

PARKLAND SD

1210 Springhouse Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Educate and empower each learner to be a meaningful contributor in a dynamic global society through the collaborative efforts of students, staff, parents, and the Parkland community.

VISION STATEMENT

Educating for success. Inspiring excellence.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students and staff have the right to a safe learning environment. A safe and positive school environment includes character education, good citizenship, resiliency and a sense of responsibility. A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life. Effective K-12 education provides a diversity of learning experiences to prepare all students for success in their future college and career pathways.

STAFF

A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models. All students and staff have the right to a safe learning environment. A safe and positive school environment includes character education, good citizenship, resiliency and a sense of responsibility. A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life. Effective K-12 education provides a diversity of learning experiences to prepare all students for success in their future college and career pathways. Effective instruction is differentiated or individualized to meet the diverse needs and abilities of all learners. Effective instruction is successfully delivered by staff who use professional expertise, dedication, strong character, creativity and ability to inspire to actively engage all students and encourage continued participation in the learning process. Effective instruction blends technology with existing best practices to enrich teaching and learning. An effective curriculum is aligned to standards, research based and relevant to promote lifelong learners.

ADMINISTRATION

A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models. A safe and positive school environment includes character education, good citizenship, resiliency and a sense of responsibility. A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life. An exemplary curriculum is personalized, rigorous, and relevant to meet the needs of an ever changing technologically driven global society. An exemplary curriculum is comprehensive in scope, inclusive in academics, arts and athletics. An effective curriculum is aligned to

standards, research based and relevant to promote lifelong learners.

PARENTS

A well rounded educational experience includes trusting partnership between families, schools, businesses and community. A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models. A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life.

COMMUNITY

A well rounded educational experience includes trusting partnership between families, schools, businesses and community. A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models. A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Rodney Troutman	Administrator	Parkland SD
Kelly Rosario	Administrator	Parkland SD
Brenda DeRenzo	Administrator	Parkland SD
Andrew Weber	Administrator	Parkland SD
Pamela Kelly	Administrator	Parkland SD
Jason Henry	Administrator	Parkland SD
Diane Neikam	Administrator	Parkland SD
John Pfeiffer	Administrator	Parkland SD
Adrienne Kashner	Education Specialist	Parkland SD
JR Renna	Administrator	Parkland SD
Ed Kobus	Administrator	Parkland SD
Anthony Naradko	Administrator	Parkland SD
Sam Edwards	Education Specialist	Parkland SD

Name	Position	Building/Group
Lauren Will	Education Specialist	Parkland HS
James Moniz	Principal	Parkland HS
Michelle Minotti	Principal	Springhouse Middle School
Todd Gombos	Principal	Orefield Middle School
Karen Dopera	Principal	Veterans Memorial Elementary School
Jamie Giaquinto	Principal	Cetronia Elementary School
Jeff Bartman	Principal	Jaindl Elementary School
Damian Goodman	Principal	Schnecksville Elementary School
Michael Gehringer	Principal	Kernsville Elementary School
Karen Aulisio	Principal	Kratzer Elementary School
Scott Bartman	Principal	Parkway Manor Elementary School
TimothyChorones	Principal	Fogelsville Elementary School
Robert Holmes	Principal	Ironton Elementary School
Sandi Gackenbach	Teacher	Springhouse Middle School
Jane Coronati	Teacher	Parkland High School

Name	Position	Building/Group
Melissa Macia	Teacher	Ironton Elementary School
Nate Kester	Teacher	Parkland High School
Emily Hamm	Teacher	Cetronia Elementary School
Tammy Bennick	Assistant Principal	Parkland High School
Michelle Gannon	Teacher	Parkland High School
Monica Ouly	Assistant Principal	Orefield Middle School
Amy Miller	Teacher	Orefield Middle School
Valerie Gulycz	Administrator	Parkland High School
Kerin Steigerwalt	Teacher	Springhouse Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Research based interventions support student's academic growth. Putting systems in place for secondary math and using data to drive instruction will increase learning and therefore increase academic proficiency in mathematics.</p>	<p>Mathematics Mathematics</p>
<p>Students who are new to PSD and/or who are economically disadvantaged or marginalized can find success and feel a part of our school community.</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems Professional learning</p>
<p>Transparent and clear parent communication is necessary to work as partners for student success.</p>	<p>Parent and family engagement Parent and family engagement</p>
<p>Assessment is a key component of learning. Well-designed assessment methods provide valuable information about student learning. Equitable grading practices should focus on academic level of performance, exclude nonacademic criteria and be mathematically sound.</p>	<p>Professional learning Essential Practices 1: Focus on Continuous Improvement of Instruction</p>

