

Profile and Plan Essentials

LEA Type		AUN
Troy Area School District		117086653
Address 1		
68 Fenner Ave		
Address 2		
City	State	Zip Code
Troy	PA	16947
Chief School Administrator		Chief School Administrator Email
Dr. Janylyn Elias		jelias@troyareasd.org
Single Point of Contact Name		
Janilyn Elias		
Single Point of Contact Email		
jelias@troyareasd.org		
Single Point of Contact Phone Number		
570 297 2750		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Janilyn Elias	Administrator	Superintendent	jelias@troyareasd.org
Brad Feldmeier	Administrator	HS Assistant Principal	bfeldmeier@troyareasd.org
Steve Brion	Administrator	HS Principal	sbrion@troyareasd.org
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Brian Wilcox	Administrator	Elementary Principal	bwilcox@troyareasd.org
Melissa Lehman	Staff Member	Elementary Teacher	mlehman@troyareasd.org
Caitlin Wright	Staff Member	Elementary Teacher	cwright@troyareasd.org
Tytus Zimmerman	Board Member	Board Member	tzimmerman@troyareasd.org
Michelle Berdine	Staff Member	Teacher	mberdine@troyareasd.org
Jaimie Stettler	Staff Member	Special Education Teacher	jstettler@troyareasd.org
Beth Ward	Staff Member	Intervention Specialist	bward@troyareasd.org
Andrea Simpson	Staff Member	Elementary Teacher	asimpson@troyareasd.org
Steve Boyce	Administrator	Director of Student Services	sboyce@troyareasd.org
Catherine Zimmerman	Parent	Parent/Community Partner	czimmerman@athensasd.org
Candace Tarhovicky	Staff Member	Gifted Teacher	ctarhovicky@troyareasd.org
Kelly Aylesworth	Staff Member	Teacher	kaylesworth@troyareasd.org
Zachary Gates	Community Member	Community Partner/Commissioner	gatesz@bradfordco.org
Abramo Capece	Board Member	VP Board	acapece@troyareasd.org
Sarah Gates	Parent	Parent	sarahgates4@gmail.com
Terry Capece	Community Member	Grandparent	capece8@aol.com
Jolene Smyth	Board Member	Board Member	jsmyth@troyareasd.org
Patrick Woolf	Student	Student	27pwoolf@troyareasd.org
Codie Sauers	Parent	Parent	cmnevil@gmail.com
Adrienne Gates	Student	Student	sarahgates4@gmail.com
Brianne Carpenter	Staff Member	Teacher	bcarpenter@troyareasd.org

LEA Profile

The Troy Area School District encompasses approximately 275 square miles and serves approximately 1,450 students in kindergarten through twelfth grade. The district has three traditional schools: the W.R. Croman Elementary School (kindergarten – 2nd grade), Troy Intermediate School (3rd – 6th grades), and Troy Area Junior Senior High School (7th – 12th). The district currently employs approximately 200 employees, including teachers, paraprofessionals, secretaries, custodians, IT, food service and administrators. As the leader of an educational partnership with the family and community, Troy Area School District prepares students with the skills essential to become responsible, productive citizens in a rapidly changing global society.

Although our role in this community is to educate the children, the District does participate or partner with the Troy Chamber of Commerce in a few community events including, Trunk or Treat, Small Business Saturday, and Troy Town Cruisers. The annual Trunk or Treat is our largest public event which includes offering a safe place for the children to participate in Halloween activities, including obtaining a sweet treat or two. The Junior High Student Council organizes the Trunk or Treat for children each year.

Covid-19 has brought on many new challenges for the District and community. The District and community continues to be divided regarding the priority of educational services for our students. Everyone agrees students come first but the "how" that happens including fiscal needs continues to be difficult.

Finally, we can't forget about the Dolly Parton Imagination Library. The Troy Area School District Foundation and Dolly Parton have partnered to offer a free book to children residing in the Troy Area School District who are between the ages of 0 to 5 years with a free book to read each month.

