

## **LAMPETER-STRASBURG SD**

PO Box 428

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The Lampeter-Strasburg School District recognizes that each child has unique abilities, talents, and needs. The District is committed to providing, in an accountable partnership with the parents and the community, opportunities for each learner to acquire the knowledge, skills, and values to become a responsible, productive citizen.

### **VISION STATEMENT**

Lampeter-Strasburg: Learning, Listening, Leading, Linking

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The Lampeter-Strasburg School District believes it is vital that students ... \*are the top priority in everything we do and every decision we make. \*have a right to be safe, feel safe, and have their basic needs met. \*have the right to learn at high levels. \*have the right to feel valued. \*have opportunities to learn through a variety of instructional activities differentiated to meet their individual needs. \*have access to relevant technology as an integrated tool (learning is more than just access). \*have the opportunity to participate in extracurricular activities. \*experience a sense of pride and belonging to the school community. \*have access to learning through specific and regular feedback regarding academic and personal growth. \*have individual needs that should guide District/school decisions. \*have equal access to curriculum in a learning environment that meets diverse learning needs. \*have access to a rigorous curriculum that enables student success. \*hold mutual respect for each other, building a strong sense of Pioneer Pride. \*have clear expectations for learning. \*have the opportunity to become productive citizens with soft skills, problem solving skills, interpersonal skills, and who can work well outside of a school environment. \*have access to remediation and enrichment opportunities as needed. \*have opportunities to participate in more multicultural learning opportunities as demographics change. \*have their learning measured through multiple assessments that address various learning styles. \*have access to purposeful and appropriate learning resources. \*are prepared through soft skills, technical skills and communication skills for their future careers. \*are given the tools to become lifelong learners with future college and/or career goals. \*have access to support for post-secondary planning.

### **STAFF**

The Lampeter-Strasburg School District believes it is vital that staff... \*are appropriately placed into positions that support the District's mission and vision. \*have opportunities to grow professionally. \*support student growth using research based strategies and innovative practices. \*have open lines of communication with students, parents, and administration. \*feel part of the L-S family and strive to do their best. \*make decisions based on what is best for students. \*strive for continuous student improvement. \*strive for continuous improvement of professional practice. \*be responsible to work in partnership with families and community members to develop the social, emotional, and academic potential of students. \*use quality, reliable assessments to inform instruction and improve student learning. \*have access to meaningful professional development. \*value students and honor their uniqueness, treating everyone with honor and respect. \*effectively communicate with families

and community members about instructional programming and building/District initiatives. \*continue to maintain high expectations. \*focus on the changing needs and diversity of learners. \*assume the responsibility to improve their professional practice and be committed to being lifelong learners. \*engage families with a continued emphasis on safety.

## **ADMINISTRATION**

The Lampeter-Strasburg School District believes it is vital that administration... \*communicate a shared vision and mission across the District. \*foster open and transparent communication with students, parents, staff, and teacher leadership. \*build strong, transparent, and collaborative relationships with students, parents, staff, and the community. \*invite members of the Board of School Directors to visit school buildings on a regular basis. \*maintain high expectations for students, staff, parents, and administration. \*maintain professional responsiveness to students, staff, and parents. \*make decisions based on what is best for students. \*provide a safe learning environment for staff and students. \*develop and maintain a positive culture and climate among staff and students. \*provide staff with access to meaningful professional development opportunities. \*is responsible to provide the best possible education for all students while being fiscally responsible to taxpayers. \*effectively communicate with families and community members about instructional programming and building/District initiatives. \*value students and honor their uniqueness, treating everyone with honor and respect. \*Is open and responsive to support the instructional needs of staff and learning needs of students.

