

## **WILLIAMS VALLEY SD**

10330 State Route 209

Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The mission of the Williams Valley School District is to provide a safe, cooperative, educational environment that will enable and motivate every learner to progress intellectually, socially, emotionally, and physically through a rigorous curriculum focused on real-world opportunities.

### **VISION STATEMENT**

The mission of the Williams Valley School District is to provide a safe, cooperative, educational environment that will enable and motivate every learner to progress intellectually, socially, emotionally, and physically through a rigorous curriculum focused on real-world opportunities.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe we can learn and become contributing members of society. We believe that our community is essential in uniting generations and ideas to benefit us as future residents. We believe in optimizing the available opportunities to develop knowledge, skills, and attitudes needed for our future success.

### **STAFF**

We believe that all students can learn and become contributing members of society. We believe that community is essential in uniting generations and ideas to benefit future residents. We believe in the importance of providing all students with opportunities to develop the knowledge, skills, and attitudes needed for future success.

### **ADMINISTRATION**

We believe that all students can learn and become contributing members of society. We believe that community is essential in uniting generations and ideas to benefit future residents. We believe in the importance of providing all students with opportunities to develop the knowledge, skills, and attitudes needed for future success.

### **PARENTS**

We believe that all students can learn and become contributing members of society. We believe that community is essential in uniting generations and ideas to benefit future residents. We believe in the importance of providing all students with opportunities to develop the knowledge, skills, and attitudes needed for future success.

### **COMMUNITY**

We believe that all students can learn and become contributing members of society. We believe that community is essential in uniting generations and ideas to benefit future residents. We believe in the importance of providing all students with opportunities to develop the knowledge, skills, and attitudes needed for future success.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Diane Best	Superintendent	WVSD
Brian Pipech	Federal Programs/Community Liaison	WVSD
Joseph Gorham	Special Education Director	WVSD
Helen Kohr	Director of Technology	WVSD
Christine Duey	High School Principal	WVJSHS
Stephanie Carl	Elementary Principal	WVES
Judy Schappe	Assistant Elementary Principal	WVES
Amy Tomalavage	Business Manager	WVSD
Dave Ferraro	Board Member	WVSD
Jen Kramer	Board Member	WVSD
Chris Stroup	Board Member	WVSD
Curt Woodford	High School Teacher	WVJSHS
Nena Shade	High School Teacher	WVJSHS
John Paul	High School Special Education Teacher	WVJSHS
Susan Paul	Elementary Teacher	WVES
Jessica Pearson	High School Gifted Teacher	WVJSHS
Jessica Pearson	High School Gifted Teacher	WVJSHS
Jacklyn Purcell	High School Teacher/Coach	WVJSHS
Jennifer Minnich	Elementary Teacher	WVES
Michelle Kantor	Elementary Teacher	WVES
Randy Russelavage	Community Member	
Patti Ulsh	Community Member	

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
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Traci Raho	Parent	
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Susan Clough	Parent	
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Paul Dimon	Business Member	
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Hillary Brennan	Business Member	
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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Review and revise the mathematics curriculum, aligning resources and assessments both horizontally and vertically between grade levels and buildings to instruct at more rigorous, standards-based levels. A focus on the economically disadvantaged and students with disabilities subgroups is necessary to implement scaffolds to support students.</p>	<p>STEM Mathematics Social emotional learning</p>
<p>Implement the practice of conducting the PDE school climate surveys to create baseline data to be used to monitor growth throughout the three year period.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems School climate and culture Social emotional learning</p>
<p>Review and revise the ELA curriculum, aligning resources and assessments both horizontally and vertically between grade levels and buildings to instruct at more rigorous, standards-based levels. A focus on the economically disadvantaged and students with disabilities subgroups is necessary to implement scaffolds to support students.</p>	<p>English Language Arts Other Other</p>

## ACTION PLAN AND STEPS

### Evidence-based Strategy

STEM Implementation

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
STEM Implementation	By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23 Increase marketing of AP Computer Science Principles - Years 2021-22, 2022-23 Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23	2020-04-01 - 2023-05-31	Federal Programs and Community Liaison	Time, aligned STEM curriculum for HS, revised course selection handbook, STEM resources

### Anticipated Outcome

Career readiness connections to curriculum implementing cross curricular lessons to improve math scores through the instructional practices used to teach science.

### Monitoring/Evaluation

Annual analysis of science and mathematics PSSA scores as well as PVAAS scores for the high school level by the Department Heads and content area teams.

