

MISSION STATEMENT

Our Mission The mission of West Allegheny School District, a leader in quality education, is to ensure that each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

VISION STATEMENT

Our Vision The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promotes the dignity of all individuals.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Quality education is essential to sustain our democratic society. · Education benefits people throughout their lives. · Every person is valuable and worthy of respect. · All people can and want to learn. · Quality education is a shared responsibility among students, family, school, and community. · Higher expectations lead to higher performance. · Family support provides a strong foundation for individual learning. · Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

STAFF

Quality education is essential to sustain our democratic society. · Education benefits people throughout their lives. · Every person is valuable and worthy of respect. · All people can and want to learn. · Quality education is a shared responsibility among students, family, school, and community. · Higher expectations lead to higher performance. · Family support provides a strong foundation for individual learning. · Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

ADMINISTRATION

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PARENTS

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COMMUNITY

Quality education is essential to sustain our democratic society. · Education benefits people throughout their lives. · Every person is valuable and worthy of respect. · All people can and want to learn. · Quality education is a shared responsibility among students, family, school, and community. · Higher expectations lead to higher performance. · Family support provides a

strong foundation for individual learning. · Each individual is unique and capable of reaching higher levels of performance given the proper conditions.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jerri Lippert	Superintendent	District Office
Shana Nelson	Assistant to the Sup	District Office
Tammy Adams	Assistant to the Sup	District Office
Mary Kelsey	Federal Programs Support	District Office
Chris Shattuck	Assistant Superintendent	District Office
Melissa Wagner	Principal	McKee
Rachel Gray	Principal	Wilson
Erin Dierker	Principal	Donaldson
Trish Nolan	Principal	West Allegheny Middle School
Megan Huchko	Assistant Principal	West Allegheny Middle School
Frank Hernandez	Principal	West Allegheny High School
Kate Roche	Academic Principal	West Allegheny High School
Cheryl McHone	Assistant Principal	West Allegheny High School
Toni Baldanzi	Supervisor of Ancillary Programs	West Allegheny High School
Lisa Pannuci	MTSS Coordinator	Donaldson
Lisa Wenzell	MTSS Coordinator	McKee
Tawnya Weidinger	MTSS Coordinator	Wilson
Lynn Ann Debor	Testing Coordinator	West Allegheny High School
Jackie Schmidt	MTSS Coordinator	West Allegheny Middle School
Julie Alwine	Parent	McKee
Linda Gagu	Parent	McKee
Christina Paredes	Parent	Wilson

Name	Position	Building/Group
Elizabeth Roos	Parent	Wilson
Kristin Cook	Parent	West Allegheny High School
Doug Macek	Parent	West Allegheny High School
Kelly Macek	Parent	West Allegheny High School
Sherry Nolan	Parent	West Allegheny Middle School
Sara DeMaria	Parent	West Allegheny Middle School
Shelley Murphy	Parent	West Allegheny Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Additional training, coaching, and support are needed to support teachers with inclusive practices to best support our students with disabilities.	Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark Career Standards Benchmark
Continued implementation and refinement of the Multi-Tiered System of Supports is needed to better support students who are not yet proficient in Math or ELA.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems Career Standards Benchmark
Revisions are necessary within the ELA curriculum to target student interest and address gaps in phonemic awareness, phonics, and fluency.	English Language Arts Career Standards Benchmark Career Standards Benchmark
Mathematics interventions are needed for students who are not yet proficient in mathematics.	Mathematics Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

Professional Learning for Inclusive Practices & MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Inclusive Practices	The district will implement a Collaborative Consultative Model for Special Education promoting inclusive practices to ensure 85% of students with exceptionalities are included 80% or more of the time in the regular education classes.

MTSS- ELA	The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5).
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MTSS- Mathematics	The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8).
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assess current implementation of inclusive practices and MTSS through teacher observations, feedback, and teacher meetings	6/1/2020 - 6/1/2021	Tammy Adams & Shana Nelson	Teacher input, evaluations, and reflections
Develop professional learning plan to address teacher needs around inclusive practices and MTSS	6/1/2020 - 6/1/2023	Tammy Adams & Shana Nelson	School Calendars noting available inservice days
Develop model co-teaching classrooms for inclusive practices at each school	6/1/2020 - 6/1/2021	Tammy Adams & Shana Nelson	Teacher and principal participation

Anticipated Outcome

Professional Learning Plan, Model Classrooms

Monitoring/Evaluation

Effectiveness can be monitored through feedback on professional learning evaluations and in classroom observations.