## **PARENTS**

The Lampeter-Strasburg School District believes it is vital that parents... \*are partners with the school and community. \*feel that administrators and teachers are vested in the education of their children. \*feel vested in the District and each school. \*are encouraged to be actively involved in their child's school (PTO, school events, advisory boards, etc.) \*feel accepted and connected to the school environment. \*can be actively involved in various aspects of the community, fostering a strong sense of community pride. \*are informed of the happenings of the schools and district. \*are encouraged to promote wellness and support non-academic needs of students. \*are encouraged to keep open lines of communication with their child's school and the District. \*maintain a mutually strong relationship with the school community.

## **COMMUNITY**

The Lampeter-Strasburg School District believes it is vital that community members... \*are partners with the school and school community. \*feel

that administrators and teachers are vested in the education of their children. \*feel vested in the district. \*are encouraged to be actively involved. \*feel accepted and connected to the school environment. \*can be actively involved in various aspects of the community, fostering a strong sense of community pride. \*are informed of the happenings of the schools and District. \*are encouraged to promote wellness and support non-academic needs of students. \*are encouraged to keep open lines of communication with the the District. \*maintain a mutually strong relationship with the school community.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kevin Peart	Superintendent	Lampeter-Strasburg School District
Dr. Andrew Godfrey	Assistant Superintendent	Lampeter-Strasburg School District
Dr. Benjamin Feeney	High School Principal	Lampeter-Strasburg School District
Mr. Jamie Raum	Middle School Principal	Lampeter-Strasburg School District
Dr. Jeffrey Smecker	Elementary Principal	Lampeter-Strasburg School District
Dr. William Bray	Elementary Principal	Lampeter-Strasburg School District
Dr. Michele Westphal	High School Assistant Principal	Lampeter-Strasburg School District
Dr. Scott Rimmer	High School Assistant Principal	Lampeter-Strasburg School District
Mrs. Alicia Kowitz	Middle School Assistant Principal	Lampeter-Strasburg School District
Mr. William Griscom	Technology Director	Lampeter-Strasburg School District
Mrs. Karen Staub	Special Services Director	Lampeter-Strasburg School District
Mr. Keith Stoltzfus	Business Manager	Lampeter-Strasburg School District
Mrs. Joan Johnson	Mathematics Coach	Lampeter-Strasburg School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ms. Amanda Kinert	English Language Arts Coach	Lampeter-Strasburg School District
Mr. Darrick Horner	High School Parent	L-S Community Member/Parent
Mrs. Cara Ditzler	Elementary Teacher	Lampeter-Strasburg School District
Ms. Eva Strawser	Elementary Teacher	Lampeter-Strasburg School District
Mrs. Arline Carpenter	Community Member	Lampeter-Strasburg School District
Mrs. Jennifer Grimm	Staff Member	Martin Meylin Middle School
Ms. Elizabeth Ammon	Parent	Lampeter-Strasburg School District
Mr. David Beiler	Board Member	Lampeter-Strasburg School District
Mrs. Elizabeth Toigo	Staff Member	Lampeter-Strasburg School District
Mr. Colin McDonald	Student	Lampeter-Strasburg High School
Mr. Joe McCarthy	Community Member	Lampeter-Strasburg School District
Mr. John Strange	Community Member	Lampeter-Strasburg School District
Mrs. Justina Martin	Parent	Lampeter-Strasburg School District
Mrs. Kirsten Greenwood	Staff Member	Hans Herr Elementary
Mrs. Lindsay Shehan	Staff Member	Lampeter-Strasburg High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Mrs. Michelle Schatzmann	Staff Member	Lampeter-Strasburg High School
Mr. Matthew Parido	Board Member	Lampeter-Strasburg School District
Mrs. Melissa Herr	Board Member	Lampeter-Strasburg School District
Miss Olivia Harris	Student	Lampeter-Strasburg High School
Mrs. Melissa Russell	Staff Member	Lampeter Elementary School
Mrs. Patricia Pontz	Board Member	Lampeter-Strasburg School District
Ms. Sarah Stuart	Staff Member	Lampeter-Strasburg High School
Ms. Tiffany Heil	Parent	Lampeter-Strasburg School District
Mrs. Renee Pedersen	Staff Member	Lampeter-Elementary School
Mrs. Paula Long	Staff Member	Martin Meylin Middle School
Ms. Carol Allen-Gorden	Staff Member	Lampeter-Strasburg High School
Mr. Todd Garber	Staff Member	Lampeter-Strasburg High School

