

## **SHANKSVILLE-STONYCREEK SD**

PO Box 128

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

The mission of the Shanksville-Stonycreek School District is to maximize the potential of the whole student in a safe environment while maintaining the unique character of our community school.

### **VISION STATEMENT**

We will achieve the mission by providing a caring, stimulating, and safe comprehensive learning environment which focuses on academics, technology (Science, Technology Engineering, Arts, Math - STEAM), communication and career readiness to create individuals capable of problem solving and who are equipped morally, intellectually, physically, socially, and emotionally, to function as life-long learners in a multi-cultural, every-changing world.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

There are many values that must be identified and developed as part of every student's educational program such as:

- Every student is valued and respected
- Acceptance and respect for all students represented in a multi-cultural society
- A clean, well-maintained, and safe learning facility is necessary for students to thrive and learn
- School safety is a primary concern for all students
- Parent and community partnerships will be developed to enhance opportunities for all students
- Social and emotional support is necessary for proper student development
- Qualified and dedicated staff members are crucial to students academic, physical, and academic development
- Availability and training on the use of the most recent technology for all students
- Academic, vocational, and military opportunities are made available to all students
- Availability to current educational programming and curriculum approved by the Pennsylvania Department of Education
- High expectations for appropriate and respectful behavior
- Encouragement to become life-long learners, independent thinkers, and problem solvers

### **STAFF**

There are many values that must be identified and developed as part of every staff members daily responsibilities:

- Every student must be valued and respected
- Be prepared and trained on school safety protocols to provide a safe environment for students
- Highly qualified teachers who participate in ongoing professional development
- Dedicated staff members who treat all students with respect, caring, and concern
- Open communication with students, parents, and administrators
- Staff members should provide a safe, nurturing, and equitable learning environment for all students
- Use and instruction on the most current technology available
- High expectations for students to become life-long learners who think independently and use problem solving skills throughout their educational process
- To use current educational programming and curriculum made available through the Pennsylvania Department of Education
- To prepare all students for academic, vocational, and military careers in a competitive, global society
- Acceptance of all students in a multicultural society

### **ADMINISTRATION**

There are many values that must be identified and developed by school administrator to provide and enhance learning opportunities for staff and students such as:

- Every student is valued and respected
- Acceptance and respect for all students and staff members represented in a

multi-cultural society • A clean, well-maintained, and safe learning facility is necessary for students and staff to thrive, learn and instruct • School safety is a primary concern for all students and staff members • Parent and community partnerships will be developed to enhance opportunities for all students and staff members • Social and emotional support is necessary for proper student and staff development • Hiring of qualified and dedicated staff members is crucial to students' academic, physical, and academic development • Providing professional development and training on the use of the most recent technology for all students and staff members • Academic, vocational, and military opportunities are made available to all students • Availability to current educational programming and curriculum approved by the Pennsylvania Department of Education • High expectations for appropriate and respectful behavior • Encouragement for students and staff members to become life-long learners, independent thinkers, and problem solvers

## **PARENTS**

There are many values that must be identified and developed by parents to provide and enhance learning opportunities for students such as: • Every student is valued and respected • Acceptance and respect for all students and staff members represented in a multi-cultural society • To encourage students to participate in educational and extra-curricular activities made available by the school district • Being aware that school safety is a primary concern for all students and staff members • Parent and community partnerships will be developed to enhance opportunities for all students and staff members • Social and emotional support is necessary for proper student development • Cooperating and communicating with teachers and administrators on student issues • Being familiar with, and encouraging students to follow school rules and safety protocols • Providing proper clothing, meals, and shelter for students to allow them to participate fully in academic programs and school activities • Participate in appropriate behavior at all school-sponsored events • Use available school resources to enhance student safety, education, and emotional well-being • Encourage students to be life-long learners

## **COMMUNITY**

There are many values that must be identified and developed by the community to provide learning opportunities for students such as: • Every student is valued and respected • Acceptance and respect for all students and staff members represented in a multi-cultural society • To encourage students to participate in educational and extra-curricular activities made available by the school district • Being aware that school safety is a primary concern for all students and staff members • Parent and community partnerships will be developed to enhance opportunities for all students and staff members • Social and emotional support is necessary for proper student development • Cooperating and communicating with school activities • Being familiar with, and encouraging students to follow school rules and safety protocols •

