based quizzing (all published tests available and vocabulary quizzes included), Adobe Premiere and Adobe Photoshop at the High School (30-user), IXL (PSSA web-based preparation program), Dreambox (math skills practice), and MobyMax. The elementary Success for All reading program is highly dependent on classroom technology, including projectors, and interactive white boards, to deliver a variety of software-based instruction. The district uses eSchoolData Student Information System for managing student accounts, gradebooks, as well as parent and student portals. The Student Information System is remotely hosted by the Central Susquehanna Intermediate Unit (CSIU). The district subscribes to rSchoolToday website, athletic scheduling, and use of facility scheduling packages. Emergency and informational alerts are being sent out using OneCallNow notification system. KASD has a Facebook page as an additional layer of communication with families. The goal of the technology director is to provide the district with dependable and current technology. The district achieves this goal by following an affordable action plan of cyclic replacements, and by planning and implementing technology solutions that are both manageable and effective. As a compliment to the emphasis placed on technology, the district encourages staff to access student data to guide student instruction. The staff has been exposed to one or more of the following: eMetric data, PVAAS data, 4-Sight Member Center Data, IXL data and benchmarking assessments, DIBELS data, CDTs, and math probes. KASD also utilizes OnHand Schools as a data warehouse where teachers can easily access a student's relevant grades and historical data. The data warehouse is being utilized to aid staff in meeting the individual needs of all students via differentiated instruction. The district supports professional development outside of the district as well as from within by offering training for faculty and staff.

A strength for KASD is the relationships that have been cultivated with the community. We are mutually supportive of one another and this partnership helps to fill the gaps in resources that small, rural districts face. Our schools are a source of community pride and are the centerpiece for many community activities. KASD will continue to efficiently utilize existing and new resources, partnerships, and strong leadership in a holistic approach to assist students in becoming successful and responsible individuals.

Mission and Vision

Mission

The mission of the Kane Area School District is to engage and empower all students in a safe, collaborative environment that fosters positive relationships and diverse pathways to success, preparing them to become future-ready citizens.

Vision

The vision of the Kane Area School District is to educate and support the diverse needs of all students by maintaining high standards and inspiring, guiding, and challenging every student to become a productive, contributing member of their community.

Educational Values

Students

- Celebrating Success – Acknowledge small victories as steps toward greater achievement.
- Diverse Pathways – Be open to multiple avenues of success and exploration.
- Engagement – Actively participate in their educational journey.
- Empowerment – Take ownership of their learning and future.
- Inclusion – Ensure every student feels valued and has a place to belong.
- Individuality – Honor and support the unique strengths and needs of every student.
- Positive Relationships – Be respectful and healthy in interactions.
- Productive Citizenship – Be responsible, contributing members of society.
- Resilience – Be adaptable and versatile in choosing a pathway forward.

Staff

- Celebrating Success – Acknowledging small victories as steps toward greater achievement.
- Collaboration – Fostering teamwork between students, staff, families, and the community.
- Community Support – Partnering with families and the community to uplift students.
- Education – Providing high-quality, inclusive instruction that fosters intellectual and personal growth.
- Engagement – Actively involving students in their educational journey.
- Empowerment – Encouraging students to take ownership of their learning and future.
- Family and Belonging – Creating a sense of roots and connection within the school community.
- Future Readiness – Equipping students with the skills and knowledge for success beyond school.
- Inclusion – Ensuring every student feels valued and has a place to belong.
- Individuality – Honoring and supporting the unique strengths and needs of every student.
- Lifelong Learning – Cultivating a love for continuous growth and knowledge.
- Positive Relationships – Modeling respectful and healthy interactions.
- Productive Citizenship – Preparing students to be responsible, contributing members of society.
- Resilience – Preparing students to be adaptable and versatile as they choose a pathway forward.
- Structure and Stability – Offering a consistent and supportive learning environment.
- Safety – Ensuring a secure environment where students can thrive.
- Student-Centered Approach – Meeting students where they are in their academic and personal journey.