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Provide All Students with a Rigorous, Standards-Aligned Curriculum, Delivered using Best Evidence-Based Instructional Practices/Strategies to Support Learning at High Levels.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 5: Allocate Resources Strategically and Equitably

Essential Practices 1: Focus on Continuous Improvement of Instruction

Provide All Students with the Support and Enrichment Needed to Achieve Mastery of Grade Level Standards.

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 1: Focus on Continuous Improvement of Instruction

Meet the Social Emotional Needs of all Students.

Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS



## Evidence-based Strategy

Engage instructional teams in assessing and monitoring student mastery

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Curriculum Alignment Evaluation

By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate.

Common Assessments

By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).

2021-09-01 -  
2024-06-30

Administration/Instructional  
Coaches/Teacher  
Leadership

Pull-out time

Explore and implement methods to administer common summative assessments and collect standards-based achievement data.

2021-09-02 -  
2024-06-30

Administration/Instructional  
Coaches/Teacher  
Leadership

Pull-out time

## Anticipated Outcome

All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

### Monitoring/Evaluation

Evaluation of completed, aligned, common assessments.

### Evidence-based Strategy

Engage instructional teams in developing standards-aligned units of instruction

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Alignment Evaluation	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate.
Common Assessments	By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher	Teacher pull-out time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Leadership	
Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	Teacher Pull-out time
Begin the process of auditing and updating science/social studies curricula for alignment.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	Teacher Pull-out time
Identify opportunity gaps in curriculum for all students.	2021-09-01 - 2024-06-30	Administration/Instructional Coaches/Teacher Leadership	TBD

**Anticipated Outcome**  
Improved standards-aligned curricula for English Language Arts and Mathematics

**Monitoring/Evaluation**  
Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

**Evidence-based Strategy**  
Provide a tiered system of instructional and behavioral supports and interventions

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social and Emotional Needs of Students	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.
Instructional Practices-Equity	By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate/assess the impact social/emotional and behavioral needs on student learning.	2021-09-01 - 2022-06-30	Administration/Teacher Leadership	District Data Collection
Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.	2021-09-01 - 2022-06-30	Administration/Teacher Leadership	District Data Collection
Revise/develop systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	Teacher Pull-out time
Revise/develop systems of support to address academic needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	Teacher Pull-out time
Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	TBD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement reviewed/newly developed systems of academic support to meet the needs of all students.	2022-09-01 - 2024-06-28	Administration/Teacher Leadership	TBD

**Anticipated Outcome**  
 Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

**Monitoring/Evaluation**  
 District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address the social emotional/behavioral needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Evaluate/assess the impact social/emotional and behavioral needs on student learning.	09/01/2021 - 06/30/2022
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## **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

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

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Superintendent/Chief Executive Officer

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The District exceeded the state standards for demonstrating growth in all buildings for Mathematics and Science.

The District overall is demonstrating high levels of achievement in English Language Arts/Literature, Mathematics, and Science for all students.

All District buildings had a minimum of 20% of students score at the advanced level on the PSSA and/or Keystone Exams in English Language Arts, Mathematics, and Science.

The District exceeded the state standards for demonstrating growth in all buildings for Mathematics and Science.

Almost all students are met or exceeded the benchmark standards for career readiness.

Students that complete the Agriculture Production program traditionally participate in many SAE projects and score proficient of the NOCTI.

In 2019, on average, students in grades 3-8 have exceeded PSSA Reading State Averages of proficient/advanced scores by about 10-20% (average 17%).