Providing proper clothing, meals, and shelter for students to allow them to participate fully in academic programs and school activities • Participate in appropriate behavior at all school-sponsored events • Use available school resources to enhance student safety, education, and emotional well-being

### **OTHER (OPTIONAL)**

There are unique values for students, staff, administration, and community members that must be identified and developed in a post-COVID society to provide and enhance learning opportunities for students such as: • Every student is valued and respected • Acceptance and respect for all students and staff members represented in a multi-cultural society • To encourage students to continue monitoring health-related issues, trends, and mitigation • Being aware that school safety is a primary concern for all students and staff members • Parent and community partnerships will be developed to enhance opportunities for all students and staff members • Social and emotional support is necessary for proper student and staff development • Hiring qualified and effective employees that can address a variety of district needs • Being familiar with, and encouraging students to follow school rules and safety protocols • Adjusting to new instructional formats such as virtual instruction, working from home, and other creative instructional strategies

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Samuel J. Romesberg, III	Administrator	Shanksville-Stonycreek SD
Mr. Lucas Mihelcic	Staff Member	Shanksville-Stonycreek SD
Mrs. Megan Ervin	Staff Member	Shanksville-Stonycreek SD
Mr. John Patton	Staff Member	Shanksville-Stonycreek SD
Rev. Jay Shaffer	Community Member	Shanksville-Community SD
Mr. Connor Manculich	Student	Shanksville-Stonycreek SD
Mrs. Autumn Childers	Community Member	Shanksville-Community SD
Mr. Chris Brant	Board Member	Shanksville-Stonycreek SD
Mr. Marty Petrosky	Administrator	Shanksville-Stonycreek SD
Mr. Reno Barkman	Administrator	Shanksville-Stonycreek SD



## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Another top priority is the incorporation of new technology and remote teaching practices to our daily routine. The pandemic has taught us a lot, in a short amount of time, about how we can and should be using technology more efficiently and reliably as an instructional resource. Teaching our students and parents how virtual learning and remote instruction works and what they can do to support the students in this initiative. We will continue to focus on improving the use of technology during instruction and place it high on our priority list.

Essential Practices 1: Focus on Continuous Improvement of Instruction

We began our curriculum update initiative in 2021. Challenges we face are finding ample time for staff to work on curriculum updates and development. Challenges also include finding consistent vendors to hire that specialize in curriculum development to lead the staff through this process. We will continue to rely on our local Intermediate Unit for assistance. Continuing and finishing our curriculum update will remain a priority.

Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

### Evidence-based Strategy

The Standards Aligned System

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Development	It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assessment of current curriculum, scope & sequence, course framing, Year-at-a-Glance formatting, template selection.	2022-06-01 - 2023-05-31	SSSD Technology/Curriculum Coordinator, SSSD Superintendent, SSSD and Intermediate Unit Curriculum Specialists	Intermediate Unit Curriculum Specialists, current curriculum, template examples, Year-at-a-Glance template, student achievement data, access to SAS portal,

### Anticipated Outcome

The final product in this stage is a draft of a Year-at-a-Glance Framework and a Curriculum Alignment Matrix that will be used to develop a Curriculum Map in the next action step.

### Monitoring/Evaluation

Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted for review and evaluation.

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## Evidence-based Strategy

Digging Deeper - Root Cause Analysis

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Curriculum Development It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Use the Year-at-a-Glance framework to develop a Curriculum Alignment Framework to ensure the standards' alignment exists. These documents will be used for Curriculum Mapping in the next action step.

2023-06-01 -  
2024-05-31

SSSD  
Technology/Curriculum  
Coordinator, SSSD  
Superintendent, SSSD and  
Intermediate Unit  
Curriculum Specialists

Year-at-a-Glance  
Framework, Curriculum  
Format Template, Current  
PA Standards, Student  
Achievement Data

## Anticipated Outcome

The final product in this stage is a completed Year-at-a-Glance Framework and a Curriculum Alignment Matrix that will be used to develop a Curriculum Map.