Evidence-based Strategy

Implement Emotional Support Classroom

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Inclusive Practices	The district will implement a Collaborative Consultative Model for Special Education promoting inclusive practices to ensure 85% of students with exceptionalities are included 80% or more of the time in the regular education classes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify school and grade configuration most appropriate for district needs	04/01/2020 - 06/01/2021	Tammy Adams	District Data
Develop a job description and post positions for staffing the emotional support classroom	05/1/2020 - 06/01/2020	Tammy Adams	Principal input, HR timeline
Interview, hire, and on-board the staff for the emotional support classroom	06/01/2020 - 09/01/2020	Tammy Adams	Interview team, HR timeline
Develop plan to appropriately identify students in need of the emotional support	06/01/2020 - 06/01/2021	Tammy Adams	Principal & Teacher Input

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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classroom and ensure proper placements

Anticipated Outcome

Emotional support classroom staff and students identified

Monitoring/Evaluation

Staff and student rosters, observations, principal and parent feedback

Evidence-based Strategy

Utilize On-Hands Schools Ed Insight to monitor student progress

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS- ELA

The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5).

MTSS- Mathematics

The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8).

English Language Arts

The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone).

Mathematics

The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional learning opportunities for teachers on how to use On-Hands Ed Insight	09/01/2020 - 06/01/2023	Shana Nelson & Principals	Ed Insight Platform, Professional Learning time

Monitor end of unit assessments for each grade/ subject available in Ed Insight	09/01/2020 - 06/01/2023	Principals	Ed Insight Platform
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Anticipated Outcome

Progress Monitoring Data

Monitoring/Evaluation

Data in Action meetings will be utilized to monitor this data

Evidence-based Strategy

Revise ELA Curriculum

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

English Language Arts

The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule ELA meetings with content experts	05/01/2020 - 06/01/2020	Shana Nelson	Calendar & AIU support
Teachers will make curricular revisions	06/01/2020 - 06/01/2021	Teachers	Novels, Curriculum Documents
Provide office hour	07/10/2020 -	Shana Nelson	AIU Support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support for teachers writing curriculum with content experts	09/01/2020		

Anticipated Outcome
Revised Curriculum

Monitoring/Evaluation
Observations and student engagement and performance

Evidence-based Strategy
Implement After School Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS- ELA	The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5).
MTSS- Mathematics	The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8).
English Language Arts	The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone).
Mathematics	The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop Learning Enrichment After-School Program (LEAP)	03/01/2020 - 08/01/2020	Shana Nelson	Principal input, budget
Recruit staff to work the LEAP Program	08/01/2020 - 06/01/2023	Principals	Compensation plan
Communicate the LEAP program to parents to recruit students	08/01/2020 - 10/01/2020	Principals	Communications

Anticipated Outcome

Afterschool program

Monitoring/Evaluation

Student attendance & student progress

Evidence-based Strategy

Expand Reading Horizons

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS- ELA

The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5).

English Language Arts

The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train district teachers to	06/01/2020 -	Shana Nelson	Reading Horizons

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
facilitate Reading Horizons training for other teachers	09/01/2020		professional learning
Purchase additional Reading Horizons kits for all K-2 teachers	06/01/202 - 09/01/2020	Shana Nelson & Principals	Budgets
Provide professional learning for all teachers not yet trained	08/01/2020 - 06/01/2023	Teachers (trainers)	PD Schedule

Anticipated Outcome

Licensed Reading Horizons trainers within the district

Monitoring/Evaluation

Evaluations of training, student program access

Evidence-based Strategy

Provide Math Interventions & Enrichments for students

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS- Mathematics

The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8).

Mathematics

The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone).