### Evidence-based Strategy

Trauma Informed

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Trauma Informed and Behavioral Practices	By 2023, use of trauma informed practices will be observable in a majority of the classrooms and addressed through the use of restorative practices by teachers.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	2020-04-30 - 2023-06-30	Building Principals	Second Step Curriculum, Professional Development Facilitator, Time for Grade Level Meetings

### Anticipated Outcome

Increased safe and respectful school climate

### Monitoring/Evaluation

Annual comparison of PDE School Climate data to baseline data by School Climate Team members demonstrating improvement in the areas of Social Emotional Learning, Student Support, and Safe and Respectful School Climate.

### Evidence-based Strategy

PBIS Implementation

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Implementation	By 2023, Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout grades K-12 with state recognition at the elementary level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	2020-07-01 - 2023-06-30	Building Principals	Training, Professional Development, Student Incentives

### Anticipated Outcome

Increased safety and respectful school climate

### Monitoring/Evaluation

By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11.

### Evidence-based Strategy

PDE School Climate Survey Implementation

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PDE School Climate Survey Implementation	By 2023, the PDE School Climate Survey will be implemented for three years at the Jr./Sr. high school level allowing a comparison of data from the 2019-20 baseline data, ultimately positively impacting the school climate and the career readiness of students as demonstrated by an increase in positive survey responses by all stakeholder groups.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement PDE school climate surveys at the HS - 2020-21, 2021-22, 2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities	2020-03-06 - 2023-06-30	Superintendent, Building Principals, School Climate Team	Survey Access, Time, Funding for Activities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
for family engagement activities - 2020-21, 2021-22, 2022-23			

**Anticipated Outcome**  
 Increase career readiness of students through the development and refinement of social emotional skills

**Monitoring/Evaluation**  
 Annual comparison of PDE School Climate Survey data to baseline date by School Climate Team members demonstrating improvement in the areas of Social Emotional Learning, Student Support, and Safe and Respectful School Climate

**Evidence-based Strategy**  
 Math Curriculum, Instruction, and Assessments

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Curriculum, Instruction, and Assessments	By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop	2020-07-01 - 2023-06-30	Building Principals, Lead Teachers, and Federal Programs & Community Liaison	Time, Facilitator, Data Analysis List to Identify Gaps/Overlaps in Curriculum

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum Review Cycle Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity			

**Anticipated Outcome**  
 Increased conceptual knowledge of mathematics concepts Ability to analyze and synthesize learning to apply to new problems in the creation of solutions.

**Monitoring/Evaluation**  
 Annual analysis of science and mathematics PSSA and Keystone scores, as well as PVAAS scores for the high school level by the Department Heads and content area teams.

**Evidence-based Strategy**  
 9th Grade Academies - MTSS

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
EWS Implementation	By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23

2021-04-29 - 2023-06-30

Building Principals

Time, EWS tool, List of Interventions

Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23 Professional development to understand the three tiers of support 2020-21 Researching and acquiring tier 2 interventions 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with

2021-04-29 - 2023-06-30

Building Principals and Federal Programs & Community Liaison

Intervention Program, Professional Development Facilitator, Time, Effective Teacher Observations

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
fidelity 2020-21, 2021-22, 2022-23			

**Anticipated Outcome**

Increased conceptual knowledge of mathematics concepts Ability to analyze and synthesize learning to apply to new problems in the creation of solutions.

**Monitoring/Evaluation**

Annual analysis of science and mathematics PSSA and Keystone scores, as well as PVAAS scores for the high school level by the Department Heads and content area teams.

**Evidence-based Strategy**

English Language Arts Curriculum, Instruction, and Assessments

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts Curriculum, Instruction, and Assessments	By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review and revise ELA curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop	2020-07-01 - 2023-06-30	Building Principals, Lead Teachers, Department Heads, and the Federal Programs and Community Liaison	Time, Curriculum Mapping Tool, Assessment Training

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Curriculum Review Cycle</p> <p>Review resources used to teach the curriculum</p> <p>2020-21 Review instructional practices used to teach mathematics curriculum</p> <p>2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity</p> <p>Professional development on formative assessment and differentiated instructional strategies</p>	2020-06-02 - 2023-06-30	Building Principals	Time, EWS Tool, list of interventions
<p>Data Analysis Meetings to review data from Early Warning System</p> <p>Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis</p> <p>Continual 2020-21, 2021-22, 2022-23 Implementation of a comprehensive MTSS process</p> <p>Phase in 2020-21, 2021-22, 2022-23</p>			
<b>Anticipated Outcome</b>			
Evidence of conceptual understanding demonstrated in the application of knowledge to other ELA situations.			