Priority Statement

Outcome Category

ACTION PLAN AND STEPS

Evidence-based Strategy

Differentiated Instruction in Mathematics

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Instruction and Intervention	By 24-25 school year, all math teachers, K-12, will learn research-based instructional practices (i.e.- differentiated instruction, DI, inquiry-based instruction (IB)) to use and incorporate in their classroom. Through instructional walkthroughs, common assessments, and teacher reflection, we will identify the use of DI and IB along with intervention in our math classrooms.
Math Collaboration	By the end of the 24-25 school year, PSD Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. K-12 Math teachers will utilize common time to create common assessments within each content specific area.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adopt new mathematics resources, K-12, to support core instruction with interventions in the math classroom and	2022-04-11 - 2024-06-07	Jason Henry and Diane Neikam:	Research based math intervention and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
intervention settings. Using the use of professional development, instructional walkthroughs, common assessments, and teacher reflection, progress and feedback will be provided.		Secondary and Elementary Curriculum Supervisors Adrienne Kashner: Coordinator of Accountability and Federal Programs	instructional program; School board approval and funding of new math resources K - 12; Trainers from textbook company will help introduce new resources.
Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. Collaboration between elementary, middle, and high school levels will remain a focus in continuum discussions. K-12 Math teachers will utilize common time to create common assessments within each content specific area.	2022-09-05 - 2025-05-30	Jason Henry and Diane Neikam: Secondary and Elementary Curriculum Supervisors Adrienne Kashner: Coordinator of Accountability and Federal Programs	Research based math intervention and instructional program; Performance Matters database; data; time for PLCs
Improvement of math instruction via instructional walkthroughs, common assessments, and teacher reflection. The new textbook will assist with ways to support inquiry-based learning and differentiated instruction.	2023-09-04 - 2025-06-06	Jason Henry and Diane Neikam: Secondary and Elementary Curriculum Supervisors Adrienne Kashner: Coordinator of Accountability and	New math resources/ Administrative Walkthroughs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Federal Programs			

Anticipated Outcome

Standards aligned assessments, understanding of curriculum through professional development, common planning data reviews, data driven decision making, collaboration among math teams, structured intervention opportunities, reflection of walkthrough feedback and increased student performance.

Monitoring/Evaluation

Instructional walkthroughs will allow us to see best practices being put in place. Principal led discussions and goal setting through SLOs, common assessment evaluations, and standard driven data reviews.

Evidence-based Strategy

Inclusion and Belonging

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Welcoming Committee	Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Supportive School Climate	To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future.
Student Supports	In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and implement a Welcoming Committee each building. Document new students who were supported by the Welcoming Committee and the types of resources or programs provided.	2022-09-01 - 2024-05-31	Brenda DeRenzo/ Director of Student Services	Formulation of committees and time to develop and implement.
Assist all new students with making connections, developing relationships, reducing anxiety, and feeling welcome in their new school. Each new student will meet regularly with member of the welcoming committee.	2024-09-02 - 2025-05-30	Brenda DeRenzo	Partnerships for support.
Determine supports necessary to support the school climate for economically disadvantaged or marginalized students and implement the strategies necessary ensure students feel a part of our school and	2022-09-26 - 2024-06-07	Brenda DeRenzo	Partnerships to help support students/ Community involvement

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
community.			
Implement staff training so staff can identify students who need social or emotional support and support them socially or emotionally.	2023-09-04 - 2025-03-21	Brenda DeRenzo	Coordination of PD/ Facilitators/ Community Supports

Anticipated Outcome

To ensure that all students in PSD feel a part of our Parkland community. Teacher student relationships are positive, and our systems are in place to support students who are struggling socially or emotionally.

Monitoring/Evaluation

New student discipline data/ Student and staff surveys

Evidence-based Strategy

Parent Communication

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Standard Communication Procedures	Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Parent Engagement

Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Conduct a training for all administrative assistants, principals, and technology paraprofessionals

2022-09-05 -
2023-06-16

Nicole
McGalla/
Director of
Public
Relations

Time with administrative
assistants

All schools use the translation feature in Schoolmessenger and send messages consistently across buildings.

2023-09-04 -
2024-06-07

Nicole
McGalla/
Director of
Public
Relations

Schoolmessenger

Establish communication protocol for each event. Implement a calendar that is sent on the first of the month with important event dates. Market event information on social media and with an email, phone call or text.