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Partner with Carnegie Learning for professional learning (Grades 7-12)	08/01/2020 - 06/01/2023	Shana Nelson, Cheryl McHone, and Megan Huchko	Schedules & Calendars
Purchase Math Link Essentials and train teachers on materials	06/01/2020 - 06/01/2021	Shana Nelson & KimBuser	Budget, Professional learning calendar
Purchase Bridges math intervention program and train teachers on materials	06/01/2020 - 06/01/2021	Shana Nelson & Kim Buser	Budget, Professional Learning Calendar
Expand access to ST Math to 2nd grade students	06/01/2020 - 06/01/2023	Shana nelson & Kim Buser	Budget, Professional learning calendar
Restructure elementary and middle school schedules to allow for math/ELA interventions	06/01/20 - 09/01/2020	Shana Nelson, Kim Buser, Principals	Schedules

Anticipated Outcome

Intervention programs, professional learning calendars, schedules

Monitoring/Evaluation

Program implementation, student engagement and performance



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will implement a Collaborative Consultative Model for Special Education promoting inclusive practices to ensure 85% of students with exceptionalities are included 80% or more of the time in the regular education classes. (Inclusive Practices)</p>	<p>Professional Learning for Inclusive Practices & MTSS</p>	<p>Develop professional learning plan to address teacher needs around inclusive practices and MTSS</p>	<p>06/01/2020 - 06/01/2023</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>			
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Utilize On-Hands Schools Ed Insight to monitor student progress</p>	<p>Provide professional learning opportunities for teachers on how to use On-Hands Ed Insight</p>	<p>09/01/2020 - 06/01/2023</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>			
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			
<p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)	Revise ELA Curriculum	Schedule ELA meetings with content experts	05/01/2020 - 06/01/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Expand Reading Horizons</p>	<p>Train district teachers to facilitate Reading Horizons training for other teachers</p>	<p>06/01/2020 - 09/01/2020</p>
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Expand Reading Horizons</p>	<p>Purchase additional Reading Horizons kits for all K-2 teachers</p>	<p>06/01/2020 - 09/01/2020</p>
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)	Expand Reading Horizons	Provide professional learning for all teachers not yet trained	08/01/2020 - 06/01/2023
The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)	Provide Math Interventions & Enrichments for students	Partner with Carnegie Learning for professional learning (Grades 7-12)	08/01/2020 - 06/01/2023
The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Purchase Math Link Essentials and train teachers on materials</p>	<p>06/01/2020 - 06/01/2021</p>
<p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Purchase Bridges math intervention program and train teachers on materials</p>	<p>06/01/2020 - 06/01/2021</p>
<p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Implement After School Program</p>	<p>Communicate the LEAP program to parents to recruit students</p>	<p>08/01/2020 - 10/01/2020</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>			
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			
<p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

At the district level, the all student group met the state goal with 80.70% of students scoring proficient or advanced on ELA state assessments.

At the district level, the all student group met the state goal with 69.88% of students scoring proficient or advanced on Math state assessments.

All schools met the attendance goal set by the state for the all student groups.

ELA-At the district level the following student groups met the statewide achievement goal: 2 or more races, Asian, Black, Economically Disadvantaged, English Learner, Hispanic, Students with Disabilities, and White Students)

Math-At the district level the following student groups met the statewide achievement goal: 2 or more races, Asian, Black, Economically Disadvantaged, English Learner, Hispanic, Students with Disabilities, and White Students)

In grades K, 1, and 3- Above 80% of students are reading on grade level based on Acadience.

In 5th and 8th grades over 90% of students in Study Island are scoring proficient or advanced on the 3rd ELA Benchmark in Study Island.

In Study Island, more than 70% of students are scoring proficient or advanced on the 3rd Math Benchmark in Study Island, at

Challenges

Students with Disabilities and Economically Disadvantaged Students did not meet the statewide interim target for attendance at 1/5 of the schools.

Students with Disabilities did not meet the statewide interim target for Math proficiency at 2/5 of the schools and ELA proficiency at 3/5 of the schools.

Economically Disadvantaged student group did not meet the statewide interim target for Math proficiency at 1/5 of the schools and ELA proficiency at 2/5 of the schools.

In grades 2, 4, and 5- Less than 80% of students are reading on grade level based on Acadience.

In 3rd grade less than 70% of students are scoring proficient on the 3rd ELA Benchmark in Study Island.

Only 65.4% of students are scoring 80% or above on ELA End of Unit Assessments

Only 66.1% of students are scoring 80% or above on math end of unit assessments.

There is a lack of data at the district-level highlighting student progress in Science.

67.3% of students in the district are meeting the benchmark of 3.0 GPA and 95% attendance.

Only 67.3% of students with IEPs are

Strengths

every grade level.