Mission and Vision

Mission

The Troy Area School District promotes an encompassing education that provides opportunity and success so that our students are prepared and productive.

Vision

The Troy Area School is dedicated to student engagement to empower independent learning.

Educational Values

Students

We believe that all students can learn and be successful. We believe that students learn differently and that our teachers should take the culture and place of each student in account during the learning/teaching process.

Staff

We believe that people need to adapt to an ever-changing educational playing field. We believe that the world has an impact on education and education places an impact on the world. We believe that common goals are best achieved through teamwork and support.

Administration

We believe that people learn differently and that early childhood education is fundamental to learning. We believe that the primary focus of education is the student and that creativity and problem-solving are an important part of the educational process. We believe that people need to adapt to an ever-changing technological society and that common goals are best achieved through teamwork and support. We believe that education is essential to develop one's self-worth, talent and success in life.

Parents

We believe that common goals are best achieved through teamwork and that education is essential to develop one's self-worth, talent and success in life. We believe that a quality education is a community investment. We believe that family is the strongest influence on the development of an individual.

Community

We believe that all people can learn and be successful. We believe that the primary focus of education is the student. We believe that higher expectations yield higher results. We believe that a quality education is the result of an exceptional faculty & staff.

Other (Optional)

Accountability and Collaboration 1. We believe all are accountable for student learning 2. We believe teachers should have a shared responsibility for data analysis of multiple assessments in order to improve teaching and learning 3. We believe teachers should be open to sharing workloads, ideas about their common subject areas, their lesson plans, units, materials, successes and areas of concern 4. We believe collaboration and focus on learning should be at the heart of our school program Professional Development/Staff Development 1. We believe teachers can become experts in specific areas and have the capacity to train colleagues in their area of expertise 2. We believe support staff should be included in trainings that directly relate to student success 3. We believe staff development should include time for the curriculum and skill expectation to be articulated among different grade levels throughout the district Support 1. We believe administration should continue to seek ways to have our students and staff better supported with appropriate staffing 2. We believe support staff should be assigned based on student need 3. We believe parents/guardians should be expected to support their child's learning through activities done at home 4. We believe it is our responsibility to develop parent groups by providing parent workshops and activities based on specific topics 5. We believe that parents should

be sought out as extra hands in the classroom by developing volunteer banks Celebration We believe students and staff should celebrate effort and success frequently

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	All student groups met or exceeded performance standards
College/Career Readiness	The District has met the standards for college and career readiness. A transition coordinator for the entire district works with teachers and administration to increase awareness.
Increased Title I funds	With the increase of Title I funds students K-6 benefit from additional Title staff to assist with ELA needs and initiatives.
100% eligible to graduate did graduate	Several pathways were used to receive a diploma and this was helpful to accommodate the needs of all our students

Challenges

Indicator	Comments/Notable Observations
Increased special education population	Almost 25% of the student population is identified.
Over 50% of the entire district student population is economically disadvantaged	Students are in need of extra education and the cost of this after ESSER funds are diminished will need to be added to our budget as families aren't equipped to provide their own services
K-12 curriculum updates	All areas of curriculum and curriculum mapping have been lacking in the district.
Homeless population has doubled	The district now has over 4% of its population indicated as homeless

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

Strengths

Indicator All student groups exceeded the math standard demonstrating growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged and Students with Disabilities ~ 7-12	Comments/Notable Observations The statewide average is 74.9% with the district academic growth score of 91.3%
Indicator All student groups met interim goal for science target at the Intermediate Level Grade Level(s) and/or Student	Comments/Notable Observations The statewide average is 58.9% with the 2033 goal of 83%. The students performed at 80.2% PVAAS indicates 100 and all students groups meeting or exceeding performance outcomes