### Challenges

Meeting the social and emotional needs of students is a barrier to increased achievement.

A large discrepancy exists between the Students with Disabilities, Limited English, Low Socioeconomic, and Historically Underperforming subgroups, and all students when evaluating achievement data in English Language Arts, Mathematics, and Science

PSSA achievement data for the district in English Language Arts and Mathematics has remained flat for the last three years.

The growth standard for English Language Arts was not met at Hans Herr Elementary School and Martin Meylin Middle Schools.

To gain a higher level of completer(s) in the District's Agriculture Production program.

To ensure that all students are meeting or exceeding the career benchmark standards as outlined by the State.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for

## Strengths

Literature Keystone scores have also exceeded the state averages for proficiency by about 10%. Notably, Keystone Literature re-testers exceeded state averages of proficiency by 25% in the Spring of 2019.

As evidenced by PVAAS scores, grade 7 has demonstrated considerable improvement in growth and achievement as measured by 7th grade ELA PSSA exam.

PVAAS data demonstrates that all students in grades 3-8 and Algebra I have exceeded the State Standard demonstrating growth.

PSSA/Keystone Data demonstrated that all students in grades 3-8 and Algebra I have met or exceeded the state goal/improvement targets for 2019 or 2030.

PVAAS data for grades 3-5 and Algebra I demonstrated that the Low-Socioeconomic and Students with Disabilities subgroups met or exceeded state growth targets.

PSSA Math and Keystone Algebra I scores consistently remained approximately 15-20 points above the state proficiency averages.

All students met or exceeded statewide targets for achievement and/or growth in Science and Biology as measure by the PSSA and Biology Keystone Exam.

## Challenges

achievement or growth.

Although students in grades 3-8 are maintaining a high percentage of proficient and advanced students (overall), data related to Text Dependent Analysis writing is consistently between 49-51%.

At the middle school, according to PVAAS data, students in grades 6 and 8 have not met the PA Standards for Growth over the last three years.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Algebra I Keystone first time test takers at the high school have dropped in steady increments from 82% proficient/advanced in 2014 to 65% in 2019, with very low historical record of retesters becoming proficient. PVAAS growth also dropped over 20 points over the the previous five years to 5.2 in 2019.

Grade 6 PVAAS data indicates little to no growth, especially in the highest and lowest achieving subgroups.

Grade 5 PSSA scores have been slowly but steadily dropping each year for the last five years.

## Strengths

Lampeter-Strasburg School District continued to add technology and engineering education offerings, including a complete Computer Science pathway through Project Lead the Way and a new Engineering and Design II course.

Almost half of students with disabilities demonstrated proficiency in English Language Arts.

Students with Disabilities in grades 3-8 met or exceeded state growth targets in ELA and Mathematics.

The District coordinated fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

The District supported the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

The District recruited and retained fully credentialed, experienced and high-quality leaders and teachers

## Challenges

Alignment science curriculum to state standards and encourage students to take opportunities to get to higher-level science courses at the high school.

There continues to be a need to explore STEM and technology education offerings to support students moving into a 21st century workforce.

The achievement gap between all students and Students with Disabilities is 38.7 for ELA and 36.1 for mathematics.

The achievement gap between All Students and Economically Disadvantaged Students is 17% for English language arts and 21.1% for Mathematics.

To demonstrate consistent academic growth as measured by PVAAS for Students with Disabilities in English Language Arts and Mathematics.

To provide all continued support to all schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

To continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.

To continue to coordinate and monitor supports aligned with students' and families' needs.

### Challenges

To find ways to ensure effective, standards-aligned curriculum and assessment.

The establishment of partnerships with local businesses, community organizations, and other agencies to meet needs with the District.

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### Most Notable Observations/Patterns

The team felt that all strengths and challenges were included in the development of the plan and were relative to the final goals and action steps that were agreed upon.

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### Challenges

Meeting the social and emotional needs of students is a barrier to increased achievement.