Administration

- Celebrating Success – Acknowledging small victories as steps toward greater achievement.
- Collaboration – Fostering teamwork between students, staff, families, and the community.
- Community Support – Partnering with families and the community to uplift students.
- Diverse Pathways – Offering multiple avenues to success tailored to individual strengths.
- Education – Providing high-quality, inclusive instruction that fosters intellectual and personal growth.
- Engagement – Actively involving students in their educational journey.
- Empowerment – Encouraging students to take ownership of their learning and future.
- Family and Belonging – Creating a

sense of roots and connection within the school community. • Future Readiness – Equipping students with the skills and knowledge for success beyond school. • Inclusion – Ensuring every student feels valued and has a place to belong. • Individuality – Honoring and supporting the unique strengths and needs of every student. • Lifelong Learning – Cultivating a love for continuous growth and knowledge. • Positive Relationships– Modeling respectful and healthy interactions. • Productive Citizenship – Preparing students to be responsible, contributing members of society. • Resilience – Preparing students to be adaptable and versatile as they choose a pathway forward. • Structure and Stability – Offering a consistent and supportive learning environment. • Safety – Ensuring a secure environment where students can thrive. • Student-Centered Approach – Meeting students where they are in their academic and personal journey.

Parents

• Celebrating Success – Acknowledging small victories as steps toward greater achievement. • Collaboration – Fostering teamwork between students, staff, families, and the community. • Community Support – Partnering with the school district to uplift students. • Education – Model valuing education. • Engagement – Actively involving students in their educational journey. • Empowerment – Encouraging students to take ownership of their learning and future. • Family and Belonging – Supporting a sense of roots and connection within the school community. • Positive Relationships– Modeling respectful and healthy interactions. • Productive Citizenship – Preparing students to be responsible, contributing members of society. • Resilience – Preparing students to be adaptable and versatile as they choose a pathway forward.

Community

• Celebrating Success – Acknowledging small victories as steps toward greater achievement. • Collaboration – Fostering teamwork between students, staff, families, and the community. • Community Support – Partnering with families and school district to uplift students. • Diverse Pathways – Offering multiple avenues to success tailored to individual strengths. • Education – Supporting high-quality, inclusive instruction that fosters intellectual and personal growth. • Engagement – Actively involving students in their educational journey. • Empowerment – Encouraging students to take ownership of their learning and future. • Positive Relationships– Modeling respectful and healthy interactions. • Productive Citizenship – Preparing students to be responsible, contributing members of society.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The elementary mathematics achievement score outperformed the state.	KAES 49.5% State 40.2%
The graduation rate exceeds the statewide goal and outperforms the state.	KAHS 95.3% State 87.6%
The elementary ELA growth met the standard.	KAES 70.0
The elementary Math growth met the standard and outperformed the state.	KAES 78.0 State 74.9
All buildings' regular attendance met the performance standard and outperformed the state.	KAES 83.6% KAMS 85.5% KAHS 82.1% State 78.1%
The Career Benchmark Standards exceeds the performance standard and outperforms the state in all buildings.	KAES 98.7% KAMS 98.4% KAHS 100% State 91.3%
The middle school science growth met the standard.	KAMS 71.0
The high school Literature Keystone achievement score outperformed the state.	KAHS 63.2% State 53.9%
The Algebra Keystone achievement score outperformed the state.	KASD 48.7% State 40.2%

Challenges

Indicator	Comments/Notable Observations
The elementary ELA achievement score underperforms the state.	KAES 51.4% State 53.9%
The middle school ELA achievement score underperforms the state.	KAMS 50.5% State 53.9%
The middle school math achievement score underperforms the state.	KAMS 35.2% State 40.2%
The middle school ELA growth score does not meet the standard.	KAMS 50.0
The middle school Math growth score does not meet the standard.	KAMS 59.3
The high school Literature Keystone growth score does not meet the standard.	KAHS 52.0
The Algebra Keystone growth score does not meet the standard.	KASD 66.0

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

Strengths

Indicator	Comments/Notable Observations
The elementary Economically Disadvantaged group exceeded the performance standard for Career Standards Benchmark.	ED Performance 100.0