## Monitoring/Evaluation

Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted for review and evaluation.

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## Evidence-based Strategy

PA Roadmap to Effective Instruction

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Curriculum Development

It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

To use the previously developed Year-at-a-Glance and Curriculum Alignment Matrix to finalize a District Curriculum Map as a final product.

2024-06-01 -  
2025-05-31

SSSD Technology/Curriculum Coordinator, SSSD Superintendent, SSSD and Intermediate Unit Curriculum Specialists

Completed Year-at-a-Glance Framework and Curriculum Alignment Matrix. Curriculum Mapping templates.

## Anticipated Outcome

In this final action step, the anticipated outcome is to have a completed, comprehensive working curriculum.

## Monitoring/Evaluation

Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted and evaluated for final adoption.

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## Evidence-based Strategy

Differentiated Instruction

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Technology Initiative

It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet with district professional development team bi-annually to strategize differentiated in-service for teachers.	2022-06-01 - 2023-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	Yearly in-service calendar
Analyze administrative and teacher input to structure professional development needs, wants, and activities.	2022-06-01 - 2023-05-31	Superintendent; Principal; Curriculum/Technology	Teacher survey/review

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Coordinator	
Explore programs that address areas of need in order to provide suitable professional development.	2022-06-01 - 2023-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	Local and statewide providers
Provide PD for teachers during available opportunities during the school year.	2023-06-01 - 2024-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	IU, state, and independent training resources
Develop and implement differentiated learning strategies to strengthen and increase student engagement throughout the district.	2023-06-01 - 2024-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	Evaluations; observations

**Anticipated Outcome**  
Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

**Monitoring/Evaluation**  
Evaluation; work with IU and PDE to provide PD opportunities.

**Evidence-based Strategy**  
Development of organized virtual classroom

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Technology Initiative	It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty establishes and develops online, virtual classroom using provided district resources.	2022-06-01 - 2023-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	Access to Schoology; Technology coach/coordinator; local Intermediate Unit
Faculty participates in provided professional development to strengthen structure and focus of online classroom.	2023-06-01 - 2024-05-31	Superintendent; Principal; Curriculum/Technology Coordinator	Schoology; Technology Coach/Coordinator; Local Intermediate Unit
Faculty utilizes structured and organized virtual classroom in day-to-day instruction in both the face-to-face and online environments.	2024-06-01 - 2025-05-30	Superintendent; Principal; Curriculum/Technology	Observation; Evaluations

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

**Anticipated Outcome**  
 Identifying faculty use of online instruction in both face-to-face and virtual environments.

**Monitoring/Evaluation**  
 Evaluation; work with IU and PDE to provide PD opportunities.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)	Digging Deeper - Root Cause Analysis	Use the Year-at-a-Glance framework to develop a Curriculum Alignment Framework to ensure the standards' alignment exists. These documents will be used for Curriculum Mapping in the next action step.	06/01/2023 - 05/31/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)	PA Roadmap to Effective Instruction	To use the previously developed Year-at-a-Glance and Curriculum Alignment Matrix to finalize a District Curriculum Map as a final product.	06/01/2024 - 05/31/2025



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)	The Standards	Assessment of current	06/01/2022
	Aligned System	curriculum, scope & sequence, course framing, Year-at-a-Glance formatting, template selection.	- 05/31/2023

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was 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

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Foster a vision and culture of high expectations for success for all students, educators, and families - Since SSSD is one of the five smallest school districts in the Commonwealth, we have direct availability to all students, staff and families. With only 280 students Pre K - 12 and an average graduating class size of approximately 20 students per class, and the fact that our entire school district is in one facility, we are able to communicate effectively with all stakeholders about vision and culture of high expectations for success for all students.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district - Since SSSD is one of the five smallest school districts in the Commonwealth, we have direct communication with families frequently. With only 280 students Pre K - 12 and an average graduating class size of approximately 20 students per class, and the fact that our entire school district is in one facility, we are able to communicate effectively with all stakeholders about vision and culture of high expectations for success for all students. Our School Board members and parents participate regularly with student activities and events.