Implementation of instructional essentials is rated at an 82.2% at the end of the second quarter. (Districtwide)

81.9% of students in the district are meeting the benchmark of 2.8 GPA and 90% attendance.

District level- English Learners exceeded the ELA achievement goal set by the state (81.82% P/A)

District level- English Learners exceeded the Math achievement goal set by the state (72.73% P/A)

District level- Students with Disabilities exceeded the ELA achievement goal set by the state (40.98% P/A)

The Title I Plan prioritizes MTSS appropriately which remains a district focus to address students with needs prior to a referral for special education.

The technology plan addresses barriers to technology access for families who may not be able to afford devices.

The district's Framework for Excellence communicates a shared vision and high expectations for students.

Structures for continuous improvement are in place at the school level.

There is a clear focus on high quality effective instruction within the district.

There is an equity-based funding model in place to support student needs.

Challenges

achieving a 2.8 GPA and 90% (or higher).

There are 17 students with IEPs with failing grades in core content areas.

There are 43 students considered economically disadvantaged with failing grades in core content areas.

Only 66.8% of students considered economically disadvantaged are achieving a 2.8 GPA and 90% (or higher).

Coordination among the plans to prioritize addressing the district's challenges is necessary for all stakeholders to understand how they compliment one another.

We must continue to build the capacity of district office and school leaders to support instruction that meets the needs of our historically underserved student groups.

While we partner with local businesses, community organizations, and other agencies to meet the needs of the district we could improve by ensuring this occurs K-12 and that our efforts are communicated to the public.

Only 69.88% of students scored proficient or advanced on Math state assessments at the district level.

Strengths

We have highly effective teachers in the district and very low turnover.

Most Notable Observations/Patterns

While achievement and growth are high for our all student groups, there are gaps that exist for our students with disabilities and those who are considered economically disadvantaged. The team has noted that the growth and achievement of these students must be focused on and accelerated while we continue to raise the achievement for all students. In addition, while ELA achievement for students across the district is at 80% proficient or advanced, it is at only 69% for math, indicating this is an area in which improvement is needed.

Challenges	Discussion Point	Priority for Planning
<p>Students with Disabilities and Economically Disadvantaged Students did not meet the statewide interim target for attendance at 1/5 of the schools.</p>	<p>Continue current attendance efforts with sensitivity to student needs.</p>	
<p>Students with Disabilities did not meet the statewide interim target for Math proficiency at 2/5 of the schools and ELA proficiency at 3/5 of the schools.</p>	<p>Continued work is needed to develop inclusive practices throughout the district.</p>	✓
<p>Economically Disadvantaged student group did not meet the statewide interim target for Math proficiency at 1/5 of the schools and ELA proficiency at 2/5 of the schools.</p>	<p>Continued work is needed to develop the MTSS process to ensure students in need of tier 2 and 3 interventions receive them in a timely manner.</p>	✓
<p>In grades 2, 4, and 5- Less than 80% of students are reading on grade level based on Acadience.</p>	<p>Gaps in the reading program need filled as it pertains to phonics K-2 and fluency 3-5, to support students with the levels of comprehension needed.</p>	✓
<p>Only 69.88% of students scored proficient or advanced on Math state assessments at the district level.</p>	<p>Continued focus on the conceptual understanding of math is needed to secure math skills as students progress through grade levels.</p>	✓

ADDENDUM B: ACTION PLAN

Action Plan: Professional Learning for Inclusive Practices & MTSS

Action Steps	Anticipated Start/Completion Date
Assess current implementation of inclusive practices and MTSS through teacher observations, feedback, and teacher meetings	06/01/2020 - 06/01/2021

Monitoring/Evaluation	Anticipated Output
Effectiveness can be monitored through feedback on professional learning evaluations and in classroom observations.	Professional Learning Plan, Model Classrooms

Material/Resources/Supports Needed	PD Step	Comm Step
Teacher input, evaluations, and reflections	no	no

Action Steps	Anticipated Start/Completion Date
Develop professional learning plan to address teacher needs around inclusive practices and MTSS	06/01/2020 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Effectiveness can be monitored through feedback on professional learning evaluations and in classroom observations.	Professional Learning Plan, Model Classrooms

Material/Resources/Supports Needed	PD Step	Comm Step
School Calendars noting available inservice days	yes	no

Action Steps**Anticipated Start/Completion Date**

Develop model co-teaching classrooms for inclusive practices at each school

06/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Effectiveness can be monitored through feedback on professional learning evaluations and in classroom observations.