2022-09-12 -
2025-06-13

Nicole
McGalla/
Director of
Public
Relations

Technology

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Offer in person events, but also make virtual attendance possible. Record important events so families and community can view them at a later date.	2022-09-01 - 2025-06-13	Nicole McGalla/ Director of Public Relations	iPads/ live streaming equipment/ other technology
Building Principals supervise communication coming from the school.	2023-09-01 - 2025-05-30	Nicole McGalla/ Director of Public Relations	n/a
Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed.	2024-09-02 - 2025-06-06	Nicole McGalla/ Director of Public Relations	Technology staff for training

Anticipated Outcome

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

Monitoring/Evaluation

Survey parents for feedback and suggestions for improvement. Track attendance at district events.



Evidence-based Strategy

Formative Evaluation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Equitable Grading
Practices Introduction

By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading.

Authentic Common
Assessments

By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify teachers who are interested in exploring equitable grading practices and who are willing to meet after school monthly to have discussions and learn from each other.

2022-09-12 -
2023-03-17

Kelly
Rosario/C & I
Director

Time to read, meet and
discuss equitable grading
practices

Equitable grading practices committee members will have a plan for the start of the 2023-2024 school year to implement their findings from the previous year. Committee members will implement equitable grading practices into their secondary classrooms during the school year. Data will be tracked to measure the learning of these classrooms compared

2023-07-17 -
2024-03-08

Kelly Rosario/
C & I Director

Summer meeting to set
expectations for pilot
equitable grading practices
in secondary classrooms.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to those using traditional grading practices.			
Provide professional development for entire department of pilot teachers from previous year. The identified department will implement the common authentic assessments into their classrooms throughout this school year.	2023-09-04 - 2024-05-31	Kelly Rosario/ Jason Henry: C & I Director/ Supervisor	Sharing of work from previous year/ Curriculum department support
Identify a department with willing teachers to develop common authentic assessments and pilot them in their classroom.	2022-09-26 - 2023-05-26	Jason Henry and Kelly Rosario: C & I Director/ Supervisor	Time to meet during the school day to develop assessments and provide PD to teachers piloting the common assessments. Purchase of common book for committee to read and discuss.
Introduce ALL PSD teaching staff to equitable grading practices and share findings from the pilot group. Hold PD sessions throughout the year for teachers who would like to learn more.	2024-09-09 - 2025-05-23	Kelly Rosario/ C & I Director	Time for district wide staff development/ Support meetings throughout the year.
Share authentic common assessment pilot with other staff members and conduct PLC discussions centered around the common assessment.	2024-09-09 - 2025-05-30	Kelly Rosario/ Jason Henry: C & I Director/ Secondary Supervisor	Time for PLC meetings; pay pilot teachers to run discussions and planning sessions throughout the school year.

Anticipated Outcome

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

Monitoring/Evaluation

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p> <p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>	Formative Evaluation	Identify teachers who are interested in exploring equitable grading practices and who are willing to meet after school monthly to have discussions and learn from each other.	09/12/2022 - 03/17/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p> <p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>	Formative Evaluation	Identify a department with willing teachers to develop common authentic assessments and pilot them in their classroom.	09/26/2022 - 05/26/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	<p>Formative Evaluation</p>	<p>Equitable grading practices committee members will</p>	<p>07/17/2023 - 03/08/2024</p>
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>		<p>have a plan for the start of the 2023-2024 school year to implement their findings from the previous year. Committee members will implement equitable grading practices into their secondary classrooms during the school year. Data will be tracked to measure the learning of these</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