Build the capacity of central office and school administrators as

### Challenges

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Ensure effective, standards-aligned curriculum and assessment - The Shanksville-Stonycreek School District is currently committed to updating the curriculum and assessment tools. This will be a multi-year initiative that will update, record, and secure the curriculum, allowing for future review and updates to occur regularly.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district - Communication with stakeholders is essential to success in all areas of education. SSSD is emerging in this area because formats for communication change regularly with improvements in technology.. SSSD communicates via social media, webpages, phone communication systems, email, and others, but improving communication with stakeholders will always be a system needing improvement.

Adopting technology and incorporating on-line/virtual instruction into our curricular programs - In the advent of the pandemic, SSSD was thrust into using virtual instruction as an educational format. Although for several years, SSSD has been planning to incorporate the use of a one-to-one student electronic device programs, the increased use of online resources and textbooks,

## Strengths

instructional leaders to effectively monitor, supervise, and support high quality teaching and learning - Because of the small size, we do not really have a central office/administration hurdle to contend with. The Pre K - 12 principal handles many low-level student issues Pre K - 8 while the superintendent addresses student issues grades 9-12. When an issues requires more intense scrutiny, the building principal and superintendent work together on all issues. Academic planning, staffing issues, and instructional plans are monitored weekly, as a group. The curriculum/technology coordinator and business manager meet weekly (or as needed) with the building principal and superintendent to address all aspects of the school system. We are able to meet in-person and do not need to rely on virtual or phone communications to hold discussions. Having this close proximity to one another allows us to identify and address concerns promptly.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers - By hiring fully credentialed teachers, the SSSD administrative team is able to focus directly on professional development without worrying about unqualified staff needing additional assistance. It allows SSSD to prepare meaningful professional development based on data reviews, observation, and both empirical and anecdotal evidence.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence - SSSD

## Challenges

and the use of electronic communications between students and teachers, SSSD was forced to implement these concepts abruptly. Much progress has been made in all of these areas, however concerns of improving these initiative in a safe and efficient manner will remain a focus for the SSSD administration and staff. Online instruction will continue to emerge as technology continues to change regularly.

Funding for improved technology - Although funding has been provided for a variety of initiatives such as learning loss due to the pandemic, an ongoing concern will be improving education through the use of technology and funding updates to the electronic equipment/programs necessary to keep it current and meaningful to the 21st century learner.

Educating teachers to provide an increased use of technology for instruction - Providing necessary training to keep the staff "ahead" of the students while using electronic means of instruction will always be emerging. Students born into the age of technology are typically more advanced and comfortable with the use of technology than those providing them with instruction. Ongoing professional development will be necessary to advance our teaching staff's knowledge of online learning/instruction.

With a small student enrollment, altering class schedules is a challenge. With a Pre K - 12 facility under one roof, altering course scheduling is difficult.

## Strengths

Administrators are able to monitor Pre K - 12 school systems closely, on a daily basis since we are in one facility. Administrators meet daily on a one-to-one basis and weekly (at a minimum) as an administrative team. We are fortunate to be able to identify concerns and address weaknesses regularly. The ability to meet regularly allows us to focus on weaknesses and areas of concern while monitoring the systemic areas that we feel are operating in a successful manner.

The greatest strength of SSSD is its small enrollment size. With a Pre K - 12 enrollment of under 275 students, it keeps individual class sizes low which allows teachers and administration to become very familiar with students on a personal level.

SSSD is staffed with caring and committed staff members who monitor students on a daily basis. Our staff is located in one Pre K - 12 facility so communications of concerns about students is very efficient.

SSSD has little to no diversity racially, religiously or in any other aspect. Our students are close-knit, and very familiar with one another. We do not have relevant sub-groups of students who may need more specific or individualized attention other than socio-economically challenged and students with disabilities.

## Challenges

Sharing itinerant staff between Kindergarten and grade 12 limits the administrators ability to make major adjustments to student schedules at the elementary, middle, or high school levels since all students share these staff members on a daily basis.