Professional Learning Plan, Model Classrooms

Material/Resources/Supports Needed**PD Step****Comm Step**

Teacher and principal participation

no

no

Action Plan: Implement Emotional Support Classroom**Action Steps****Anticipated Start/Completion Date**

Identify school and grade configuration most appropriate for district needs

04/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Staff and student rosters, observations, principal and parent feedback

Emotional support classroom staff and students identified

Material/Resources/Supports Needed**PD Step****Comm Step**

District Data

no

no

Action Steps**Anticipated Start/Completion Date**

Develop a job description and post positions for staffing the emotional support classroom

05/01/2020 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

Staff and student rosters, observations, principal and parent feedback

Emotional support classroom staff and students identified

Material/Resources/Supports Needed**PD Step****Comm Step**

Principal input, HR timeline

no

no

Action Steps**Anticipated Start/Completion Date**

Interview, hire, and on-board the staff for the emotional support classroom

06/01/2020 - 09/01/2020

Monitoring/Evaluation**Anticipated Output**

Staff and student rosters, observations, principal and parent feedback

Emotional support classroom staff and students identified

Material/Resources/Supports Needed**PD Step****Comm Step**

Interview team, HR timeline

no

no

Action Steps**Anticipated Start/Completion Date**

Develop plan to appropriately identify students in need of the emotional support classroom and ensure proper placements

06/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Staff and student rosters, observations, principal and parent feedback

Emotional support classroom staff and students identified

Material/Resources/Supports Needed**PD Step****Comm Step**

Principal & Teacher Input

no

no



Action Plan: Utilize On-Hands Schools Ed Insight to monitor student progress

Action Steps	Anticipated Start/Completion Date
Provide professional learning opportunities for teachers on how to use On-Hands Ed Insight	09/01/2020 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Data in Action meetings will be utilized to monitor this data	Progress Monitoring Data

Material/Resources/Supports Needed	PD Step	Comm Step
Ed Insight Platform, Professional Learning time	yes	no

Action Steps	Anticipated Start/Completion Date
Monitor end of unit assessments for each grade/ subject available in Ed Insight	09/01/2020 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Data in Action meetings will be utilized to monitor this data	Progress Monitoring Data

Material/Resources/Supports Needed	PD Step	Comm Step
Ed Insight Platform	no	no

Action Plan: Revise ELA Curriculum

Action Steps**Anticipated Start/Completion Date**

Schedule ELA meetings with content experts

05/01/2020 - 06/01/2020

Monitoring/Evaluation**Anticipated Output**

Observations and student engagement and performance

Revised Curriculum

Material/Resources/Supports Needed**PD Step****Comm Step**

Calendar & AIU support

yes

no

Action Steps**Anticipated Start/Completion Date**

Teachers will make curricular revisions

06/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Observations and student engagement and performance

Revised Curriculum

Material/Resources/Supports Needed**PD Step****Comm Step**

Novels, Curriculum Documents

no

no

Action Steps**Anticipated Start/Completion Date**

Provide office hour support for teachers writing curriculum with content experts

07/10/2020 - 09/01/2020

Monitoring/Evaluation**Anticipated Output**

Observations and student engagement and performance

Revised Curriculum

Material/Resources/Supports Needed**PD Step****Comm Step**

AIU Support

no

no

Action Plan: Implement After School Program**Action Steps****Anticipated Start/Completion Date**

Develop Learning Enrichment After-School Program (LEAP)

03/01/2020 - 08/01/2020

Monitoring/Evaluation**Anticipated Output**

Student attendance & student progress

Afterschool program

Material/Resources/Supports Needed**PD Step****Comm Step**

Principal input, budget

no

no

Action Steps**Anticipated Start/Completion Date**

Recruit staff to work the LEAP Program

08/01/2020 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Student attendance & student progress

Afterschool program

Material/Resources/Supports Needed**PD Step****Comm Step**

Compensation plan

no

no

Action Steps**Anticipated Start/Completion Date**

Communicate the LEAP program to parents to recruit students

08/01/2020 - 10/01/2020

Monitoring/Evaluation**Anticipated Output**

Student attendance & student progress

Afterschool program

Material/Resources/Supports Needed**PD Step****Comm Step**

Communications

no

yes

Action Plan: Expand Reading Horizons

Action Steps**Anticipated Start/Completion Date**

Train district teachers to facilitate Reading Horizons training for other teachers