Group(s) Economically Disadvantaged	
Indicator This student population exceeding attendance performance standards Grade Level(s) and/or Student Group(s) Grades 3-6	Comments/Notable Observations The notable staff and administration welcoming students to school with a variety of learning tools with a 96.7% - students not chronically absent. Improved culture/climate of teachers and staff directly impacting student attendance.
Indicator This student population exceeding attendance performance standards Grade Level(s) and/or Student Group(s) Grades K-2	Comments/Notable Observations The notable staff and administration welcoming students to school with a variety of learning tools with a 90% students no chronically absent. Improved culture/climate of teachers and staff directly impacting student attendance.
Indicator Improvement in attendance Grade Level(s) and/or Student Group(s) Grades 7-12	Comments/Notable Observations The notable staff and administration welcoming students to school with a variety of learning tools with a 88.5% students no chronically absent. Improved culture/climate of teachers and staff directly impacting student attendance. Providing student choice in educational pathways.

Challenges

Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Increase in identified students needing special education services Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations The need to provide interventions to students prior to becoming identified. Once the gap is evident, working on grade level and providing intervention work becomes Providing a consistent educational program for students K-8 in all curricular areas.
Indicator Lack of curriculum mapping and consistent programming across all grades Grade Level(s) and/or Student Group(s) K-8	Comments/Notable Observations We need more vertical alignment as well as updated programming that is consistently used with fidelity across all grade levels.

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.

Increased Title I funds
Improved attendance
Improved graduation rate
College/Career Readiness

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.

K-12 curriculum development
Providing access to our economically disadvantaged students

Local Assessment

English Language Arts

Data	Comments/Notable Observations
7-12 Percentage of proficient or advanced 46.4% and 66.3 growth score for PVAAS	This is lower than years prior.
3-6 Percentage of proficient or advanced 39.0%	This is lower than years prior

English Language Arts Summary

Strengths

Current teachers hired have all correct certification
Improving culture/climate to decrease staff absences

Challenges

Our intermediate (3-6) curriculum needs to be more rigorous and a monitoring system needs to be put in place.
No consistent K-8 ELA core program
K-2 does not have internal vertical alignment

Mathematics

Data	Comments/Notable Observations
7-12 Percentage of proficient or advanced 22.4 and 91.3 growth score for PVAAS	Below the state average and below the 2033 statewide goal
3-6 Percentage of proficient or advanced 20.9	Below the state average and below the 2033 statewide goal

Mathematics Summary

Strengths

7th and 8th grade students receive 86 minutes of Math & ELA instruction daily.
Curriculum is being developed to prepare students for future success in future grade levels.
New math program introduced K-6

Challenges

We need to ensure the curriculum is aligned with the diagnostic standards.
Program is fairly new and very different from former programming

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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7-12 Percentage of proficient or advanced 44.5% and 65.5 growth score for PVAAS	Below the state average and below the 2033 statewide goal
3-6 Percentage of proficient or advanced 80.2 and 100 growth score for PVAAS	Well above the statewide average and slightly below the 2033 statewide goal.

Science, Technology, and Engineering Education Summary

Strengths

Experienced teaching staff.
Addition of department chairs

Challenges

More dedicated time for science instruction

Related Academics

Career Readiness

Data	Comments/Notable Observations
K-12 Counselor meetings	Staff meet regularly to review data from teachers and students
339 Submissions	career cruising, portfolio submissions

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture program	Supports other content areas by teaching content in science, math, and ELA

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

Agreement Type

Dual Credit

Program/Course Area

AP Calculus, General Chemistry, College Writing, Speech/Communications

Uploaded Files

Keystone Dual Enrollment 23-24.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.

We have an experienced staff who remain flexible and work diligently to educate our students.
Consistency in teaching placements has allowed mastery in subject areas.
Addition of Department Chairs
Consistent administration

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.

Need to work on curriculum planning and alignment.
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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
Increase in identified students	Interventions provided prior to identification along with consistent programming

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Improved performance but still not meeting ELA standards	Implementation of a K-8 ELA Core program

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.

Addition of an Instructional Specialist
Planned implementation of a Core ELA program K-8

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.