**Monitoring/Evaluation**

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Annual analysis of ELA PSSA scores as well as PVAAS scores for the high school level by the Department Head and content area teachers.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (STEM Implementation)	STEM Implementation	Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23 Increase marketing of AP Computer Science	04/01/2020 - 05/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Principles - Years 2021-22, 2022-23 Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, use of trauma informed practices will be observable in a majority of the classrooms and addressed through the use of restorative practices by teachers. (Trauma Informed and Behavioral Practices)	Trauma Informed	Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	04/30/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout grades K-12 with state recognition at the elementary level. (PBIS Implementation)	PBIS Implementation	Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	07/01/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, the PDE School Climate Survey will be implemented for three years at the Jr./Sr. high school level allowing a comparison of data from the 2019-20 baseline data, ultimately positively impacting the school climate and the career readiness of students as demonstrated by an increase in positive survey responses by all stakeholder groups. (PDE School Climate Survey Implementation)</p>	<p>PDE School Climate Survey Implementation</p>	<p>Implement PDE school climate surveys at the HS - 2020-21, 2021-22, 2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities for family engagement activities - 2020-21, 2021-22, 2022-23</p>	<p>03/06/2020 - 06/30/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (Math Curriculum, Instruction, and Assessments)	Math Curriculum, Instruction, and Assessments	Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to	07/01/2020 - 06/30/2023

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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determine best  
practices and  
implementation  
with fidelity

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)</p>	<p>9th Grade Academies - MTSS</p>	<p>Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23</p>	<p>04/29/2021 - 06/30/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)</p>	<p>9th Grade Academies - MTSS</p>	<p>Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23 Professional development to understand the three tiers of support 2020-21 Researching and acquiring tier 2 interventions 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23</p>	<p>04/29/2021 - 06/30/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Review and revise ELA curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content            Conduct teacher data discussions with students            Develop Data Analysis Teams            Develop Curriculum Review Cycle            Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor -            2020-21 Conduct observations and walkthroughs utilized to determine best</p>	<p>07/01/2020 - 06/30/2023</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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practices and  
implementation  
with fidelity  
Professional  
development on  
formative  
assessment and  
differentiated  
instructional  
strategies

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Data Analysis Meetings to review data from Early Warning System Continual 2020-21, 2021-22, 2022-23            Designation of appropriate interventions to support students based on data analysis Continual 2020-21, 2021-22, 2022-23            Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23</p>	<p>06/02/2020            -            06/30/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (STEM Implementation)	STEM Implementation	Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23	04/01/2020 - 05/31/2023

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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Increase marketing of AP Computer Science Principles - Years 2021-22, 2022-23  
Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, use of trauma informed practices will be observable in a majority of the classrooms and addressed through the use of restorative practices by teachers. (Trauma Informed and Behavioral Practices)	Trauma Informed	Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	04/30/2020 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout grades K-12 with state recognition at the elementary level. (PBIS Implementation)	PBIS Implementation	Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	07/01/2020 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, the PDE School Climate Survey will be implemented for three years at the Jr./Sr. high school level allowing a comparison of data from the 2019-20 baseline data, ultimately positively impacting the school climate and the career readiness of students as demonstrated by an increase in positive survey responses by all stakeholder groups. (PDE School Climate Survey Implementation)</p>	<p>PDE School Climate Survey Implementation</p>	<p>Implement PDE school climate surveys at the HS - 2020-21, 2021-22, 2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities for family engagement activities - 2020-21, 2021-22, 2022-23</p>	<p>03/06/2020 - 06/30/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (Math Curriculum, Instruction, and Assessments)	Math Curriculum, Instruction, and Assessments	Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to	07/01/2020 - 06/30/2023

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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determine best  
practices and  
implementation  
with fidelity

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)	9th Grade Academies - MTSS	Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23	04/29/2021 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)</p>	<p>9th Grade Academies - MTSS</p>	<p>Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23 Professional development to understand the three tiers of support 2020-21 Researching and acquiring tier 2 interventions 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23</p>	<p>04/29/2021 - 06/30/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Review and revise ELA curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content            Conduct teacher data discussions with students            Develop Data Analysis Teams            Develop Curriculum Review Cycle            Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor -            2020-21 Conduct observations and walkthroughs utilized to determine best</p>	<p>07/01/2020 - 06/30/2023</p>

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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practices and  
implementation  
with fidelity  
Professional  
development on  
formative  
assessment and  
differentiated  
instructional  
strategies

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Data Analysis Meetings to review data from Early Warning System Continual 2020-21, 2021-22, 2022-23            Designation of appropriate interventions to support students based on data analysis Continual 2020-21, 2021-22, 2022-23            Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23</p>	<p>06/02/2020            -            06/30/2023</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.

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School Board Minutes or Affirmation Statement

2020-04-23;

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

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Superintendent/Chief Executive Officer

Diane R. Best

2020-04-27

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

At the elementary school 83.1% of the all student group were proficient or advanced, well above the state average of 66%. The 2030 goal is 83% which has been exceeded.

The all student group growth rate at the high school for science biology was 85% which exceeded the state growth average of 75.1% and the statewide growth standard of 70%

The all student group met the career standard benchmark at 93.7% at the high school.