06/01/2020 - 09/01/2020

Monitoring/Evaluation**Anticipated Output**

Evaluations of training, student program access

Licensed Reading Horizons trainers within the district

Material/Resources/Supports Needed**PD Step****Comm Step**

Reading Horizons professional learning

yes

no

Action Steps**Anticipated Start/Completion Date**

Purchase additional Reading Horizons kits for all K-2 teachers

06/01/2020 - 09/01/2020

Monitoring/Evaluation**Anticipated Output**

Evaluations of training, student program access

Licensed Reading Horizons trainers within the district

Material/Resources/Supports Needed**PD Step****Comm Step**

Budgets

yes

no

Action Steps**Anticipated Start/Completion Date**

Provide professional learning for all teachers not yet trained

08/01/2020 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Evaluations of training, student program access

Licensed Reading Horizons trainers within the district

Material/Resources/Supports Needed**PD Step****Comm Step**

PD Schedule

yes

no

**Action Plan: Provide Math Interventions & Enrichments for students****Action Steps****Anticipated Start/Completion Date**

Partner with Carnegie Learning for professional learning (Grades 7-12)

08/01/2020 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Program implementation, student engagement and performance

Intervention programs, professional learning calendars, schedules

Material/Resources/Supports Needed**PD Step****Comm Step**

Schedules & Calendars

yes

no



Action Steps**Anticipated Start/Completion Date**

Purchase Math Link Essentials and train teachers on materials

06/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Program implementation, student engagement and performance

Intervention programs, professional learning calendars, schedules

Material/Resources/Supports Needed**PD Step****Comm Step**

Budget, Professional learning calendar

yes

no

Action Steps**Anticipated Start/Completion Date**

Purchase Bridges math intervention program and train teachers on materials

06/01/2020 - 06/01/2021

Monitoring/Evaluation**Anticipated Output**

Program implementation, student engagement and performance

Intervention programs, professional learning calendars, schedules

Material/Resources/Supports Needed**PD Step****Comm Step**

Budget, Professional Learning Calendar

yes

no

Action Steps**Anticipated Start/Completion Date**

Expand access to ST Math to 2nd grade students

06/01/2020 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Program implementation, student engagement and performance

Intervention programs, professional learning calendars, schedules

Material/Resources/Supports Needed**PD Step****Comm Step**

Budget, Professional learning calendar

no

no

Action Steps**Anticipated Start/Completion Date**

Restructure elementary and middle school schedules to allow for math/ELA interventions

06/01/2020 - 09/01/2020

Monitoring/Evaluation**Anticipated Output**

Program implementation, student engagement and performance

Intervention programs, professional learning calendars, schedules

Material/Resources/Supports Needed**PD Step****Comm Step**

Schedules

no

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will implement a Collaborative Consultative Model for Special Education promoting inclusive practices to ensure 85% of students with exceptionalities are included 80% or more of the time in the regular education classes. (Inclusive Practices)</p> <p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p> <p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>	<p>Professional Learning for Inclusive Practices & MTSS</p>	<p>Develop professional learning plan to address teacher needs around inclusive practices and MTSS</p>	<p>06/01/2020 - 06/01/2023</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p> <p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>	<p>Utilize On-Hands Schools Ed Insight to monitor student progress</p>	<p>Provide professional learning opportunities for teachers on how to use On-Hands Ed Insight</p>	<p>09/01/2020 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p> <p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>	Revise ELA Curriculum	Schedule ELA meetings with content experts	05/01/2020 - 06/01/2020
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p> <p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>	Expand Reading Horizons	Train district teachers to facilitate Reading Horizons training for other teachers	06/01/2020 - 09/01/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Expand Reading Horizons</p>	<p>Purchase additional Reading Horizons kits for all K-2 teachers</p>	<p>06/01/2020 - 09/01/2020</p>
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Expand Reading Horizons</p>	<p>Provide professional learning for all teachers not yet trained</p>	<p>08/01/2020 - 06/01/2023</p>
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Partner with Carnegie Learning for professional learning (Grades 7-12)</p>	<p>08/01/2020 - 06/01/2023</p>
<p>The district will continue to enhance the</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Purchase Math Link Essentials and train teachers on materials</p>	<p>06/01/2020 - 06/01/2021</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p> <p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Purchase Math Link Essentials and train teachers on materials</p>	<p>06/01/2020 - 06/01/2021</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p> <p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>	<p>Provide Math Interventions & Enrichments for students</p>	<p>Purchase Bridges math intervention program and train teachers on materials</p>	<p>06/01/2020 - 06/01/2021</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Inclusive Practices & MTSS	All Teachers	Inclusive Practices, MTSS, Consultative Model, Academic Interventions, Behavioral Interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation in practice via classroom observations and IEP/MTSS meetings	01/20/2020 - 06/01/2023	Tammy Adams, Shana Nelson, Principals, and MTSS Coordinators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 2d: Managing Student Behavior
- 2a: Creating and Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2e: Organizing Physical Space
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
On-Hands - Ed Insight Training	Teachers in grades K-12 for reading, math, science, and social studies	Access, assessment building, monitoring student progress