### Discussion Point

This was a priority goal for each school building throughout the District. The needs are increasing at an exponential rate. Teachers are in need of appropriate and ongoing strategies and professional development to provide best practices to meet the changing social/emotional needs of students.

### Priority for Planning

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

A large discrepancy exists between the Students with Disabilities, Limited English, Low Socioeconomic, and Historically Underperforming subgroups, and all students when evaluating achievement data in English Language Arts, Mathematics, and Science

Need to address/look at this issue in relation to equal access to content for all students. Possible area of focus may be pre-K and early intervention.

PSSA achievement data for the district in English Language Arts and Mathematics has remained flat for the last three years.

The growth standard for English Language Arts was not met at Hans Herr Elementary School and Martin Meylin Middle Schools.

To provide all continued support to all schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Ensure all curriculum is aligned with common assessments per instructional unit. All students need access to a rigorous curriculum with appropriate safety nets and enrichment.

To continue to find new ways to foster a vision and culture of high expectations for success for all students, educators, and families.

To continue to coordinate and monitor supports aligned with students' and families' needs.

Continued support of resources for families throughout the District continues to be a priority.

To find ways to ensure effective, standards-aligned curriculum and assessment.

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

The establishment of partnerships with local businesses, community organizations, and other agencies to meet needs with the District.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Although students in grades 3-8 are maintaining a high percentage of proficient and advanced students (overall), data related to Text Dependent Analysis writing is consistently between 49-51%.

At the middle school, according to PVAAS data, students in grades 6 and 8 have not met the PA Standards for Growth over the last three years.

According to PSSA/Keystone Achievement and Growth Data, on average, students in the Low-Socioeconomic and Students with Disabilities subgroups are not meeting statewide targets for achievement or growth.

Algebra I Keystone first time test takers at the high school have dropped in steady increments from 82% proficient/advanced in 2014 to 65% in 2019, with very low historical record of retesters becoming proficient. PVAAS



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

growth also dropped over 20 points over the the previous five years to 5.2 in 2019.

Grade 6 PVAAS data indicates little to no growth, especially in the highest and lowest achieving subgroups.

Grade 5 PSSA scores have been slowly but steadily dropping each year for the last five years.

Alignment science curriculum to state standards and encourage students to take opportunities to get to higher-level science courses at the high school.

There continues to be a need to explore STEM and technology education offerings to support students moving into a 21st century workforce.

The District continues to move forward with the integration of STEM instruction throughout the District. This is being completed through curriculum revisions and new course proposals.

To gain a higher level of completer(s) in the District's Agriculture Production program.

To ensure that all students are meeting or exceeding the career benchmark standards as outlined by the State.

The achievement gap between all students and Students with Disabilities is 38.7 for ELA and 36.1 for mathematics.

The achievement gap between All Students and

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

Economically Disadvantaged Students is 17% for English language arts and 21.1% for Mathematics.

To demonstrate consistent academic growth as measured by PVAAS for Students with Disabilities in English Language Arts and Mathematics.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Engage instructional teams in assessing and monitoring student mastery

Action Steps	Anticipated Start/Completion Date
Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).	09/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of completed, aligned, common assessments.	All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

Material/Resources/Supports Needed	PD Step	Comm Step
Pull-out time	yes	yes

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

Explore and implement methods to administer common summative assessments and collect standards-based achievement data.

09/02/2021 - 06/30/2024

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

Evaluation of completed, aligned, common assessments.

All English Language Arts and Mathematics common summative assessments will be fully aligned to the appropriate standards in the corresponding curriculum unit of study.

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

Pull-out time

yes

yes

**Action Plan: Engage instructional teams in developing standards-aligned units of instruction**

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

Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.

09/01/2021 - 06/30/2024

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

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher pull-out time

no

yes



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

Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.

09/01/2021 - 06/30/2024

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

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher Pull-out time

yes

no



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

Begin the process of auditing and updating science/social studies curricula for alignment.