Grade Level(s) and/or Student Group(s) Economically Disadvantaged	
Indicator The middle school Economically Disadvantaged group increased math growth performance from the previous year. Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations KAMS 62.0 red up arrow
Indicator The high school Economically Disadvantaged group increased regular attendance from the previous year. Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations ED 72.7% red up arrow

Challenges

Indicator The elementary Economically Disadvantaged regular attendance declined. Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations ED 77.4% red down arrow
Indicator The middle school Economically Disadvantaged decreased ELA achievement. Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations ED 37.4% red down arrow
Indicator The high school Economically Disadvantaged decreased in Biology achievement. Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations ED 41.0% red down arrow All Student Group 50.0% red down arrow

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The elementary mathematics achievement score outperformed the state.
The elementary ELA growth met the standard.
The high school Economically Disadvantaged group increased regular attendance from the previous year.
The middle school Economically Disadvantaged group increased math growth performance from the previous year.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The elementary ELA achievement score underperforms the state.
The middle school math achievement score underperforms the state.
The middle school Economically Disadvantaged decreased ELA achievement.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Beginning the year benchmarks showed the percent of students on grade level in grades 1-5 is 69%.	Success for All Grade Summary Report
2nd grade had the lowest percentage of on grade level readers at 56%.	Success for All Grade Summary Report This is a critical grade level, and a teacher was added for class size reduction this year.

English Language Arts Summary

Strengths

Beginning the year benchmarks showed the percent of students on grade level in grades 1-5 is 69%.

Challenges

2nd grade had the lowest percentage of on grade level readers at 56%.

Mathematics

Data	Comments/Notable Observations
17% of 7th graders are on grade level for math	IXL Fall 2024 Level Up Benchmark
30% of 8th graders are on grade level for math	IXL Fall 2024 Level Up Benchmark
Middle school students are proficient or have mastered 1454 skills in math this year.	IXL Skill Proficiency

Mathematics Summary

Strengths

Middle school students are proficient or have mastered 1454 skills in math this year.

Challenges

30% of 8th graders are on grade level for math

17% of 7th graders are on grade level for math

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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The elementary and middle school science PSSA achievement scores outperform the state.	KAES 67.1% KAMS 67.2% State 59.2%
The middle school Economically Disadvantaged group increased science PSSA growth performance from the previous year and more than any other group.	ED 74.0 All Student 71.0
The high school Biology Keystone growth score does not meet the standard.	KAHS 50.0

Science, Technology, and Engineering Education Summary

Strengths

The elementary and middle school science PSSA achievement scores outperform the state.
The middle school Economically Disadvantaged group increased science PSSA growth performance from the previous year and more than any other group.

Challenges

The high school Biology Keystone growth score does not meet the standard.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index - Career Standards Benchmark ES = 98.7%, MS = 98.4%, HS = 100%	All three buildings met the Statewide Performance Standard of 98%
Future Ready Index - Career Standards Benchmark ES = 98.7%, MS = 98.4%, HS = 100%	All three buildings exceeded the statewide average of 87.6%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

University of Pittsburgh at Bradford

Agreement Type

Dual Credit

Program/Course Area

Psychology, Biology, Chemistry, Pre-Calculus, Calculus, Physics, Literature and Interpretations, English Composition 1, Principles of Management

Uploaded Files

Kane Dual Enrollment Agreement 2024-25 signed.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 current career program delivery is meeting the standards and exceeding state averages.

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.

KASD must sustain the strong career readiness performance.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
The elementary Students with Disabilities group increased ELA achievement from the previous year.	SwD 19.0%
The middle school Students with Disabilities group decreased ELA achievement from the previous year.	SwD 5.7%
The middle school Students with Disabilities group increased math achievement from the previous year.	SwD 5.9%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The elementary Economically Disadvantaged group exceeded the growth standard for PSSA math.	ED 82.0
The middle school Economically Disadvantaged group increased PSSA math achievement performance from the previous year.	ED 20.8%
The elementary Economically Disadvantaged decreased PSSA ELA achievement.	ED 41.3%
The elementary Economically Disadvantaged did not meet the standard for PSSA ELA growth.	ED 64.0
The high school Economically Disadvantaged decreased in Literature Keystone achievement.	ED 46.2%