Socially economical disadvantaged students need targeted for improvement.
Increased number of special education students due to lack of interventions and core instruction

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Working with the consultant to revise and improve our current plan
Title 1 Program	Working with the title I coordinator to ensure we are utilizing the funds to support academic, social and mental needs
Student Services	Working with new special education director to ensure systems and procedures are in place to meet the needs of our students
K-12 Guidance Plan (339 Plan)	Implementing smart futures K-12. Working with teachers regarding implementation and student support
Technology Plan	Working with our technology team and department chairs to ensure our students have the best implementation of technology for academic success
English Language Development Programs	Working with our ELL teacher to ensure compliance and education opportunities for our students

Strengths

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

Challenges

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

Meeting the needs of our economical disadvantage students given the current pandemic and learning loss to the best of our ability.
Time constraints regarding professional development and training needs of our faculty & staff.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

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	Exemplary

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

K-12 principals, Director of Technology and Director of Student Services meeting regularly to discuss student achievement and resources.
Additional of school police officer to assist with discipline and safety ~ referrals have decreased

Establishing a curriculum budget district-wide rather than each building making individual purchases
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Hiring staff with required credentials
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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.

Consistent data meetings that drive instruction

Partner with local businesses, community organizations, and other agencies to support career pathway programs.
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Building principals acting as educational leaders

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
Increased Title I funds	False
Improved attendance	True
Improved graduation rate	True
College/Career Readiness	False
Current teachers hired have all correct certification	False
Experienced teaching staff.	False
7th and 8th grade students receive 85 minutes of Math & ELA instruction daily.	False
Curriculum is being developed to prepare students for future success in future grade levels.	False
We have an experienced staff who remain flexible and work diligently to educate our students.	True
Improving culture/climate to decrease staff absences	False
New math program introduced K-6	False
Addition of department chairs	False
K-12 principals, Director of Technology and Director of Student Services meeting regularly to discuss student achievement and resources.	False
Additional of school police officer to assist with discipline and safety ~ referrals have decreased	False
Establishing a curriculum budget district-wide rather than each building making individual purchases	False
Hiring staff with required credentials	False
Consistency in teaching placements has allowed mastery in subject areas.	False
Addition of Department Chairs	True
Addition of an Instructional Specialist	True
Consistent administration	False
Planned implementation of a Core ELA program K-8	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

K-12 curriculum development	True
Providing access to our economically disadvantaged students	False
Our intermediate (3-6) curriculum needs to be more rigorous and a monitoring system needs to be put in place.	False
No consistent K-8 ELA core program	False
K-2 does not have internal vertical alignment	False
Meeting the needs of our economical disadvantage students given the current pandemic and learning loss to the best of our ability.	False
Time constraints regarding professional development and training needs of our faculty & staff.	False
	True
Partner with local businesses, community organizations, and other agencies to support career pathway programs.	False
We need to ensure the curriculum is aligned with the diagnostic standards.	False
Program is fairly new and very different from former programming	False
More dedicated time for science instruction	False
Consistent data meetings that drive instruction	False
Building principals acting as educational leaders	False
Socially economical disadvantaged students need targeted for improvement.	False
Increased number of special education students due to lack of interventions and core instruction	True
Need to work on curriculum planning and alignment.	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 need to work on curriculum planning and alignment.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
K-12 curriculum development		True
		False
Increased number of special education students due to lack of interventions and core instruction		False
Need to work on curriculum planning and alignment.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Addition of an Instructional Specialist	
Improved attendance	
Improved graduation rate	
We have an experienced staff who remain flexible and work diligently to educate our students.	Continue to promote a positive culture and provide support for all faculty & staff.
Addition of Department Chairs	
Planned implementation of a Core ELA program K-8	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need updated consistent programs used with fidelity
	We need updated curriculum mapping to align to standards