09/01/2021 - 06/30/2024

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

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

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

Teacher Pull-out time

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Identify opportunity gaps in curriculum for all students.

09/01/2021 - 06/30/2024

**Monitoring/Evaluation**

**Anticipated Output**

Curriculum will be updated in OnHand Schools and evaluated by improved achievement upon implementation.

Improved standards-aligned curricula for English Language Arts and Mathematics

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

TBD

yes

yes

**Action Plan: Provide a tiered system of instructional and behavioral supports and interventions**



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

Evaluate/assess the impact social/emotional and behavioral needs on student learning.

09/01/2021 - 06/30/2022

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

District Data Collection

no

yes



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

Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.

09/01/2021 - 06/30/2022

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

District Data Collection

no

yes



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

Revise/develop systems of support to address the social emotional/behavioral needs of all students.

09/01/2022 - 06/28/2024

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

Teacher Pull-out time

yes

yes



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

Revise/develop systems of support to address academic needs of all students.

09/01/2022 - 06/28/2024

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

Teacher Pull-out time

yes

yes



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

Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.

09/01/2022 - 06/28/2024

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

TBD

yes

yes



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

Implement reviewed/newly developed systems of academic support to meet the needs of all students.

09/01/2022 - 06/28/2024

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

District and school teams will monitor progress and collect data after implementation to evaluate the impact of these plans on student achievement.

Revised/Newly developed plans to support the social emotional/behavioral and academic needs of all students.

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

TBD

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Revise/develop systems of support to address the social emotional/behavioral needs of all students.</p>	<p>09/01/2022 - 06/28/2024</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.</p>	<p>09/01/2022 - 06/28/2024</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p>	<p>Provide a tiered system of</p>	<p>Revise/develop systems of support to address academic</p>	<p>09/01/2022 - 06/28/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	instructional and behavioral supports and interventions	needs of all students.	
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of academic support to meet the needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of academic support to meet the needs of all students.	09/01/2022 - 06/28/2024
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)	Engage instructional teams in developing standards-aligned units of instruction	Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	09/01/2021 - 06/30/2024
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	Engage instructional teams in developing standards-aligned units of instruction	Update current English Language Arts and Mathematics curricula (K-12) for standards alignment in OnHand Schools curriculum writing tool.	09/01/2021 - 06/30/2024
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics	Engage	Begin the process of	09/01/2021



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>instructional teams in developing standards-aligned units of instruction</p>	<p>auditing and updating science/social studies curricula for alignment.</p>	<p>- 06/30/2024</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Identify opportunity gaps in curriculum for all students.</p>	<p>09/01/2021 - 06/30/2024</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p>	<p>Engage instructional teams in assessing and monitoring</p>	<p>Ensure all summative common assessments in English Language Arts and Mathematics are</p>	<p>09/01/2021 - 06/30/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)	student mastery	aligned to the standards outlined in the corresponding curriculum document(s).	
By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)	Engage instructional teams in assessing and monitoring student mastery	Explore and implement methods to administer common summative assessments and collect standards-based achievement data.	09/02/2021 - 06/30/2024
By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Addressing the Social and Emotion Needs of Students	Teaching and support staff working directly with students.	Effective practices to meet the social and emotional needs of all students and the development of tier supports to meet the social and emotional needs of all students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of the implementation of strategies in all settings to meet the social and emotional needs of all students. Discipline and attendance data will also be evaluated.	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness  1b: Demonstrating Knowledge of Students  2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning  3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Addressing Students who are Academically at Risk or in Need of Enrichment through Needs-Based Interventions and/or Enrichment	Teaching and support staff working directly with students.	Addressing students' needs through core instruction; Tiered academic support; Enrichment opportunities.
<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Student achievement data; PVAAS; instructional opportunities	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