Limited numbers of staff members makes it difficult to offer new courses and programs. We have a limited number of classrooms available and our class sizes are extremely small, so justifying additional staff members to add new courses is difficult.

In career development, collecting accurate artifacts and managing portfolios properly is a challenge.

A challenge of the health, safety and physical education program is that there is only one instructor from Kindergarten through grade 12. The schedule is extremely full for that instructor so new or different course offerings are limited.

Arts and humanities are challenged by busy schedules of students who participate in multiple activities. Creating and sustaining a fair and equitable schedule that balances participation in the arts as well as a students required academic courses is a challenge.

One of the biggest challenges in history and social studies is

## Strengths

All students are monitored daily by all staff members and through efficient communication between the school administrators, teachers, school counselor, school nurse, department-heads, etc., student needs are addressed promptly.

To address organizational concerns with student portfolios, an electronic management system will be purchased to better organized archived records.

Physical Education courses are offered to students throughout the elementary, middle and high school experience. SSSD has one k-12 physical education teacher who provides instruction to all grade levels, so there is continuity and flow in the curriculum taught from Kindergarten through grade 12.

Health and safety courses are offered to students and focuses on mental health, pro-social interactions with others, making healthy choices, safe-living strategies, etc.

The Shanksville-Stonycreek School District provides direct instruction in key content areas related to Civics and Government, Economics, Geography and History.

In 2018, grades 4 and 7 met or exceeded performance measures in Language Arts.

In 2018, all grades with the exception of grade 5 met or exceeded

## Challenges

providing time for the instructors to participate in professional development and to work cooperatively with the language arts department on cross-curricular activities.

In 2019, all but one of the tested grade levels, with the exception of grade 7, tested below or well below performance measures in Language Arts.

Returning to a more traditional method of instruction, post-pandemic.

Increased familiarity and use with the introduction of online learning and one-to-one computer initiatives.

Consistent lower performance in grade 5 Language Arts. Review and modification of instructional strategies, curriculum, and schedule will be considered.

Continued review and evaluation of instructional practices and the use of online instructional formats in a newly introduced one-to-one computer initiative.

Updating the district curriculum.

Increasing professional development in differentiated instruction.

In 2019, grade 8 fell below the expected performance measures in Science.



## Strengths

performance measures in Language Arts.

In 2021, all tested grade levels, with the exception of grade 5 met or exceeded performance measures in Language Arts.

In 2018, all tested grade levels, with the exception of grade 4 tested well above expected performance measures with grade 4 met the performance measures in Mathematics.

In 2019, all tested grade levels, with the exception of grade 6 met or exceeded expected performance measures in Mathematics.

In 2021, all tested grade levels met or exceeded expected performance measures in Mathematics.

In 2018, all tested grade levels, student either met or exceeded expected performance measures in Science.

In 2019, grade 4 exceeded expected performance measures in Science.

In 2021, all tested grade levels met the expected performance measures in Science.

In the elementary, overall performance of all student groups in Science/Biology is 12 % above state average and is meeting statewide targets.

## Challenges

Continued evaluation of instructional delivery and the introduction of a one-to-one computer initiative.

In the elementary, overall performance of all student groups in English Language Arts/Literature is 3 % below statewide averages and is not meeting statewide targets.

In the elementary, overall performance of all student groups in Mathematics/Algebra is 13.9 % below statewide averages and is not meeting statewide targets.

In the middle school, overall performance of all student groups in Science/Biology is 11 % below state averages and is not meeting statewide targets.

In the middle school, overall performance of all student groups in English Language Arts/Literature is 12 % below state averages and is not meeting statewide targets.

In the high school, overall growth performance of all student groups in Science/Biology is 25.1 % below

## Strengths

In the elementary, overall growth performance of all student groups in Mathematics/Algebra is 1.7 % above statewide average growth score and is meeting statewide growth targets.

In the elementary, overall growth performance of all student groups in Science/Biology is 12 % above statewide average growth score and is exceeding statewide growth targets.

In the middle school, the percentage of regular attendance exceeds statewide averages by 9.6 %.

In the high school, the percentage of regular attendance exceeds statewide averages by 7.7 %.

