

**PARKLAND SD**

1210 Springhouse Rd

Comprehensive Plan | 2022 - 2025

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**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    |

| <b>Name</b>       | <b>Position</b>      | <b>Building/Group</b>               |
|-------------------|----------------------|-------------------------------------|
| 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                |

| <b>Name</b>       | <b>Position</b>     | <b>Building/Group</b>      |
|-------------------|---------------------|----------------------------|
| 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</p> <p>Mathematics</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</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>  |
| <p>Transparent and clear parent communication is necessary to work as partners for student success.</p>  | <p>Parent and family engagement</p> <p>Parent and family engagement</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</p> <p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>Professional learning</p> |

**Priority Statement**

**Outcome Category**

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Formative Evaluation

**Measurable Goals**

| <b>Goal Nickname</b>                     | <b>Measurable Goal Statement (Smart Goal)</b>  |
|--|--|
| 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.      |

| <b>Action Step</b>  | <b>Anticipated Start/Completion</b> | <b>Lead Person/Position</b>  | <b>Materials/Resources/Supports Needed</b>                 |
|---|-------------------------------------|------------------------------|--|
| 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 |



| Action Step   | Anticipated Start/Completion       | Lead Person/Position   | Materials/Resources/Supports Needed   |
|---|------------------------------------|--|---|
| <p>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.</p> | <p>2023-07-17 -<br/>2024-03-08</p> | <p>Kelly Rosario/<br/>C &amp; I Director</p>   | <p>Summer meeting to set expectations for pilot equitable grading practices in secondary classrooms.</p>  |
| <p>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.</p>  | <p>2023-09-04 -<br/>2024-05-31</p> | <p>Kelly Rosario/<br/>Jason Henry:<br/>C &amp; I Director/<br/>Supervisor</p>        | <p>Sharing of work from previous year/ Curriculum department support</p>  |
| <p>Identify a department with willing teachers to develop common authentic assessments and pilot them in their classroom.</p>   | <p>2022-09-26 -<br/>2023-05-26</p> | <p>Jason Henry<br/>and Kelly<br/>Rosario: C &amp; I<br/>Director/<br/>Supervisor</p> | <p>Time to meet during the school day to develop assessments and provide PD to teachers piloting the common assessments.<br/>Purchase of common book for committee to read and discuss.</p> |
| <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>2024-09-09 -<br/>2025-05-23</p> | <p>Kelly Rosario/<br/>C &amp; I Director</p>   | <p>Time for district wide staff development/ Support meetings throughout the year.</p>  |

| Action Step  | Anticipated Start/Completion | Lead Person/Position   | Materials/Resources/Supports Needed  |
|--|------------------------------|--|--|
| 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/<br>Jason Henry:<br>C & I Director/<br>Secondary<br>Supervisor | Time for PLC meetings; pay pilot teachers to run discussions and planning sessions throughout the school year. |
| Continue to provide Language and Literacy Acquisition training for elementary teachers through LETRS training and other professional development opportunities that align with Ready by Grade 3. | 2022-09-12 - 2024-08-30      | Supervisor of<br>Elementary<br>Curriculum<br>and<br>Instruction              | LETRS books or licenses for online learning/ Reading Specialists   |

**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.

**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 intervention settings. Using the use of professional development, instructional walkthroughs, common assessments, and teacher reflection, progress and feedback will be provided. | 2022-04-11 - 2024-06-07      | 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; 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.  | 2022-09-05 - 2025-05-30      | Jason Henry and Diane Neikam:  | Research based math intervention and  |

| Action Step  | Anticipated Start/Completion | Lead Person/Position   | Materials/Resources/Supports Needed                                      |
|--|------------------------------|--|--|
| 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. |                              | Secondary and Elementary Curriculum Supervisors Adrienne Kashner: Coordinator of Accountability and Federal Programs                               | 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 Federal Programs | New math resources/ Administrative Walkthroughs                          |

**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.

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### 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.  |
| 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.        |

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### Action Step

**Anticipated**

**Lead**

**Materials/Resources/Supports**

**Start/Completion**

**Person/Position**

**Needed**

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| 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/<br>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 community. | 2022-09-26 - 2024-06-07      | Brenda DeRenzo                                  | Partnerships to help support students/<br>Community involvement |
| 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/<br>Facilitators/<br>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

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### 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.   |
| 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/<br>Director of Public Relations | Time with administrative assistants |

| Action Step  | Anticipated Start/Completion | Lead Person/Position                            | Materials/Resources/Supports Needed               |
|--|------------------------------|---|---|
| All schools use the translation feature in Schoolmessenger and send messages consistently across buildings.  | 2023-09-04 - 2024-06-07      | Nicole McGalla/<br>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/<br>Director of Public Relations | Technology  |
| 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/<br>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/<br>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  | 2024-09-02 - 2025-06-06      | Nicole McGalla/                                 | Technology staff for training                     |



**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

service to encourage parents to download the app and use at meetings,  
if needed.

Director of  
Public  
Relations

**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.

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## 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<br>-<br>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<br>-<br>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>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 | <p>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</p> | <p>07/17/2023<br/>-<br/>03/08/2024</p> |

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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classrooms  
compared to  
those using  
traditional grading  
practices.