classrooms
compared to
those using
traditional grading
practices.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	Formative Evaluation	Provide professional development for entire department of pilot teachers from previous year. The identified department will implement the common authentic assessments into their classrooms throughout this school year.	09/04/2023 - 05/31/2024
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	Formative Evaluation	<p>Introduce ALL PSD teaching staff to equitable grading practices and share findings from the pilot group. Hold PD sessions throughout the year for teachers who would like to learn more.</p>	<p>09/09/2024 - 05/23/2025</p>
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	Formative Evaluation	Share authentic common assessment pilot with other staff members and conduct PLC discussions centered around the common assessment.	09/09/2024 - 05/30/2025
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 24-25 school year, all math teachers, K-12, will learn research-based instructional practices (i.e.- differentiated instruction, DI, inquiry-based instruction (IB)) to use and incorporate in their classroom. Through instructional walkthroughs, common assessments, and teacher reflection, we will identify the use of DI and IB along with intervention in our math classrooms. (Math Instruction and Intervention)</p>	<p>Differentiated Instruction in Mathematics</p>	<p>Adopt new mathematics resources, K-12, to support core instruction with interventions in the math classroom and intervention settings. Using the use of professional development, instructional walkthroughs, common assessments, and teacher reflection, progress and feedback will be provided.</p>	<p>04/11/2022 - 06/07/2024</p>
<p>By the end of the 24-25 school year, PSD Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. K-12 Math teachers will utilize common time to create common assessments within each content specific area. (Math Collaboration)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 24-25 school year, all math teachers, K-12, will learn research-based instructional practices (i.e.- differentiated instruction, DI, inquiry-based instruction (IB)) to use and incorporate in their classroom. Through instructional walkthroughs, common assessments, and teacher reflection, we will identify the use of DI and IB along with intervention in our math classrooms. (Math Instruction and Intervention)</p>	<p>Differentiated Instruction in Mathematics</p>	<p>Improvement of math instruction via instructional walkthroughs, common assessments, and teacher reflection. The new textbook will assist with ways to support inquiry-based learning and differentiated instruction.</p>	<p>09/04/2023 - 06/06/2025</p>
<p>By the end of the 24-25 school year, PSD Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. K-12 Math teachers will utilize common time to create common assessments within each content specific area. (Math Collaboration)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p> <p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p> <p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>	<p>Inclusion and Belonging</p>	<p>Implement staff training so staff can identify students who need social or emotional support and support them socially or emotionally.</p>	<p>09/04/2023 - 03/21/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	Conduct a training for all administrative assistants, principals, and technology paraprofessionals	09/05/2022 - 06/16/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	<p>Parent Communication</p>	<p>Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed.</p>	<p>09/02/2024 - 06/06/2025</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p>	<p>Inclusion and Belonging</p>	<p>Develop and implement a Welcoming Committee each building.</p>	<p>09/01/2022 - 05/31/2024</p>
<p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p>		<p>Document new students who were supported by the Welcoming Committee and the types of resources or programs provided.</p>	
<p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p> <p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p> <p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>	<p>Inclusion and Belonging</p>	<p>Assist all new students with making connections, developing relationships, reducing anxiety, and feeling welcome in their new school. Each new student will meet regularly with member of the welcoming committee.</p>	<p>09/02/2024 - 05/30/2025</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p>	<p>Inclusion and Belonging</p>	<p>Determine supports necessary to support the school climate for economically disadvantaged or marginalized students and implement the strategies necessary ensure students feel a part of our school and community.</p>	<p>09/26/2022 - 06/07/2024</p>
<p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p>			
<p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	<p>All schools use the translation feature in Schoolmessenger and send messages consistently across buildings.</p>	<p>09/04/2023 - 06/07/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	Establish communication protocol for each event. Implement a calendar that is sent on the first of the month with important event dates. Market event information on social media and with an email, phone call or text.	09/12/2022 - 06/13/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	Offer in person events, but also make virtual attendance possible. Record important events so families and community can view them at a later date.	09/01/2022 - 06/13/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	<p>Parent Communication</p>	<p>Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed.</p>	<p>09/02/2024 - 06/06/2025</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

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Standards based instruction and assessment

Strong community partnerships

Title Program

Technology Program

339 Plan

Students complete a career exploration portfolio for .5 graduation credit.

Career Fair and Job Fair opportunity with reflective lessons for all students.

Fitness Gram health and physical education program, CPR training, CPI training, and Bullying Programs.

Dare and safety programs.

97% proficient on Local Civics Assessment.

ELA Proficiency and Growth - All levels

Challenges

Parent involvement/ communication/ resources

Looking for more Job Shadow experiences and Career Exploration to College application connections.

Present social studies and other content areas from multiple perspectives to reflect the diversity of our district. Include contemporary issues and events to ensure the curriculum is relevant to our learners.

MS Math Proficiency and Growth

HS Algebra 1 Growth

High school students who enter our district as beginners, struggle to achieve English proficiency before graduating.

Maintain meaningful inclusion with limited staff and scheduling needs

Provide supports for our economically disadvantaged students so they can succeed academically to achieve equal to their peers

Lack of supports for new students in the district with economic

Strengths

Science Proficiency and Growth 4th and 8th Grade

Students in elementary and middle level tend to exit the program within the state guidelines due to having a commitment for appropriate staffing.

Programming for students with special needs in their neighborhood school and within the regular education setting to maximum extent possible.