Continue to apply for grants that support development in areas of curriculum and instruction to meet the essence of the new mission, vision, and shared values adopted by the district.

A focus on school safety has increased stakeholder awareness and need for continued drills.

Student groups with economically disadvantaged students and students with disabilities have increased from the prior year in science/biology for the elementary school and high school.

Student groups with economically disadvantaged students increased from the prior year in mathematics/algebra for the elementary school.

A focus on data analysis is developing to identify individual student needs.

### Challenges

The percent proficient or advanced was 19.5%, 25.7% lower than the state average.

The all student group for the career standard benchmark was 80.6% which is below the state average of 89.8%

Eighty percent of the students are basic or below basic in math at the high school level. Only 4.9% were advanced. The elementary did not meet the interim target at only 33.7%, below the 45.2% for the statewide average.

Attracting and retaining teachers, aides, and administrators to stabilize programs and build fidelity of program implementation.

Increase communication between and among all stakeholder groups.

Ensure effective curriculum and assessment alignment across the K-12 grade span.

Provide supports for students to ensure achievement and growth among all student groups.

Improving program implementation with attention to the social and emotional needs of students to reduce discipline referrals.

While some of the student groups with economically disadvantaged students and students with disabilities have increased from the prior year, all groups have not increased in performance from the prior

## Strengths

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The elementary school all student group is demonstrating growth on PVAAS.

Students at the high school met the growth standard in mathematics. Examining the instructional methods or changes that have been implemented may be beneficial moving forward with ELA.

Something in science is making a difference. Examine the curriculum alignment, the teaching methods, supports for students, and the alignment of assessments.

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Elementary science scores exceed the statewide averages in both PSSA scores and PVAAS growth scores.

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## Challenges

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year in ELA, mathematics, and science at both the elementary and secondary levels.

Both the economically disadvantaged and students with disabilities groups have not increased in performance at the high school in ELA, nor have the economically disadvantaged students in the elementary school.

Addressing the out-of-district placements for students with disabilities.

Addressing the current programming and staffing of the Schoolwide Title I program at the elementary school.

An analysis of the high school curriculum as aligned to the elementary curriculum is needed to ensure all standards are taught and learned.

Since the interim goal was not met on the PSSAs, a review of anchors and eligible content is needed to make sure alignment exists.

Investigate why science scores in K-12 are higher than mathematics and ELA to determine how all students can also excel in mathematics and ELA when mathematics and ELA are part of learning science..

An analysis of the anchors and eligible content will guide teachers to identifying missed areas of the curriculum in terms of state assessments.

Students at the elementary level did not meet the interim goal, nor did they meet the standard demonstrating growth. A review of curriculum and instruction, as

### Challenges

well as assessment alignment is needed.

Increase departmental and building level communications.

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### Most Notable Observations/Patterns

There is a need to address career readiness, achievement in mathematics and English language arts, and the social emotional needs/well-being of students.

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### Challenges

### Discussion Point

### Priority for Planning

The percent proficient or advanced was 19.5%, 25.7% lower than the state average.

The all student group for the career standard benchmark was 80.6% which is below the state average of 89.8%

A systematic process for collecting career ready evidence is needed at the elementary school. This includes increasing communication among all stakeholder groups,

Eighty percent of the students are basic or below basic in math at the high school level. Only 4.9% were advanced. The elementary did not meet the interim target at only 33.7%, below the 45.2% for the statewide average.

A review of the mathematics curriculum is needed, followed by a review of current resources, and then alignment to mathematic assessments. This includes increasing communication between the elementary and secondary schools as well as vertically between grade levels.



Attracting and retaining teachers, aides, and administrators to stabilize programs and build fidelity of program implementation.

A review of the school climate is needed. The PDE School Climate Surveys will be implemented to all stakeholders in February/March of 2020 to establish a baseline of data.



**Challenges****Discussion Point****Priority for Planning**

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Increase communication between and among all stakeholder groups.

Ensure effective curriculum and assessment alignment across the K-12 grade span.

Effective curriculum and assessment alignment needs to occur in ELA as well.



Provide supports for students to ensure achievement and growth among all student groups.

Improving program implementation with attention to the social and emotional needs of students to reduce discipline referrals.

Addressing the out-of-district placements for students with disabilities.

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# ADDENDUM B: ACTION PLAN

## Action Plan: STEM Implementation

Action Steps	Anticipated Start/Completion Date
Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23 Increase marketing of AP Computer Science Principles - Years 2021-22, 2022-23 Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23	04/01/2020 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Annual analysis of science and mathematics PSSA scores as well as PVAAS scores for the high school level by the Department Heads and content area teams.	Career readiness connections to curriculum implementing cross curricular lessons to improve math scores through the instructional practices used to teach science.