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The elementary Economically Disadvantaged group exceeded the growth standard for PSSA math.
The middle school Economically Disadvantaged group increased PSSA math achievement performance from the previous year.
The elementary Students with Disabilities group increased ELA achievement from the previous year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The elementary Economically Disadvantaged did not meet the standard for PSSA ELA growth.
The high school Economically Disadvantaged decreased in Literature Keystone achievement.
The middle school Students with Disabilities group decreased ELA achievement from the previous year.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Personnel Development: Universal Design for Learning/Differentiated Instruction and Inclusive Practices
Title 1 Program	Priorities: Improve ELA achievement and growth for All Student Group in all buildings.
Student Services	KASD has invested in mental health resources for students and staff. Declining enrollment due to population decline and cyber transfers is a concern.
K-12 Guidance Plan (339 Plan)	KASD is focused on exposing students to varied career pathway opportunities and experiences. Our College and Career Measures are exceeding the standard in the Future Ready Index.
Technology Plan	not applicable
English Language Development Programs	not applicable

Strengths

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

KASD has invested in mental health resources for students and staff.
Personnel Development: Universal Design for Learning/Differentiated Instruction and Inclusive Practices
KASD is focused on exposing students to career pathway opportunities and experiences of multiple variety. Our College and Career Measures are exceeding the standard in the Future Ready Index.

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.

Declining enrollment due to population decline and cyber transfers.
Improve ELA achievement and growth for All Student Group in all buildings.

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	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	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	Emerging

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

Summary

Strengths

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

The district's financial stability and strength in allocating resources efficiently will support us as we consider personnel, materials, and programs that are necessary for improvement and sustainability despite declining enrollment.

Efforts to continuously improve family and community engagement will foster student-centered supports that align with our goals.

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.

With the current educator shortage, leadership recruitment and retention are difficult. Consistent leadership with succession plans would sustain improvement efforts.

High school attendance is improving but lags behind the other buildings. Daily attendance is 92% currently and was over 94% pre-pandemic.

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
The elementary mathematics achievement score outperformed the state.	True
The elementary ELA growth met the standard.	False
The high school Economically Disadvantaged group increased regular attendance from the previous year.	True
The middle school Economically Disadvantaged group increased math growth performance from the previous year.	False
Beginning the year benchmarks showed the percent of students on grade level in grades 1-5 is 69%.	False
Middle school students are proficient or have mastered 1454 skills in math this year.	False
The current career program delivery is meeting the standards and exceeding state averages.	False
KASD has invested in mental health resources for students and staff.	True
Personnel Development: Universal Design for Learning/Differentiated Instruction and Inclusive Practices	True
The elementary and middle school science PSSA achievement scores outperform the state.	False
The middle school Economically Disadvantaged group increased science PSSA growth performance from the previous year and more than any other group.	True
The elementary Economically Disadvantaged group exceeded the growth standard for PSSA math.	False
The middle school Economically Disadvantaged group increased PSSA math achievement performance from the previous year.	False
The elementary Students with Disabilities group increased ELA achievement from the previous year.	False
The district's financial stability and strength in allocating resources efficiently will support us as we consider personnel, materials, and programs that are necessary for improvement and sustainability despite declining enrollment.	True
Efforts to continuously improve family and community engagement will foster student-centered supports that align with our goals.	True
KASD is focused on exposing students to career pathway opportunities and experiences of multiple variety. Our College and Career Measures are exceeding the standard in the Future Ready Index.	True

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
The elementary ELA achievement score underperforms the state.	True
The middle school math achievement score underperforms the state.	True
The middle school Economically Disadvantaged decreased ELA achievement.	False
2nd grade had the lowest percentage of on grade level readers at 56%.	True
30% of 8th graders are on grade level for math	False
17% of 7th graders are on grade level for math	False
KASD must sustain the strong career readiness performance.	False
With the current educator shortage, leadership recruitment and retention are difficult. Consistent leadership with succession plans would sustain improvement efforts.	True
The high school Biology Keystone growth score does not meet the standard.	True
The elementary Economically Disadvantaged did not meet the standard for PSSA ELA growth.	False
The high school Economically Disadvantaged decreased in Literature Keystone achievement.	False
The middle school Students with Disabilities group decreased ELA achievement from the previous year.	False
Declining enrollment due to population decline and cyber transfers.	True
Improve ELA achievement and growth for All Student Group in all buildings.	False
High school attendance is improving but lags behind the other buildings. Daily attendance is 92% currently and was over 94% pre-pandemic.	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.