Tiered intervention system for ELA, providing interventions and enrichments for 45 minutes/daily with focus groups

Team collaboration: common planning times, grade level meetings, core team meetings, and PLCs

Professional development opportunities: LETRS, Heggerty, TDA training

Data analysis from CDT, PVAAS, Study Island, and curriculum based assessments to guide instruction

Intervention and enrichment time with a math focus occurs weekly to provide differentiated support for students with math deficits

Dedicated content time within the daily schedule

Challenges

disadvantages as well as language/academic deficits

Lack of substitute teachers impacts consistent delivery of interventions

Lack of a structured tiered intervention program for Math (elementary) / Math achievement 6 - 12

Lack of authentic assessments and equitable grading practices

Preparation and professional development for continued online instruction which supports student growth

Strengths

Personalized action plans and SLO are focused on standards aligned data

Project Lead the Way implementation includes engineering, computer science, and biomedical, STEAM programs, coding, expos

Most Notable Observations/Patterns

Equity and providing the best experience for each student was a theme in discussions. How can we as a district ensure each student has opportunity to be successful academically and socially/ emotionally?

Challenges

**Discussion
Point**

Priority for Planning

Lack of a structured tiered intervention program for Math (elementary) / Math achievement 6 - 12

Lack of authentic assessments and equitable grading practices

Parent involvement/ communication/ resources

Lack of supports for new students in the district with economic disadvantages as well as language/academic deficits

MS Math Proficiency and Growth

HS Algebra 1 Growth

ADDENDUM B: ACTION PLAN

Action Plan: Differentiated Instruction in Mathematics

Action Steps	Anticipated Start/Completion Date	
Adopt new mathematics resources, K-12, to support core instruction with interventions in the math classroom and intervention settings. Using the use of professional development, instructional walkthroughs, common assessments, and teacher reflection, progress and feedback will be provided.	04/11/2022 - 06/07/2024	
Monitoring/Evaluation	Anticipated Output	
Instructional walkthroughs will allow us to see best practices being put in place. Principal led discussions and goal setting through SLOs, common assessment evaluations, and standard driven data reviews.	Standards aligned assessments, understanding of curriculum through professional development, common planning data reviews, data driven decision making, collaboration among math teams, structured intervention opportunities, reflection of walkthrough feedback and increased student performance.	
Material/Resources/Supports Needed	PD Step	Comm Step
Research based math intervention and instructional program; School board approval and funding of new math resources K - 12; Trainers from textbook company will help introduce new resources.	yes	no

Action Steps**Anticipated Start/Completion Date**

Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. Collaboration between elementary, middle, and high school levels will remain a focus in continuum discussions. K-12 Math teachers will utilize common time to create common assessments within each content specific area.

09/05/2022 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Instructional walkthroughs will allow us to see best practices being put in place. Principal led discussions and goal setting through SLOs, common assessment evaluations, and standard driven data reviews.

Standards aligned assessments, understanding of curriculum through professional development, common planning data reviews, data driven decision making, collaboration among math teams, structured intervention opportunities, reflection of walkthrough feedback and increased student performance.

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

Research based math intervention and instructional program; Performance Matters database; data; time for PLCs

no

no



Action Steps**Anticipated Start/Completion Date**

Improvement of math instruction via instructional walkthroughs, common assessments, and teacher reflection. The new textbook will assist with ways to support inquiry-based learning and differentiated instruction.

09/04/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Instructional walkthroughs will allow us to see best practices being put in place. Principal led discussions and goal setting through SLOs, common assessment evaluations, and standard driven data reviews.

Standards aligned assessments, understanding of curriculum through professional development, common planning data reviews, data driven decision making, collaboration among math teams, structured intervention opportunities, reflection of walkthrough feedback and increased student performance.

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

New math resources/ Administrative Walkthroughs

yes

no

Action Plan: Inclusion and Belonging

Action Steps**Anticipated Start/Completion Date**

Develop and implement a Welcoming Committee each building. Document new students who were supported by the Welcoming Committee and the types of resources or programs provided.

09/01/2022 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

New student discipline data/ Student and staff surveys

To ensure that all students in PSD feel a part of our Parkland community. Teacher student relationships are positive, and our systems are in place to support students who are struggling socially or emotionally.

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

Formulation of committees and time to develop and implement.

no

yes



Action Steps**Anticipated Start/Completion Date**

Assist all new students with making connections, developing relationships, reducing anxiety, and feeling welcome in their new school. Each new student will meet regularly with member of the welcoming committee.

09/02/2024 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

New student discipline data/ Student and staff surveys

To ensure that all students in PSD feel a part of our Parkland community. Teacher student relationships are positive, and our systems are in place to support students who are struggling socially or emotionally.

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

Partnerships for support.

no

yes



Action Steps**Anticipated Start/Completion Date**

Determine supports necessary to support the school climate for economically disadvantaged or marginalized students and implement the strategies necessary ensure students feel a part of our school and community.