Material/Resources/Supports Needed	PD Step	Comm Step
Time, aligned STEM curriculum for HS, revised course selection handbook, STEM resources	yes	yes

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**Action Plan: Trauma Informed**

Action Steps	Anticipated Start/Completion Date
Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	04/30/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Annual comparison of PDE School Climate data to baseline data by School Climate Team members demonstrating improvement in the areas of Social Emotional Learning, Student Support, and Safe and Respectful School Climate.	Increased safe and respectful school climate

Material/Resources/Supports Needed	PD Step	Comm Step
Second Step Curriculum, Professional Development Facilitator, Time for Grade Level Meetings	yes	yes

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## Action Plan: PBIS Implementation

Action Steps	Anticipated Start/Completion Date
Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	07/01/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11.	Increased safety and respectful school climate

Material/Resources/Supports Needed	PD Step	Comm Step
Training, Professional Development, Student Incentives	yes	yes

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**Action Plan: PDE School Climate Survey Implementation**

Action Steps	Anticipated Start/Completion Date
Implement PDE school climate surveys at the HS - 2020-21, 2021-22, 2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities for family engagement activities - 2020-21, 2021-22, 2022-23	03/06/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Annual comparison of PDE School Climate Survey data to baseline date by School Climate Team members demonstrating improvement in the areas of Social Emotional Learning, Student Support, and Safe and Respectful School Climate	Increase career readiness of students through the development and refinement of social emotional skills

Material/Resources/Supports Needed	PD Step	Comm Step
Survey Access, Time, Funding for Activities	yes	yes

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**Action Plan: Math Curriculum, Instruction, and Assessments**

Action Steps	Anticipated Start/Completion Date
Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity	07/01/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Annual analysis of science and mathematics PSSA and Keystone scores, as well as PVAAS scores for the high school level by the Department Heads and content area teams.	Increased conceptual knowledge of mathematics concepts Ability to analyze and synthesize learning to apply to new problems in the creation of solutions.

Material/Resources/Supports Needed	PD Step	Comm Step
Time, Facilitator, Data Analysis List to Identify Gaps/Overlaps in Curriculum	yes	yes

**Action Plan: 9th Grade Academies - MTSS**

**Action Steps****Anticipated Start/Completion Date**

Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23

04/29/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Annual analysis of science and mathematics PSSA and Keystone scores, as well as PVAAS scores for the high school level by the Department Heads and content area teams.

Increased conceptual knowledge of mathematics concepts Ability to analyze and synthesize learning to apply to new problems in the creation of solutions.

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

Time, EWS tool, List of Interventions

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23 Professional development to understand the three tiers of support 2020-21 Researching and acquiring tier 2 interventions 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23

04/29/2021 - 06/30/2023

**Monitoring/Evaluation**

**Anticipated Output**

Annual analysis of science and mathematics PSSA and Keystone scores, as well as PVAAS scores for the high school level by the Department Heads and content area teams.

Increased conceptual knowledge of mathematics concepts Ability to analyze and synthesize learning to apply to new problems in the creation of solutions.

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Intervention Program, Professional Development Facilitator, Time, Effective Teacher Observations

yes      yes



**Action Plan: English Language Arts Curriculum, Instruction, and Assessments**

**Action Steps****Anticipated Start/Completion Date**

Review and revise ELA curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum 2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity Professional development on formative assessment and differentiated instructional strategies

07/01/2020 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Annual analysis of ELA PSSA scores as well as PVAAS scores for the high school level by the Department Head and content area teachers.

Evidence of conceptual understanding demonstrated in the application of knowledge to other ELA situations.

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

Time, Curriculum Mapping Tool, Assessment Training

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Data Analysis Meetings to review data from Early Warning System Continual 2020-21, 2021-22, 2022-23  
Designation of appropriate interventions to support students based on data analysis Continual 2020-21, 2021-22, 2022-23  
Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22, 2022-23

06/02/2020 - 06/30/2023

**Monitoring/Evaluation**

**Anticipated Output**

Annual analysis of ELA PSSA scores as well as PVAAS scores for the high school level by the Department Head and content area teachers.