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## 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 | 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<br>-<br>05/31/2024 |

## 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<br/>-<br/>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> <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 | Share authentic common assessment pilot with other staff members and conduct PLC discussions centered around the common assessment. | 09/09/2024<br>-<br>05/30/2025 |



## 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>Continue to provide Language and Literacy Acquisition training for elementary teachers through LETRS training and other professional development opportunities that align with Ready by Grade 3.</p> | <p>09/12/2022<br/>-<br/>08/30/2024</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>                  |                      |   |  |

## 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<br/>-<br/>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<br/>-<br/>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>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<br/>-<br/>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>                 |                                |   |  |

## 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<br>-<br>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<br/>-<br/>06/06/2025</p> |

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## 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>                 |                                |   |                                |

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## 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<br/>-<br/>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<br/>-<br/>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 | All schools use the translation feature in Schoolmessenger and send messages consistently across buildings. | 09/04/2023<br>-<br>06/07/2024 |

## 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<br>-<br>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<br>-<br>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<br/>-<br/>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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

2021-11-12

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

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Chief School Administrator

Mark Madson

2021-12-12

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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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

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### 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

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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

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## Most Notable Observations/Patterns

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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?

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**Challenges**

**Discussion  
Point**

**Priority for Planning**

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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: 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**

|  | <b>PD Step</b> | <b>Comm Step</b> |
|--|----------------|------------------|
|--|----------------|------------------|

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





**Action Steps**

**Anticipated Start/Completion Date**

Continue to provide Language and Literacy Acquisition training for elementary teachers through LETRS training and other professional development opportunities that align with Ready by Grade 3.

09/12/2022 - 08/30/2024

**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**

LETRS books or licenses for online learning/ Reading Specialists

yes

no

**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



## 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<br>-<br>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<br>-<br>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<br>-      |
| <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> | 03/08/2024           |



| 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<br>-<br>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<br>-<br>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<br/>-<br/>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 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>Continue to provide Language and Literacy Acquisition training for elementary teachers through LETRS training</p>                       | <p>09/12/2022<br/>-<br/>08/30/2024</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</p>  |                             |  |  |

| Measurable Goals  | Action Plan Name                          | Professional Development Step   | Anticipated Timeline    |
|---|---|---|-------------------------|
| authentic assessments. (Authentic Common Assessments)   |   | and other professional development opportunities that align with Ready by Grade 3.  |                         |
| <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> | Differentiated Instruction in Mathematics | <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</p> | 04/11/2022 - 06/07/2024 |
| <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>   |   |   |                         |

| 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>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> | Differentiated Instruction in Mathematics | <p>feedback will be provided.</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</p> <p>-</p> <p>06/06/2025</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</p>  | Inclusion and Belonging                   | Implement staff training so staff can identify students who need social or emotional support and support them socially or   | <p>09/04/2023</p> <p>-</p> <p>03/21/2025</p> |

| Measurable Goals  | Action Plan Name     | Professional Development Step   | Anticipated Timeline    |
|---|----------------------|---|-------------------------|
| <p>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>   |                      | emotionally.  |                         |
| <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 |
| <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</p>  | Parent Communication | Train a person in each building on how to utilize Microsoft Translate at every public meeting so it is always | 09/02/2024 - 06/06/2025 |

| Measurable Goals   | Action Plan Name | Professional Development Step  | Anticipated Timeline |
|--|------------------|--|----------------------|
| Planning/Financial Aid Nights at PHS). Track attendance for two previous years to see if there is an increase in attendance. (Parent Engagement) |                  | available for parent use. Market this service to encourage parents to download the app and use at meetings, if needed. |                      |

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## PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step   | Audience                | Topics of Prof. Dev  |
|---|-------------------------|--|
| Equitable Grading Practices   | Professional Staff      | 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:**

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Language and Literacy Acquisition for All Students

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

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

1e: Designing Coherent Instruction

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**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

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

3b: Using Questioning and Discussion Techniques

3e: Demonstrating Flexibility and Responsiveness

3c: Engaging Students in Learning

3a: Communicating with Students

3d: Using Assessment in Instruction



| 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<br>2a: Creating an Environment of Respect and Rapport<br>2d: Managing Student Behavior<br>1b: Demonstrating Knowledge of Students<br>4c: Communicating with Families | 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> | Inclusion and Belonging | 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 |
| 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)  | Inclusion and Belonging | Assist all new students with making connections,  | 2024-09-02 - 2025-05-30 |

| 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<br>Email |



**Lead Person/Position**

Brenda DeRenzo/ Director of Student Services

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**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

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

01/01/0001 - 01/01/0001

Posting on district website

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**Lead Person/Position**

Brenda DeRenzo

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**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.

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

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09/26/2022 - 06/06/2025

As needed

Email  
Letter

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**Lead Person/Position**

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Nicole McGalla

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step  | Topics of Message   | Mode   | Audience                                       | Anticipated Timeline            |
|---|---|--|--|---------------------------------|
| Share timeline with school board and community                            | Timeline for the work on upcoming comprehensive planning process.                         | School Board Meeting                         | School board, administrators and community     | September 2020                  |
| Shared updates with school board and community                            | Progress made on the comprehensive planning process.                                      | Public Board Committee Meetings              | School board, administrators and community     | March 2021                      |
| Presented completed comprehensive action plans.                           | District strengths, challenges and plans to address the challenges over the next 3 years. | Public School Board Meeting                  | School Board and Community                     | September 2021                  |
| Public inspection and feedback of comprehensive plan                      | Provide the district any feedback regarding our comprehensive plan.                       | Public viewing of plan                       | Community members                              | September 22 - October 26, 2021 |
| Post on district website  | Focused goals over the next 3 years.  | Post full plan on website for reference      | All  | December 2021                   |
| Various meetings and forums to share updates as we work through the plan. | Goal setting and monitoring process of goals put in place.                                | Meetings/ public board meeting presentations | Staff, Administration, School Board, Community | September 2022 - June 2025      |

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated  
Timeline**