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## Most Notable Observations/Patterns

In recent years, college preparation was the main focus placed on public educators by the Pennsylvania Department of Education. Currently, the focus is shifting to include an increased focus on vocational skills and occupations, particularly in the rural areas. Improving our curriculum to meet the needs of our academic students, vocational students, students with special needs, all performing on different levels will require a focus on differentiated instruction for all students. With the increased availability of advanced-level, online courses, that may be incorporated into a students regular "personalized" curriculum, much planning and preparation must take place in creating an updated, twenty first century curriculum that will benefit all students basic and advanced needs.

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

Ensure effective, standards-aligned curriculum and assessment - The Shanksville-Stonycreek School District is currently committed to updating the curriculum and assessment tools. This will be a multi-year initiative that will update, record, and secure the curriculum, allowing for future review and updates to occur regularly.

Revising and updating the Shanksville-Stonycreek School curriculum has become a priority within the district and a main focus of our professional development plan. In past years, several attempts have been made to update the Pre K - 12 curriculum but obstacles including administrative turn-over, loss of resources and guidance from the local Intermediate Unit, school safety trainings, the COVID 19 pandemic and others. The administrative team at SSSD has already begun the process of evaluating our current curriculum with the teaching staff and has contracted with outside vendors to lead us through the process. We have developed a multi-year plan to update and implement our new curriculum. Points of discussion have been ,and will continue to be the framework that will be used to organize the curriculum, when and how teaching staff will have time to work on curriculum development, how to warehouse the curriculum and make it available to stakeholders, how to integrate traditional face-to-face instruction along with remote learning/instruction, and other logistical concerns.

Adopting technology and incorporating on-line/virtual instruction into our curricular programs - In the advent of the pandemic, SSSD was thrust into using virtual instruction as an educational format. Although for several years, SSSD has been planning to incorporate

It has been an administrative goal and initiative to update technology and how it is used on a regular basis. Pre COVID, we were working on a plan to expand the use of technology within the classroom and to provide professional development to the teaching staff on how to incorporate more technology into their instructional practices. The COVID 19 pandemic forced us to advance our

**Challenges**

the use of a one-to-one student electronic device programs, the increased use of online resources and textbooks, and the use of electronic communications between students and teachers, SSSD was forced to implement these concepts abruptly. Much progress has been made in all of these areas, however concerns of improving these initiative in a safe and efficient manner will remain a focus for the SSSD administration and staff. Online instruction will continue to emerge as technology continues to change regularly.

**Discussion Point**

technology plan to adopt one-to-one student/electronic device programs, the development and use of remote teaching practices, and the education of our students/families to use the new remote learning plan. Discussion points include how to incorporate remote instruction with traditional instruction, how to manage one-to-one student device programs in a safe and effective manner, review and purchase of textbooks with online components, how to instruct in a fully-virtual educational day, and other topics.

**Priority for Planning**

Educating teachers to provide an increased use of technology for instruction - Providing necessary training to keep the staff "ahead" of the students while using electronic means of instruction will always be emerging. Students born into the age of technology are typically more advanced and comfortable with the use of technology than those providing them with instruction. Ongoing professional development will be necessary to advance our teaching staff's knowledge of online learning/instruction.

Since the Pandemic has forced SSSD to enter into parts of the technology plan earlier than planned, a focus has been, and will remain to be how to properly train our teaching staff on the best practices of online/virtual education. Although SSSD has provided much training and virtual working days with students to practice their remote instructional delivery, the system needs continues improvement. Discussion points include managing virtual classrooms, how to grade and take attendance virtually, how to find and use instructional resources in a virtual setting, how to manage self-preservation and good mental health while working remotely and other topics.