Evidence of conceptual understanding demonstrated in the application of knowledge to other ELA situations.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Time, EWS Tool, list of interventions

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (STEM Implementation)	STEM Implementation	Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23 Increase marketing of AP Computer Science Principles - Years 2021-22, 2022-23 Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23	04/01/2020 - 05/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, use of trauma informed practices will be observable in a majority of the classrooms and addressed through the use of restorative practices by teachers. (Trauma Informed and Behavioral Practices)	Trauma Informed	Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	04/30/2020 - 06/30/2023
By 2023, Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout grades K-12 with state recognition at the elementary level. (PBIS Implementation)	PBIS Implementation	Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	07/01/2020 - 06/30/2023
By 2023, the PDE School Climate Survey will be implemented for three years at the Jr./Sr. high school level allowing a	PDE School Climate Survey Implementation	Implement PDE school climate surveys at the HS - 2020-21, 2021-22,	03/06/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>comparison of data from the 2019-20 baseline data, ultimately positively impacting the school climate and the career readiness of students as demonstrated by an increase in positive survey responses by all stakeholder groups. (PDE School Climate Survey Implementation)</p>		<p>2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities for family engagement activities - 2020-21, 2021-22, 2022-23</p>	
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (Math Curriculum, Instruction, and Assessments)</p>	<p>Math Curriculum, Instruction, and Assessments</p>	<p>Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum</p>	<p>07/01/2020 - 06/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity	
By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)	9th Grade Academies - MTSS	Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in	04/29/2021 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)</p>	<p>9th Grade Academies - MTSS</p>	<p>2020-21, 2021-22, 2022-23</p> <p>Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23</p> <p>Professional development to understand the three tiers of support 2020-21 Researching and acquiring tier 2 interventions 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23</p>	<p>04/29/2021</p> <p>-</p> <p>06/30/2023</p>
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Review and revise ELA curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum</p>	<p>07/01/2020</p> <p>-</p> <p>06/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity Professional development on formative assessment and differentiated instructional strategies	
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)	English Language Arts Curriculum, Instruction, and Assessments	Data Analysis Meetings to review data from Early Warning System Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis Continual 2020-21, 2021-22, 2022-23 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22,	06/02/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		2022-23	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STEM Strategies	K-12 Teachers and Paraprofessionals	CS in PA (PDE Required Training), Makey Makeys, Micorbits, and ZSpace

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of STEM lessons in the classroom utilizing STEM equipment and resources	04/23/2020 - 12/21/2020	Federal Programs and Community Liaison

### Danielson Framework Component Met in this Plan:

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

1e: Designing Coherent Instruction  
 1a: Demonstrating Knowledge of Content and Pedagogy

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed	K-12 Teachers and Administrators	Restorative Practices, the how and the why, Defining and Identifying trauma impacted individuals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased use of restorative strategies as observed in classroom observations and walkthroughs	08/26/2020 - 06/30/2023	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
PBIS Implementation	K-12 Teachers and Administrators	Best practices in PBIS and becoming recognized as a PBIS school at the ES and HS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased positive behaviors	07/01/2020 - 06/30/2023	Building Principals/PBIS Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
PDE School Climate Training	All educational stakeholders	Physical Security and Social Emotional Learning

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Increased safety and positive school climate	03/06/2020 - 06/30/2023	Building Principals/School Climate Team Members

**Danielson Framework Component Met in this Plan:**

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

- |  |   |
|--|---|
| 2b: Establishing a Culture for Learning          | Teaching Diverse Learners in an Inclusive Setting |
| 1b: Demonstrating Knowledge of Students          |   |
| 3a: Communicating with Students                  |   |
| 4c: Communicating with Families                  |   |
| 3e: Demonstrating Flexibility and Responsiveness |   |

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Math Curriculum, Instruction, and Assessments	K-12 Teachers	Curriculum Mapping, Creating Rigorous Instruction, Creating Aligned Assessments

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Aligned Curriculum, Observations of engaging instruction, and aligned assessments	08/23/2020 - 06/30/2023	Building Principals and Federal Programs & Community Liaison

**Danielson Framework Component Met in this Plan:**

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

- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1f: Designing Student Assessments

Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

9th Grade Academies - MTSS

K-12 Teachers

Tiered Interventions, Flexible Grouping, and Incorporation of the EWS

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Use of tiered interventions with increased PSSA/Keystone scores

08/27/2020 - 06/30/2023

Department Heads/Lead Teachers/Building Principals

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**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
- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Early Warning System Training and Implementation	K-12 Teachers, Paraprofessionals, and Administrators	Data analysis of attendance, behavior, and course performance Aligning interventions to meet students' needs

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teachers utilize the EWS to identify students' needs and align appropriate interventions to increase student success	08/27/2020 - 10/21/2020	Federal Programs & Community Liaisons and Building Principals

**Danielson Framework Component Met in this Plan:**

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

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Formative Assessment and Differentiated Instruction	K-12 Teachers	How to differentiate instruction and formatively assess when changes are needed in instruction, scaffolding instruction, and flexible grouping

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Documentation of differentiation and using formative assessments in classroom observations	04/21/2021 - 07/27/2022	Building Principals

**Danielson Framework Component Met in this Plan:**

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

3b: Using Questioning and Discussion Techniques  
3e: Demonstrating Flexibility and Responsiveness

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

ELA Curriculum, Instruction, and Assessment

K-12 Teachers and Paraprofessionals

Curriculum Mapping, Creating Rigorous Instruction, Creating Aligned Assessments

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Aligned Curriculum, Observations of engaging instruction, and aligned assessments