09/26/2022 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

New student discipline data/ Student and staff surveys

To ensure that all students in PSD feel a part of our Parkland community. Teacher student relationships are positive, and our systems are in place to support students who are struggling socially or emotionally.

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

Partnerships to help support students/ Community involvement

no

yes



Action Steps**Anticipated Start/Completion Date**

Implement staff training so staff can identify students who need social or emotional support and support them socially or emotionally.

09/04/2023 - 03/21/2025

Monitoring/Evaluation**Anticipated Output**

New student discipline data/ Student and staff surveys

To ensure that all students in PSD feel a part of our Parkland community. Teacher student relationships are positive, and our systems are in place to support students who are struggling socially or emotionally.

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

Coordination of PD/ Facilitators/ Community Supports

yes

no

Action Plan: Parent Communication

Action Steps**Anticipated Start/Completion Date**

Conduct a training for all administrative assistants, principals, and technology paraprofessionals

09/05/2022 - 06/16/2023

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

Time with administrative assistants

yes

no



Action Steps**Anticipated Start/Completion Date**

All schools use the translation feature in Schoolmessenger and send messages consistently across buildings.

09/04/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

Schoolmessenger

no

yes



Action Steps**Anticipated Start/Completion Date**

Establish communication protocol for each event. Implement a calendar that is sent on the first of the month with important event dates. Market event information on social media and with an email, phone call or text.

09/12/2022 - 06/13/2025

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

Technology

no

yes



Action Steps**Anticipated Start/Completion Date**

Offer in person events, but also make virtual attendance possible. Record important events so families and community can view them at a later date.

09/01/2022 - 06/13/2025

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

iPads/ live streaming equipment/ other technology

no

yes



Action Steps**Anticipated Start/Completion Date**

Building Principals supervise communication coming from the school.

09/01/2023 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

n/a

no

no



Action Steps**Anticipated Start/Completion Date**

Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed.

09/02/2024 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Survey parents for feedback and suggestions for improvement. Track attendance at district events.

Communication procedures will be systematic and important events will be marketed and shared in various contexts.

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

Technology staff for training

yes

yes

Action Plan: Formative Evaluation

Action Steps**Anticipated Start/Completion Date**

Identify teachers who are interested in exploring equitable grading practices and who are willing to meet after school monthly to have discussions and learn from each other.

09/12/2022 - 03/17/2023

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

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

Time to read, meet and discuss equitable grading practices

yes

no



Action Steps**Anticipated Start/Completion Date**

Equitable grading practices committee members will have a plan for the start of the 2023-2024 school year to implement their findings from the previous year. Committee members will implement equitable grading practices into their secondary classrooms during the school year. Data will be tracked to measure the learning of these classrooms compared to those using traditional grading practices.

07/17/2023 - 03/08/2024

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

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

Summer meeting to set expectations for pilot equitable grading practices in secondary classrooms.

yes

no



Action Steps**Anticipated Start/Completion Date**

Provide professional development for entire department of pilot teachers from previous year. The identified department will implement the common authentic assessments into their classrooms throughout this school year.

09/04/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

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

Sharing of work from previous year/ Curriculum department support

yes

no



Action Steps**Anticipated Start/Completion Date**

Identify a department with willing teachers to develop common authentic assessments and pilot them in their classroom.

09/26/2022 - 05/26/2023

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

Material/Resources/Supports Needed

	PD Step	Comm Step
--	----------------	------------------

Time to meet during the school day to develop assessments and provide PD to teachers piloting the common assessments.
Purchase of common book for committee to read and discuss.

	yes	no
--	-----	----

Action Steps**Anticipated Start/Completion Date**

Introduce ALL PSD teaching staff to equitable grading practices and share findings from the pilot group. Hold PD sessions throughout the year for teachers who would like to learn more.

09/09/2024 - 05/23/2025

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

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

Time for district wide staff development/ Support meetings throughout the year.

yes

no



Action Steps**Anticipated Start/Completion Date**

Share authentic common assessment pilot with other staff members and conduct PLC discussions centered around the common assessment.

09/09/2024 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

Structured walkthroughs will be conducted where we are looking for evidence of equitable grading practices and the use of common authentic assessments in classrooms across the district. Data will be compiled and shared.

Grading focuses on an academic level of performance and is equitable for all PSD students. Authentic common assessments are put in place to allow departments to collaborate and provide the best learning experience for PSD students.

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

Time for PLC meetings; pay pilot teachers to run discussions and planning sessions throughout the school year.