**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

3d: Using Assessment in Instruction

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Development and Interpretation of Common Standards Aligned Assessments	Teaching and support staff working directly with students.	How to write standards-aligned summative assessments; Interpretation of data based on implementation of standards-aligned summative assessments.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Completed standards-aligned summative assessments and data review of administered assessments.	07/01/2021 - 06/30/2024	Administration / Teacher Leadership

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum Evaluation/Audit for Standards Alignment- English Language Arts / Mathematics	Teaching and support staff working directly with students.	Curriculum evaluation for standards alignment; Alignment of common summative assessments to each curricular unit

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Board approved curricular documents	07/01/2021 - 06/30/2024	Asst. Superintendent / Building Admin / Instructional Coaches / Teacher Leadership

**Danielson Framework Component Met in this Plan:** **This Step meets the Requirements of State Required Trainings:**  
 Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of Effective Instructional Practices	Teaching and support staff working directly with students.	Effective instructional practices that provide equitable learning opportunities for all students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom Observations; Student Achievement Data	07/01/2021 - 06/30/2024	Administration / Teacher Leadership / Instructional Coaches

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

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

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3e: Demonstrating Flexibility and Responsiveness

Language and Literacy Acquisition for All Students

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Evaluate/assess the impact social/emotional and behavioral needs on student learning.</p>	<p>2021-09-01 - 2022-06-30</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>Provide a tiered system of instructional and behavioral supports and interventions</p>	<p>Evaluate/assess current academic support/enrichment tiered support implementation and its impact on student achievement.</p>	<p>2021-09-01 - 2022-06-30</p>
<p>By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)</p>	<p>Provide a tiered system of</p>	<p>Revise/develop systems of support to address the social</p>	<p>2022-09-01 - 2024-06-28</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	instructional and behavioral supports and interventions	emotional/behavioral needs of all students.	
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Revise/develop systems of support to address academic needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students. (Social and Emotional Needs of Students)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28
By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all	Provide a tiered system of instructional and behavioral supports and interventions	Implement reviewed/newly developed systems of support to address the social emotional/behavioral needs of all students.	2022-09-01 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>students. (Social and Emotional Needs of Students)</p> <p>By June 30, 2024, establish a District system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students. (Instructional Practices- Equity)</p>	<p>system of instructional and behavioral supports and interventions</p>	<p>developed systems of academic support to meet the needs of all students.</p>	<p>06-28</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Audit current English Language Arts and Mathematics curricula (K-12) for standards alignment.</p>	<p>2021-09-01 - 2024-06-30</p>
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>Engage instructional teams in developing standards-aligned units of instruction</p>	<p>Begin the process of auditing and updating science/social studies curricula for alignment.</p>	<p>2021-09-01 - 2024-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in developing standards-aligned units of instruction	Identify opportunity gaps in curriculum for all students.	2021-09-01 - 2024-06-30
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	Engage instructional teams in assessing and monitoring student mastery	Ensure all summative common assessments in English Language Arts and Mathematics are aligned to the standards outlined in the corresponding curriculum document(s).	2021-09-01 - 2024-06-30
<p>By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade-level curricula for</p>	Engage instructional teams in	Explore and implement methods to administer	2021-09-02 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>standards alignment and updated as needed and appropriate. (Curriculum Alignment Evaluation)</p> <p>By June 30, 2024, strengthen/establish a District system that fully ensures staff members in all schools are using standards-aligned assessments to monitor student achievement. (Common Assessments)</p>	<p>assessing and monitoring student mastery</p>	<p>common summative assessments and collect standards-based achievement data.</p>	



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication of Comprehensive Planning Goals and Outcomes	Teachers, Administrators, School Board Members; Parents, Community Members.	Overview/Updates of progress towards Comprehensive Planning Goals and Action Steps, specifically the Action Steps outlined above.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2021 - 06/30/2024	Ongoing throughout the Comprehensive Planning timeline	Presentation
Lead Person/Position		
Asst. Superintendent; Administration		

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