08/23/2020 - 06/30/2023

Building Principals and Federal Programs & Community Liaison

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**Danielson Framework Component Met in this Plan:**

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

1e: Designing Coherent Instruction  
1a: Demonstrating Knowledge of Content and Pedagogy  
1c: Setting Instructional Outcomes  
1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (STEM Implementation)	STEM Implementation	Adopt the PDE technology curriculum - Years 2020-21 Professional Development in areas of computer science and technology - Years 2020-21, 2021-22 Creation of math and science connections with technology including Makey Makeys, Microbits, and Z Space (virtual reality/augmented reality) at grades 7 and 8. Years 2020-21, 2021-22, 2022-23 Expand to grades 9-10 - Years 2021-22, 2022-23 Expand to grades 11-12 - Years 2022-23 Incorporate computer science and technology in business classes 2021-22, 2022-23 Increase marketing of AP Computer Science Principles - Years 2021-22, 2022-23 Use of STEM/STREAM initiatives cross-curricularly with a real world focus in grades 7-12. Years - 2022-23	2020-04-01 - 2023-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, use of trauma informed practices will be observable in a majority of the classrooms and addressed through the use of restorative practices by teachers. (Trauma Informed and Behavioral Practices)	Trauma Informed	Purchase program 2020-21 Create schedule conducive to programming 2020-21 Provide professional development for restorative practices 2020-21 Conduct observations and walkthroughs to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23 Continue SEL lessons 2021-22, 2022-23	2020-04-30 - 2023-06-30
By 2023, Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout grades K-12 with state recognition at the elementary level. (PBIS Implementation)	PBIS Implementation	Review and refine PBIS at the ES level - Years 2020-21 Implement PBIS at the HS level - Years 2021-22, 2022-23 Coordinate bullying and prevention programs K-12 - Years 2020-21, 2021-22, 2022-23 Conduct annual follow-up sessions with students on bullying/cyberbullying - Years 2021-22, 2022-23	2020-07-01 - 2023-06-30
By 2023, the PDE School Climate Survey will be implemented for three years at the Jr./Sr. high school level allowing a comparison	PDE School Climate Survey Implementation	Implement PDE school climate surveys at the HS - 2020-21, 2021-22,	2020-03-06 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>of data from the 2019-20 baseline data, ultimately positively impacting the school climate and the career readiness of students as demonstrated by an increase in positive survey responses by all stakeholder groups. (PDE School Climate Survey Implementation)</p>		<p>2022-23 Continue survey implementation to compare data to baseline data 2021-22, 2022-23 Begin survey implementation at the ES 2021-22, 2022-23 Continue survey implementation to compare data to baseline data - 2021-22, 2022-23 Create annual action plans to address areas of need identified in data analysis 2020-21, 2021-22, 2022-23 Increase opportunities for family engagement activities - 2020-21, 2021-22, 2022-23</p>	
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in mathematics, K-11. (Math Curriculum, Instruction, and Assessments)</p>	<p>Math Curriculum, Instruction, and Assessments</p>	<p>Review and revise mathematics curriculum 2020-21 Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content Conduct teacher data discussions with students Develop Data Analysis Teams Develop Curriculum Review Cycle Review resources used to teach the curriculum</p>	<p>2020-07-01 - 2023-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity	
By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)	9th Grade Academies - MTSS	Training on the Early Warning Intervention and Monitoring Systems (HS) 2020-21 Data Analysis Meetings to review data Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis - Continual 2020-21, 2021-22, 2022-23 Evidenced Practice TBD through participation in the 9th Grad Academies Program 2020-21 Implementation of a comprehensive MTSS process Phase in	2021-04-29 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, use of the Educator Dashboard Early Warning System (EWS) will be implemented in all HS and ES SAP meetings, as well as in the MTSS process to individualize student instruction based on needs. (EWS Implementation)</p>	<p>9th Grade Academies - MTSS</p>	<p>2020-21, 2021-22, 2022-23</p> <p>Professional development on formative assessment and differentiated instructional strategies 2020-21, 2021-22, 2022-23</p> <p>Professional development to understand the three tiers of support 2020-21</p> <p>Researching and acquiring tier 2 interventions 2020-21</p> <p>Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity 2020-21, 2021-22, 2022-23</p>	<p>2021-04-29 - 2023-06-30</p>
<p>By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)</p>	<p>English Language Arts Curriculum, Instruction, and Assessments</p>	<p>Review and revise ELA curriculum 2020-21</p> <p>Analyze eMetric Data to identify needed areas of improvement in anchors and eligible content</p> <p>Conduct teacher data discussions with students</p> <p>Develop Data Analysis Teams</p> <p>Develop Curriculum Review Cycle</p> <p>Review resources used to teach the curriculum</p>	<p>2020-07-01 - 2023-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		2020-21 Review instructional practices used to teach mathematics curriculum 2020-21 Ensure aligned assessments to anchors and eligible content with attention to increased rigor - 2020-21 Conduct observations and walkthroughs utilized to determine best practices and implementation with fidelity Professional development on formative assessment and differentiated instructional strategies	
By 2023, PSSA/Keystone scores will meet or exceed the statewide average and growth will increase to the statewide average as well in English language arts, K-11. If scores exceed the statewide average, they will increase by an additional 10% towards the 2030 goal. (English Language Arts Curriculum, Instruction, and Assessments)	English Language Arts Curriculum, Instruction, and Assessments	Data Analysis Meetings to review data from Early Warning System Continual 2020-21, 2021-22, 2022-23 Designation of appropriate interventions to support students based on data analysis Continual 2020-21, 2021-22, 2022-23 Implementation of a comprehensive MTSS process Phase in 2020-21, 2021-22,	2020-06-02 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		2022-23	