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p> <p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>	Formative Evaluation	Identify teachers who are interested in exploring equitable grading practices and who are willing to meet after school monthly to have discussions and learn from each other.	09/12/2022 - 03/17/2023
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p> <p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>	Formative Evaluation	Identify a department with willing teachers to develop common authentic assessments and pilot them in their classroom.	09/26/2022 - 05/26/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	Formative Evaluation	Equitable grading practices committee members will	07/17/2023 - 03/08/2024
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>		<p>have a plan for the start of the 2023-2024 school year to implement their findings from the previous year. Committee members will implement equitable grading practices into their secondary classrooms during the school year. Data will be tracked to measure the learning of these classrooms compared to those using</p>	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)	Formative Evaluation	Provide professional development for entire department of pilot teachers from previous year. The identified department will implement the common authentic assessments into their classrooms throughout this school year.	09/04/2023 - 05/31/2024
By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)	Formative Evaluation	Introduce ALL PSD teaching staff to equitable grading practices and share findings from the pilot	09/09/2024 - 05/23/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>		<p>group. Hold PD sessions throughout the year for teachers who would like to learn more.</p>	
<p>By the end of the 2024-2025 school year, 100% of Parkland School District teaching staff will be introduced to equitable grading practices by requiring professional learning to raise awareness and provide research on best practices for equitable grading. (Equitable Grading Practices Introduction)</p>	<p>Formative Evaluation</p>	<p>Share authentic common assessment pilot with other staff members and conduct PLC discussions centered around the common assessment.</p>	<p>09/09/2024 - 05/30/2025</p>
<p>By the end of the 2024-2025 school year, 33% of PSD core teachers will have implemented an authentic assessment to replace a traditional assessment by participating in professional learning and committee work to develop common authentic assessments. (Authentic Common Assessments)</p>			
<p>By 24-25 school year, all math teachers, K-12, will learn research-based instructional practices (i.e.- differentiated instruction, DI, inquiry-based instruction (IB)) to use and incorporate in their classroom. Through instructional walkthroughs, common assessments, and teacher reflection, we will identify the use of DI and IB along with intervention in our math classrooms. (Math Instruction and Intervention)</p>	<p>Differentiated Instruction in Mathematics</p>	<p>Adopt new mathematics resources, K-12, to support core instruction with interventions in the math classroom and</p>	<p>04/11/2022 - 06/07/2024</p>
<p>By the end of the 24-25 school year, PSD Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum.</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>K-12 Math teachers will utilize common time to create common assessments within each content specific area. (Math Collaboration)</p>		<p>intervention settings. Using the use of professional development, instructional walkthroughs, common assessments, and teacher reflection, progress and feedback will be provided.</p>	
<p>By 24-25 school year, all math teachers, K-12, will learn research-based instructional practices (i.e.- differentiated instruction, DI, inquiry-based instruction (IB)) to use and incorporate in their classroom. Through instructional walkthroughs, common assessments, and teacher reflection, we will identify the use of DI and IB along with intervention in our math classrooms. (Math Instruction and Intervention)</p> <p>By the end of the 24-25 school year, PSD Math teachers K-12 will increase collaboration within their content specific areas and district wide math continuum. K-12 Math teachers will utilize common time to create common assessments within each content specific area. (Math Collaboration)</p>	<p>Differentiated Instruction in Mathematics</p>	<p>Improvement of math instruction via instructional walkthroughs, common assessments, and teacher reflection. The new textbook will assist with ways to support inquiry-based learning and</p>	<p>09/04/2023 - 06/06/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p>	<p>Inclusion and Belonging</p>	<p>differentiated instruction.</p> <p>Implement staff training so staff can identify students who need social or emotional support and support them socially or emotionally.</p>	<p>09/04/2023 - 03/21/2025</p>
<p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p>			
<p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>			
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p>	<p>Parent Communication</p>	<p>Conduct a training for all administrative assistants, principals, and technology</p>	<p>09/05/2022 - 06/16/2023</p>
<p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)		paraprofessionals	
Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures) Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)	Parent Communication	Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed.	09/02/2024 - 06/06/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Equitable Grading Practices	Secondary Teachers	Equitable Grading Practices that focus on academic level of performance, exclude nonacademic criteria and be mathematically sound.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Equitable Grading Practices will be evident when conducting walkthroughs and at report card time.		09/12/2022 - 05/30/2025	Kelly Rosario: C & I Director

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

2a: Creating and Environment of Respect and Rapport

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Math Resources and Instruction	K - 12 Math Teachers	New math resource/ Best practices that support inquiry-based learning.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased academic math scores and student engagement during math class.	08/15/2022 - 03/15/2024	Jason Henry: Secondary C & I/ Diane Neikam: Elementary C & I/ Adrienne Kashner: Coordinator of Accountability and Federal Programs