## ADDENDUM B: ACTION PLAN

### Action Plan: The Standards Aligned System

Action Steps	Anticipated Start/Completion Date	Material/Resources/Supports Needed	PD Step	Comm Step
Assessment of current curriculum, scope & sequence, course framing, Year-at-a-Glance formatting, template selection.	06/01/2022 - 05/31/2023	Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted for review and evaluation.	no	yes
Monitoring/Evaluation	Anticipated Output	Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted for review and evaluation.	PD Step	Comm Step
The final product in this stage is a draft of a Year-at-a-Glance Framework and a Curriculum Alignment Matrix that will be used to develop a Curriculum Map in the next action step.		Intermediate Unit Curriculum Specialists, current curriculum, template examples, Year-at-a-Glance template, student achievement data, access to SAS portal,	no	yes
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## Action Plan: Digging Deeper - Root Cause Analysis

Action Steps	Anticipated Start/Completion Date
Use the Year-at-a-Glance framework to develop a Curriculum Alignment Framework to ensure the standards' alignment exists. These documents will be used for Curriculum Mapping in the next action step.	06/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted for review and evaluation.	The final product in this stage is a completed Year-at-a-Glance Framework and a Curriculum Alignment Matrix that will be used to develop a Curriculum Map.

Material/Resources/Supports Needed	PD Step	Comm Step
Year-at-a-Glance Framework, Curriculum Format Template, Current PA Standards, Student Achievement Data	yes	no

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## Action Plan: PA Roadmap to Effective Instruction

Action Steps	Anticipated Start/Completion Date
To use the previously developed Year-at-a-Glance and Curriculum Alignment Matrix to finalize a District Curriculum Map as a final product.	06/01/2024 - 05/31/2025

Monitoring/Evaluation	Anticipated Output
Progress will be monitored by the Shanksville-Stonycreek Administrative team and the Intermediate Unit Curriculum Department. Electronic and/or printed documents will be submitted and evaluated for final adoption.	In this final action step, the anticipated outcome is to have a completed, comprehensive working curriculum.

Material/Resources/Supports Needed	PD Step	Comm Step
Completed Year-at-a-Glance Framework and Curriculum Alignment Matrix. Curriculum Mapping templates.	yes	no

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## Action Plan: Differentiated Instruction

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

Meet with district professional development team bi-annually to strategize differentiated in-service for teachers.

06/01/2022 - 05/31/2023

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

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

Yearly in-service calendar

yes

yes





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

Analyze administrative and teacher input to structure professional development needs, wants, and activities.

06/01/2022 - 05/31/2023

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

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

Teacher survey/review

no

yes



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

Explore programs that address areas of need in order to provide suitable professional development.

06/01/2022 - 05/31/2023

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

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

Local and statewide providers

no

yes



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

Provide PD for teachers during available opportunities during the school year.

06/01/2023 - 05/31/2024

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

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

IU, state, and independent training resources

yes

no



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

Develop and implement differentiated learning strategies to strengthen and increase student engagement throughout the district.

06/01/2023 - 05/31/2024

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying areas of need regarding differentiated instruction within the district that will lead to stronger instruction

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

Evaluations; observations

yes

yes

**Action Plan: Development of organized virtual classroom**

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

Faculty establishes and develops online, virtual classroom using provided district resources.

06/01/2022 - 05/31/2023

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying faculty use of online instruction in both face-to-face and virtual environments.

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

Access to Schoology; Technology coach/coordinator; local Intermediate Unit

no

yes



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

Faculty participates in provided professional development to strengthen structure and focus of online classroom.

06/01/2023 - 05/31/2024

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying faculty use of online instruction in both face-to-face and virtual environments.

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

Schoology; Technology Coach/Coordinator; Local Intermediate Unit

yes

no



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

Faculty utilizes structured and organized virtual classroom in day-to-day instruction in both the face-to-face and online environments.

06/01/2024 - 05/30/2025

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

Evaluation; work with IU and PDE to provide PD opportunities.

Identifying faculty use of online instruction in both face-to-face and virtual environments.