Goal Setting

Priority: We need updated consistent programs used with fidelity

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Assess student progress through regular formative and summative assessments, ensuring at least 85% mastery of ELA concepts by the end of each academic year.		
Measurable Goal Nickname (35 Character Max)		
Improve ELA Performance on Grade Level Standards		
Target Year 1	Target Year 2	Target Year 3
Assess student progress through regular formative and summative assessments, ensuring at least 75% mastery of ELA concepts by the end of each academic year.	Assess student progress through regular formative and summative assessments, ensuring at least 80% mastery of ELA concepts by the end of each academic year.	Assess student progress through regular formative and summative assessments, ensuring at least 85% mastery of ELA concepts by the end of each academic year.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
TASD will obtain a minimum of 90% participation rate of all necessary stakeholders who are part of a respective committee or initiative.		
Measurable Goal Nickname (35 Character Max)		
Target Year 1	Target Year 2	Target Year 3
TASD will obtain a minimum of 80% participation rate of all necessary stakeholders who are part of a respective committee or initiative.	TASD will obtain a minimum of 85% participation rate of all necessary stakeholders who are part of a respective committee or initiative.	TASD will obtain a minimum of 90% participation rate of all necessary stakeholders who are part of a respective committee or initiative.

Priority: We need updated curriculum mapping to align to standards

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Conduct regular reviews of curriculum maps to ensure alignment with standards with at 100% compliance on those subjects chosen for curriculum mapping.		
Measurable Goal Nickname (35 Character Max)		
Standards Aligned Subject Matter Curriculum Mapping		
Target Year 1	Target Year 2	Target Year 3
Conduct regular reviews of curriculum maps to ensure alignment with standards with at 80%	Conduct regular reviews of curriculum maps to ensure alignment with standards with at 90%	Conduct regular reviews of curriculum maps to ensure alignment with standards with at 100%

compliance on those subjects chosen for curriculum mapping.	compliance on those subjects chosen for curriculum mapping.	compliance on those subjects chosen for curriculum mapping.
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Action Plan

Measurable Goals

Improve ELA Performance on Grade Level Standards	
Standards Aligned Subject Matter Curriculum Mapping	

Action Plan For: Improved ELA Continuity

Measurable Goals:
<ul style="list-style-type: none"> Assess student progress through regular formative and summative assessments, ensuring at least 85% mastery of ELA concepts by the end of each academic year.

Action Step		Anticipated Start/Completion Date	
K-8 Implementation of Continuous ELA program		2024-07-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Janilyn Elias, Superintendent	K-8 standards aligned programs Professional development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers trained in state standards and alignment of programs delivered.	Monthly meetings to review grade level and vertical alignment.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improved ELA Continuity	K-8 Implementation of Continuous ELA program

Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> K-8 Implementation of Continuous ELA program 		
Audience		
K-12 teachers		
Topics to be Included		
Standards- aligned discussion along with aligned programs to indicate vertical alignment		
Evidence of Learning		
Indication of all standards being taught in a continuous manner along with vertical alignment indicating areas that need further instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals of each building	2024-06-03	2025-06-27

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly PLC meetings, monthly data team meetings and Act 80 professional development days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> K-8 Implementation of Continuous ELA program 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly PLC meetings, monthly data team meetings and Act 80 professional development days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Improved ELA-Continuity	K-8 Implementation-of Continuous ELA program

Standards-Aligned Curriculum

Action Step		
<ul style="list-style-type: none"> K-8 Implementation of Continuous ELA program 		
Audience		
K-12 staff, Community and School Board		
Topics to be Included		
Updates on curriculum and programming and data analysis		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent and Principals	2024-06-03	2026-06-27

Communication

Type of Communication	Frequency
Newsletter	Three times a year

Communication

Type of Communication	Frequency
Presentation	Four times a year and at every Curriculum Committee Meeting

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Affirmation 2024.pdf

Chief School Administrator	Date
Dr. Janylyn Elias	2024-03-20

Troy Area School District
68 Fenner Avenue, Troy, PA 16947

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Troy Area School District** reviewed and approved the plan(s) at the following Board Meeting, held on **March 19, 2024**. The plan(s) was (were) approved by a vote of 7 (yes) and 0 (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).



Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

Affirmed on this 19 day of MARCH, 2024

By: [Signature] (Signature of Board President)

THOMAS T. CULKIN JR. (Print Name)

TROY AREA Board of Education