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

Professional Development Step	Audience	Topics of Prof. Dev
Inclusion and Belonging	Professional and Support PSD staff	Ways to support new students and students from historically marginalized groups who have mental health issues and may struggle academically as well. Training will assist staff with identifying students who may need additional social or emotional support.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers supporting students who need support. Staff understands students social and emotional wellbeing is important for academic success.	09/01/2022 - 06/06/2025	Brenda DeRenzo: Director of Student Services/ Kelly Rosario: Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior	Trauma Informed Training (Act 18)



Professional Development Step	Audience	Topics of Prof. Dev
Clear, consistent parent communication	Administrative Assistants, Principals, Technology paraprofessionals	Schoolmessenger/ Standard communication procedure/ Microsoft Translate

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective use of Schoolmessenger, communication procedures and Microsoft Translate	10/10/2022 - 01/15/2024	Nicole McGalla

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p> <p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p> <p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>	<p>Inclusion and Belonging</p>	<p>Develop and implement a Welcoming Committee each building. Document new students who were supported by the Welcoming Committee and the types of resources or programs provided.</p>	<p>2022-09-01 - 2024-05-31</p>
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p>	<p>Inclusion and Belonging</p>	<p>Assist all new students with making connections,</p>	<p>2024-09-02 - 2025-05-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p> <p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>		<p>developing relationships, reducing anxiety, and feeling welcome in their new school. Each new student will meet regularly with member of the welcoming committee.</p>	
<p>Assist 100% of new students with making connections, developing relationships, reducing anxiety, and feeling welcome at their new school, each new student will interact regularly with members of the Welcoming Committee (consisting of staff and students) from their new school. (Welcoming Committee)</p> <p>To ensure that economically disadvantaged or marginalized students have the ability to be successful, a supportive school climate will be stimulated through positive teacher - student relationships, information systems for identifying students in need, adequate student counseling, and mentoring to support students as they prepare for their future. (Supportive School Climate)</p>	<p>Inclusion and Belonging</p>	<p>Determine supports necessary to support the school climate for economically disadvantaged or marginalized students and implement the</p>	<p>2022-09-26 - 2024-06-07</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>In order to support students from historically marginalized groups who disproportionately deal with mental health issues and often struggle academically as a result, all staff will be provided with training to identify these students and support their social emotional well-being. Training will be evaluated through staff and student surveys. (Student Supports)</p>		<p>strategies necessary ensure students feel a part of our school and community.</p>	
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	<p>Parent Communication</p>	<p>All schools use the translation feature in Schoolmessenger and send messages consistently across buildings.</p>	<p>2023-09-04 - 2024-06-07</p>
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	<p>Parent Communication</p>	<p>Establish communication protocol for each event. Implement a calendar that is sent on the first of the month with important event dates. Market</p>	<p>2022-09-12 - 2025-06-13</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	<p>event information on social media and with an email, phone call or text.</p> <p>Offer in person events, but also make virtual attendance possible. Record important events so families and community can view them at a later date.</p>	2022-09-01 - 2025-06-13
<p>Standardize communication practices to ensure consistent and clear communication practices across the School District through each grade level. (Standard Communication Procedures)</p> <p>Include opportunities for parents to connect by offering online options for attendance at all important events (Class Meetings, Parent Forums, Transition meeting from Elem to Middle and Middle to High, Post-Secondary Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement)</p>	Parent Communication	<p>Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always available for parent use. Market this service to</p>	2024-09-02 - 2025-06-06

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		encourage parents to download the app and use at meetings, if needed.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
New Students	New Parkland students and district personnel who support our new students.	Ways to provide support to students new to the district. Structure of process when a new student enrolls.

Anticipated Timeframe	Frequency	Delivery Method
09/19/2022 - 05/31/2024	As needed	Presentation Email

Lead Person/Position

Brenda DeRenzo/ Director of Student Services

Communication Step

Audience

Topics/Message of Communication

School Culture

Parkland Professional staff and support staff

Various supports available for students who may need additional support

Anticipated Timeframe

Frequency

Delivery Method

01/01/0001 - 01/01/0001

Posting on district website

Lead Person/Position

Brenda DeRenzo

Communication Step

Audience

Topics/Message of Communication

Improved Communication with Families

Parkland staff and Community and Families

Process used for communication; consistency with the tools used, translation information.

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

09/26/2022 - 06/06/2025

As needed

Email
Letter

Lead Person/Position

Nicole McGalla



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