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

Observation; Evaluations

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)	Digging Deeper - Root Cause Analysis	Use the Year-at-a-Glance framework to develop a Curriculum Alignment Framework to ensure the standards' alignment exists. These documents will be used for Curriculum Mapping in the next action step.	06/01/2023 - 05/31/2024
It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)	PA Roadmap to Effective Instruction	To use the previously developed Year-at-a-Glance and Curriculum Alignment Matrix to finalize a	06/01/2024 - 05/31/2025



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	Differentiated Instruction	<p>District Curriculum Map as a final product.</p> <p>Meet with district professional development team bi-annually to strategize differentiated in-service for teachers.</p>	<p>06/01/2022</p> <p>-</p> <p>05/31/2023</p>
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	Differentiated Instruction	<p>Provide PD for teachers during available opportunities during the school year.</p>	<p>06/01/2023</p> <p>-</p> <p>05/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	<p>Differentiated Instruction</p>	<p>Develop and implement differentiated learning strategies to strengthen and increase student engagement throughout the district.</p>	<p>06/01/2023 - 05/31/2024</p>
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	<p>Development of organized virtual classroom</p>	<p>Faculty participates in provided professional development to strengthen structure and focus of online classroom.</p>	<p>06/01/2023 - 05/31/2024</p>

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Steps - Curriculum Development	Faculty, Administration	Teachers will attend scheduled professional development throughout the school year, including in-service days and specially scheduled sessions when available.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Faculty produces tangible models of each courses curriculum	06/01/2022 - 05/30/2025	Superintendent

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
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Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Steps - Technology	Faculty; Administration	Teachers will attend scheduled professional development throughout the school year, including in-service days and specially scheduled sessions when available.

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Faculty applies principles of technology development in the daily classroom.

06/01/2022 - 05/30/2025

Superintendent

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

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



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>It is the goal of the Shanksville-Stonycreek School District to develop and revise the district's Pre K - 12 curriculum to be completed and finalized by the end of the 2025 school year. (Curriculum Development)</p>	<p>The Standards Aligned System</p>	<p>Assessment of current curriculum, scope &amp; sequence, course framing, Year-at-a-Glance formatting, template selection.</p>	<p>2022-06-01 - 2023-05-31</p>
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	<p>Differentiated Instruction</p>	<p>Meet with district professional development team bi-annually to strategize differentiated in-service for teachers.</p>	<p>2022-06-01 - 2023-05-31</p>
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current</p>	<p>Differentiated</p>	<p>Analyze</p>	<p>2022-06-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	Instruction	<p>administrative and teacher input to structure professional development needs, wants, and activities.</p>	01 - 2023-05-31
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	Differentiated Instruction	<p>Explore programs that address areas of need in order to provide suitable professional development.</p>	2022-06-01 - 2023-05-31
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year.</p>	Differentiated Instruction	<p>Develop and implement differentiated</p>	2023-06-01 - 2024-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>		<p>learning strategies to strengthen and increase student engagement throughout the district.</p>	
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>	<p>Development of organized virtual classroom</p>	<p>Faculty establishes and develops online, virtual classroom using provided district resources.</p>	<p>2022-06-01 - 2023-05-31</p>
<p>It is the goal of the Shanksville-Stonycreek School District to update the use of current technology and teaching practices by introducing, improving, and adopting technology driven learning, instruction and management by the end of the 2025 school year. Initiatives will include, but not be limited to; improved one-to-one electronic device programs for students; improved instruction for students on how to participate</p>	<p>Development of organized virtual classroom</p>	<p>Faculty utilizes structured and organized virtual classroom in day-to-day instruction</p>	<p>2024-06-01 - 2025-05-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ineffective and meaningful learning programs remotely; improved instruction for teachers on how to provide effective and meaningful instruction remotely; improved education for our parents on how to support remote learning opportunities; and improved security measures for responsible digital citizenship and technology use. (Technology Initiative)</p>		<p>in both the face-to-face and online environments.</p>	

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication Plan - Curriculum Development	Faculty; Administration; Support Staff;	Aspects of implementing curricular design framework
Anticipated Timeframe	Frequency	Delivery Method
06/01/2022 - 05/30/2025	Monthly	Presentation Blog
Lead Person/Position		
Superintendent		



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

Communication Plan -Technology

Faculty; Administration; Support  
StaffAspects of implementing technology  
professional development**Anticipated Timeframe****Frequency****Delivery Method**

06/01/2022 - 05/30/2025

Monthly

Presentation

**Lead Person/Position**

Superintendent



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

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