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
STEM Impementation	Parents and Students	New STEM Curriculum, Computer Science Curriculum, and STEM Resources

Anticipated Timeframe	Frequency	Delivery Method
04/23/2020 - 12/21/2020	Annually	Other

Lead Person/Position
Federal Programs & Community Liaison

Communication Step	Audience	Topics/Message of Communication
Trauma Informed	K-12 Teachers, Students, and Parents	Restorative Practices-the how and the why; Defining and Identifying impacted individuals

Anticipated Timeframe	Frequency	Delivery Method
08/26/2020 - 06/30/2023	Annually	Newsletter

Lead Person/Position
Building Principals

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**Communication Step****Audience****Topics/Message of Communication**

PBIS Implementation

K-12 Teachers,  
Students, and ParentsBest Practices in PBIS and  
Recognition as a PBIS School  
at the Elementary and Jr./Sr.  
High School**Anticipated Timeframe****Frequency****Delivery Method**

07/22/2020 - 07/30/2023

Annually

Posting on district website

**Lead Person/Position**

Building Principals and PBIS Team

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**Communication Step****Audience****Topics/Message of Communication**

PDE School Climate Initiative

All Educational  
Stakeholders  
(educators, staff,  
administrators, parents,  
students, and  
community members)Physical Security and Social  
Emotional Learning**Anticipated Timeframe****Frequency****Delivery Method**

03/06/2020 - 06/30/2023

Quarterly

Posting on district website

**Lead Person/Position**

Building Principals and School Climate Team Members

**Communication Step****Audience****Topics/Message of Communication**

Math Curriculum, Instruction, and Assessment

K-12 Teachers, Students, and Parents

Aligned curriculum, instruction, and assessments

**Anticipated Timeframe****Frequency****Delivery Method**

08/23/2020 - 06/30/2023

As completed

Other

**Lead Person/Position**

Building Principals and Federal Programs &amp; Community Liaison

**Communication Step****Audience****Topics/Message of Communication**

MTSS Implementation

K-12 Teachers, Students, and Parents

Tiered Interventions and the Use of the EWS

**Anticipated Timeframe****Frequency****Delivery Method**

08/27/2020 - 06/30/2023

As completed

Email

**Lead Person/Position**

Department Heads and Lead Teachers

**Communication Step****Audience****Topics/Message of Communication**

ELA Curriculum, Instruction, and Assessment

K-12 Teachers, Students, and Parents

Curriculum mapping and aligned assessments

**Anticipated Timeframe****Frequency****Delivery Method**

08/23/2020 - 06/30/2023

Annually

Other

**Lead Person/Position**

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Building Principals and Federal Programs & Community Liaison

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share the final approved strategic plan with all stakeholders by posting on the school district website and by reinforcing the action steps as related professional development is provided.	Topics include: priorities, measurable goals, and evidence-based strategies	website/newsletter	All Educational Stakeholders (parents, community members, teachers, staff, administrators, and students)	May 2020
Connections to comprehensive plan during faculty in-service	ELA and mathematics curriculum, instruction, and assessment sessions; Social Emotional Learning sessions, PBIS sessions, STEM sessions, Early Warning System sessions, MTSS and data analysis sessions, School Climate sessions	face to face and online sessions/data analysis meetings	Administration and Faculty	Monthly Professional Development Days (Act 80 and in-service)
Annual Board Updates on Progress	Progress toward implementing the action plans and progress toward	May Board Meetings	Board Members, Administration, and Community	May 2021, May 2022, and May 2023

**Communication  
Step**

**Topics of  
Message**

**Mode**

**Audience**

**Anticipated  
Timeline**

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achieving yearly  
targets for each  
measurable  
goal.

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Members

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