We must plan for ELA improvements at the elementary level, math improvements and the middle level, and attendance improvements at the high school level.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
With the current educator shortage, leadership recruitment and retention are difficult. Consistent leadership with succession plans would sustain improvement efforts.	The current admin team is strong but lacking personnel with an open Assistant Principal position.	False
The elementary ELA achievement score underperforms the state.	Reading is a foundational skill and we must improve this statistic.	True
The middle school math achievement score underperforms the state.	KASD has struggled with math since Common Core. The elementary is showing promising improvements that we hope to see translate to the middle school.	True
The high school Biology Keystone growth score does not meet the standard.	The decline in Biology growth could be related to the pandemic and a period of time when interactive lessons were limited.	False
2nd grade had the lowest percentage of on grade level readers at 56%.	This is a critical grade level in obtaining reading skills.	False
Declining enrollment due to population decline and cyber transfers.	We have been unsuccessful in pulling students back, but want to shift the focus on keeping students in the district.	False
High school attendance is improving but lags behind the other buildings. Daily attendance is 92% currently and was over 94% pre-pandemic.	To improve student progress, student must be present.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district's financial stability and strength in allocating resources efficiently will support us as we consider personnel, materials, and programs that are necessary for improvement and sustainability despite declining enrollment.	
Efforts to continuously improve family and community engagement will foster student-centered supports that align with our goals.	A strong PTO is supporting this effort.
KASD has invested in mental health resources for students and staff.	In addition to personnel, the Counslr App and EAP are available.
Personnel Development: Universal Design for Learning/Differentiated	

Instruction and Inclusive Practices	
KASD is focused on exposing students to career pathway opportunities and experiences of multiple variety. Our College and Career Measures are exceeding the standard in the Future Ready Index.	A repeated theme in discussions is the importance of providing students exposure to a variety of career pathways. Partnerships and collaboration are critical in our area which lacks resources.
The elementary mathematics achievement score outperformed the state.	
The middle school Economically Disadvantaged group increased science PSSA growth performance from the previous year and more than any other group.	
The high school Economically Disadvantaged group increased regular attendance from the previous year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	KASD is committed to enhancing ELA achievement for all elementary students by implementing a data-driven, evidence-based approach that prioritizes early literacy, differentiated instruction, and the professional development of our educators. Every student must achieve proficiency in reading and writing by the end of third grade, laying the foundation for future success. By fostering a supportive, inclusive, and engaging learning environment, we aim to close achievement gaps, particularly for historically underserved students, while promoting a love of literacy that extends beyond the classroom.
	KASD is dedicated to improving math achievement at the middle school level by fostering a deep understanding of mathematical concepts and problem-solving skills essential for future academic and career success. We will implement data-informed, evidence-based instructional practices that emphasize critical thinking, real-world application. We aim to close achievement gaps and ensure that all students meet or exceed grade-level standards. Professional development for educators, along with access to technology and resources, will further support our efforts to create an engaging and equitable learning environment that promotes a positive attitude toward math and prepares students for high school and beyond.
	KASD is committed to improving regular attendance at the high school level by creating a supportive, engaging, and inclusive school environment where all students feel valued and motivated to attend daily. Recognizing that consistent attendance is critical to academic success and graduation, we will implement proactive strategies, including early identification of at-risk students, interventions, and partnerships with families and community organizations. We aim to address barriers to attendance, such as transportation, mental health, and socio-economic challenges, while promoting positive school culture and student well-being.