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of programming in CCRT and in teacher planning	01/01/0001 - 06/01/2023	Principals, Kim Buser, Shana Nelson

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 4b: Maintaining Accurate Records
- 1b: Demonstrating Knowledge of Students

Professional Development Step	Audience	Topics of Prof. Dev
ELA Curriculum Writing	ELA Teachers K-12	Curriculum revisions, novel based instruction, fluency, phonics, and writing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Revisions to curriculum and observed practices in teaching	07/01/2020 - 06/01/2021	Shana Nelson & Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally

Professional Development Step	Audience	Topics of Prof. Dev
Reading Horizons	K-8 Teachers (not yet trained) who will provide Reading Horizons instruction to students	Program implementation, data analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Program implementation and student engagement	06/01/2020 - 06/01/2023	Shana Nelson, Principals, and Literacy specialists

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1c: Setting Instructional Outcomes
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 3b: Using Questioning and Discussion Techniques
 - 3a: Communicating with Students
 - 3c: Engaging Students in Learning
 - 3d: Using Assessment in Instruction
 - 3e: Demonstrating Flexibility and Responsiveness
 - 4a: Reflecting on Teaching
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Outcomes
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Designing Student Assessments
-

Professional Development Step

Audience

Topics of Prof. Dev

Mathematics Professional Learning

All math teachers implementing new programs K-8 and all teachers of high school level math courses

Differentiation, supporting struggling learners, moving from concrete to abstract mathematical understanding,

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Differentiation in classroom practices, observations, student engagement and performance

06/01/2020 - 06/01/2023

Shana Nelson, Principals, Kim Buser

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2a: Creating and Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning

Danielson Framework Component Met in this Plan:

**This Step meets the
Requirements of State
Required Trainings:**

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are reading on or above grade level as indicated by Study Island (grades 6-8) and DIBELS (grades K-5). (MTSS- ELA)</p>	<p>Implement After School Program</p>	<p>Communicate the LEAP program to parents to recruit students</p>	<p>08/01/2020 - 10/01/2020</p>
<p>The district will develop a comprehensive Multi-Tiered System of Supports to ensure that 95% of our students are doing mathematics on or above grade level as indicated by Study Island (grades 2-8). (MTSS- Mathematics)</p>			
<p>The district will continue to enhance the English Language Arts curriculum to ensure that 95% of our students are reading on or above grade level as measured by state assessments (PSSA/Keystone). (English Language Arts)</p>			
<p>The district will continue to enhance the math curriculum and interventions to ensure 95% of our students are doing mathematics at or above grade level as measured by state assessments (PSSA/Keystone). (Mathematics)</p>			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Learning Enrichment After-school Program	Parents and students K-5	Purpose, timeline, criteria,
Anticipated Timeframe	Frequency	Delivery Method
08/01/2020 - 06/01/2020	Quarterly	Other Email Posting on district website
Lead Person/Position	Shana Nelson, Karen Ruhl, and Principals	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan will be posted on the district webpage	Priorities, goals, and strategies to be implemented	Posting on district webpage	All stakeholders	05/11/2020
Student Progress Report	Student performance and progress	Board presentation, printable publication, webpage posting	All stakeholders	Yearly within the first semester