Goal Setting

Priority: KASD is committed to enhancing ELA achievement for all elementary students by implementing a data-driven, evidence-based approach that prioritizes early literacy, differentiated instruction, and the professional development of our educators. Every student must achieve proficiency in reading and writing by the end of third grade, laying the foundation for future success. By fostering a supportive, inclusive, and engaging learning environment, we aim to close achievement gaps, particularly for historically underserved students, while promoting a love of literacy that extends beyond the classroom.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
PSSA ELA achievement will increase to a minimum of 60% proficiency for students in grades 3-5 as reported in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement 3-5		
Target Year 1	Target Year 2	Target Year 3
52% Proficiency	56% Proficiency	PSSA ELA achievement will increase to a minimum of 60% proficiency for students in grades 3-5 as reported in the Future Ready PA Index.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
The elementary All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
ELA Growth 3-5		
Target Year 1	Target Year 2	Target Year 3
70.0 growth measure	70.0 growth measure	The elementary All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.

Priority: KASD is dedicated to improving math achievement at the middle school level by fostering a deep understanding of mathematical concepts and problem-solving skills essential for future academic and career success. We will implement data-informed, evidence-based instructional practices that emphasize critical thinking, real-world application. We aim to close achievement gaps and ensure that all students meet or exceed grade-level standards. Professional development for educators, along with access to technology and resources, will further support our efforts to create an engaging and equitable learning environment that promotes a positive attitude toward math and prepares students for high school and beyond.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
PSSA Math achievement will increase to a minimum of 42% proficiency for students in grades 6-8 as reported in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
Math Achievement 6-8		
Target Year 1	Target Year 2	Target Year 3
34% Proficiency	38% Proficiency	PSSA Math achievement will increase to a minimum of 42% proficiency for students in grades 6-8 as reported in the Future Ready PA Index.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The middle school All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
Math Growth 6-8		
Target Year 1	Target Year 2	Target Year 3
70.0 growth measure	70.0 growth measure	The middle school All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.

Priority: KASD is committed to improving regular attendance at the high school level by creating a supportive, engaging, and inclusive school environment where all students feel valued and motivated to attend daily. Recognizing that consistent attendance is critical to academic success and graduation, we will implement proactive strategies, including early identification of at-risk students, interventions, and partnerships with families and community organizations. We aim to address barriers to attendance, such as transportation, mental health, and socio-economic challenges, while promoting positive school culture and student well-being.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The high school All Student group will improve daily attendance to 95% as reported in CSIU.		
Measurable Goal Nickname (35 Character Max)		
Attendance 9-12		
Target Year 1	Target Year 2	Target Year 3
93% daily attendance	94% daily attendance	The high school All Student group will improve daily attendance to 95% as reported in CSIU.

Action Plan

Measurable Goals

ELA Achievement 3-5	ELA Growth 3-5
Math Achievement 6-8	Math Growth 6-8
Attendance 9-12	

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
- PSSA ELA achievement will increase to a minimum of 60% proficiency for students in grades 3-5 as reported in the Future Ready PA Index. - The elementary All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of Positive Behavior Interventions and Support Framework		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Principal	Funds for reward cart, PBIS team for data review and planning, consistent signage in building	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide mental health support services for students.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Elementary Principal, Student Services Director	Contract for outside services, Board support for funding	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Offer structured literacy training and coaching.		2024-10-14	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Elementary Principal	Contract with trainer skilled in structured literacy, time for training	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Offer training in trauma informed strategies.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Training program, time for training	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Curriculum aligned to PA Core Standards and materials to support implementation.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Elementary Principal	Department Chairs to support curriculum development, research materials, training for new materials, Board support	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement parent and family engagement strategies.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Principal, Department Chairs, Teachers	Strategies to share, communication to families	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 3-5 will improve their ELA achievement and growth.	Quarterly achievement evaluation will be conducted by Interventionists. Annual growth evaluation will be assessed from the PSSA results.

Action Plan For: Multi-Tiered System of Support

Measurable Goals:

- PSSA Math achievement will increase to a minimum of 42% proficiency for students in grades 6-8 as reported in the Future Ready PA Index.
- The middle school All Student group will meet the academic standard demonstrating growth (70) each year as reported in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of Positive Behavior Interventions and Support Framework		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Middle School Principal	Funds for reward cart, PBIS team for data review and planning, consistent signage in building	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide mental health support services for students.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Middle School Principal, Student Services Director	Contract for outside services, Board support for funding, Contract for digital support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire teachers certified in mathematics for each grade level.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Middle School Principal	Certified Math Applicants	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement parent and family engagement strategies.		2025-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Middle School Principal, Department Chairs, Teachers	Strategies to share, communication to families	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 6-8 will improve their Math achievement and growth.	Quarterly benchmarks will be administered by teachers. Annual growth evaluation will be assessed from the PSSA results.

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
The high school All Student group will improve daily attendance to 95% as reported in CSIU.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide mental health support services for students.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, High School Principal, Student Services Director	Contract for outside services, Board support for funding, Contract for digital support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire an Assistant Principal to support attendance efforts.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Certified applicant who is a good fit, Board support	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Foster student engagement in school activities		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal, Student	Time for planning of activities, student feedback	No	Yes

Clubs/Groups, Teachers	and input		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 9-12 will improve their regular attendance.	Admin will track attendance quarterly and annually using CSIU.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Support	Implementation of Positive Behavior Interventions and Support Framework
Multi-Tiered System of Support	Offer structured literacy training and coaching.
Multi-Tiered System of Support	Offer training in trauma informed strategies.
Multi-Tiered System of Support	Curriculum aligned to PA Core Standards and materials to support implementation.
Multi-Tiered System of Support	Implementation of Positive Behavior Interventions and Support Framework

PBIS Training and Refreshers

Action Step		
- Implementation of Positive Behavior Interventions and Support Framework - Implementation of Positive Behavior Interventions and Support Framework		
Audience		
K-8 Teachers and Staff		
Topics to be Included		
Positive Behavior Interventions and Supports		
Evidence of Learning		
PBIS framework visibly implemented in all areas of the school as evidenced by the signage and observations of personnel interactions with students. Academic achievement and discipline data will also support evidence of learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary Principal, Middle School Principal	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Action Step		
Offer structured literacy training and coaching.		
Audience		
K-8 teachers, K-12 special education teachers, Reading Specialists		
Topics to be Included		
Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.		
Evidence of Learning		
Improvement in ELA achievement and growth for students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent, Principals	2024-10-14	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Once every three years
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Independent study	All new teachers in the district will be required to complete the SAS course
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Trauma Informed Strategies

Action Step		
Offer training in trauma informed strategies.		
Audience		
All teachers and admin		
Topics to be Included		
Trauma informed strategies to support students		
Evidence of Learning		
Improvement in student behaviors and academic growth and achievement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Independent study	Annually via GCN
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Book study	Once every three years
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

ELA Program Training

Action Step		
Curriculum aligned to PA Core Standards and materials to support implementation.		
Audience		
ELA and Elementary Teachers		
Topics to be Included		
Best practices to use new materials to deliver curriculum. Activities that will improve language and literacy acquisition for all students.		
Evidence of Learning		
Observations of teachers appropriately utilizing ELA materials and programming. Student improvement in ELA achievement and growth. Program implemented with fidelity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2026-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed to support fidelity
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Board Meeting

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Curriculum aligned to PA Core Standards and materials to support implementation.	Board, public, district	Curriculum rewrite	Superintendent	03/20/0026	05/20/0026

Communications

Type of Communication	Frequency
Presentation	Two presentations - one of the revised curricula, one of requested materials to support curricula
Posting on district website	Continuous

Job Postings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Hire teachers certified in mathematics for each grade level. - Hire an Assistant Principal to support attendance efforts.	Certified applicants	Desired credentials	Superintendent	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	Until filled
Other	Facebook page, as needed

Parent and Family Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Implement parent and family engagement strategies.	Parents and families	Skills and strategies to practice at home, support for program materials and how to use them, homework and test communications	Building Principals, teachers	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Letter	Quarterly and as needed
Other	Agenda notes, homework folders, emails

Student Engagement Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students	Student activities, student learning inventory, student course selection	High School Principal, teachers, group advisors	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Other	Discussions in group meeting, providing a learning inventory, providing an option during scheduling for students to propose desired courses

Approvals & Signatures

Uploaded Files
20250314152128981.pdf

Chief School Administrator	Date
Jeannine L. Kloss	2025-07-01