Colonial School District

Comprehensive Plan | 2022 - 2025

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LEA Profile

The Colonial School District draws approximately 5,200 students from the Borough of Conshohocken, and the Townships of Plymouth and Whitemarsh in Montgomery County, Pennsylvania, just northwest of Philadelphia.

The Colonial School District serves a diverse, multicultural population out of its seven school buildings. Elementary school-aged children attend one of four K-3 buildings as well as a 4-5 building. The middle school serves grades 6-8, and Plymouth Whitemarsh High School serves grades 9-12. Colonial students in grades 10-12 also may attend the Central Montco Technical High School located in Plymouth Township.

Our schools have received state and national recognition for excellence. In 2020-21, Plymouth Whitemarsh High School was ranked as one of the top schools nationwide by U.S. News and World Report and consistently finishes in the top 50 in Niche.com's annual Best Public High Schools ranking. The high school offers 28 Advanced Placement courses, has earned the College Board's Female Diversity Award in AP Computer Science, and is one of 15 high schools piloting an AP Engineering curriculum. In the past 12 years, PWHS has had over 1,100 AP Scholars (students who scored a 3 or higher on their exams). The high school also recently implemented the International Baccalaureate Programme as an offering for students.

All Colonial School District schools consistently finish above the state average on the Pennsylvania System of School Assessment and two elementary schools - Ridge Park and Whitemarsh - have received the National Blue Ribbon of Distinction.

The average class size throughout the district is 18 to 23 students. The district provides transportation through contracted providers for the majority of students. Many resources are available to assist in student achievement of the District's mission, goals, and academic standards. These resources include, but are not limited to, the following:
Professional libraries in each building
Makerspaces/Innovation Spaces in each building
Local, regional, state, and national staff development programs available for all professional personnel
Extra-curricular programs
Outdoor recreation facilities and community programs
Intermediate unit programs and services
School/business partnerships that provide mentoring and school-to-work opportunities for students
Interagency collaborations (for example, MHMR, drug, and alcohol single county authorities, etc.)
Modern technology in each classroom and devices for each student
An Equity, Inclusion, and Belonging Committee that serves to create culturally supportive and equitable learning environments, a culture of belongingness, and enhance staff recruitment/retention
Healthy breakfast and lunch options for all students with a growing emphasis on locally-sourced food
Colonial School District takes pride in providing students and teachers with the best curricular, instructional, and technological resources and support needed to be successful in the classroom and beyond. All buildings provide active learning experiences beyond the core curriculum (English/Language Arts, Mathematics and Science, Technology and Environmental education) through course offerings in the areas of Art, Music, Dance, Health and Wellness, Physical Education, and Theater. Colonial School District programs provide students with a solid foundation for a successful future in a global economy and a life-long love of learning.

Teachers in the Colonial School District are seasoned professionals who care about their students. The District employs only qualified professional employees (administrators, teachers, and specialists) to deliver the curriculum as required by state regulations and local policy. The professional staff includes highly qualified teachers (100 percent), guidance counselors, school social workers and psychologists, librarians, nurses, speech and language clinicians, and educational specialists. Nearly 93 percent of Colonial educators have at least a Master's degree and nearly half have more than 10 years of teaching experience.

Mission and Vision

Mission
For students to learn, grow, and serve in a school community that is welcoming for all.

Vision
To prepare resilient, lifelong learners and leaders who will enrich the world.

Educational Value Statements

Students
Students will build acceptance and value for all in the school community.

Staff
Teachers and staff will facilitate the growth of students as self-directed learners.

Administration
Administration will provide a supportive and effective environment for both teaching and learning.

Parents
Family members and caregivers will support the school community in the growth and development of lifelong learners.

Community
The School Board will represent the community and support student-centered decision-making around policies and funding.

Summary Of Strengths and Challenges

Strengths

Strength
English Learners: norm-referenced with English Language Development Standards; used to determine appropriate placement K-12; continuum of language development consistent per federal ESSA guidance.
Act 35 Civics assessment participation captured all current 11th grade students at Plymouth Whitemarsh High School, securing our state compliance requirements
Act 35 Civics assessment performance data provided information on addressing gaps in knowledge for curriculum review purposes
Compliance with PDE 339 Plan was universal for all students K-12
The district administers common assessments that are aligned to PA math standards.
Targeted intervention and enrichment math opportunities are provided for students based on data.
We make use of professional learning time for systematic data review to examine student growth and achievement results to develop appropriate Tier I, II, and III instructional practices.
Enhance existing opportunities to promote even more equity, inclusion, and belonging within our district.
In Math, students taking the PSSA increased in performance from the previous year and met or exceeded the designated interim target.
Foster a vision and culture of high expectations for all students, educators, and families
Ensure effective, standards-aligned curriculum and assessment
Coordinate and monitor supports aligned with students' and families' needs
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data and coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Professional Learning Time is scheduled monthly to provide opportunities for analysis of math data and identify student strengths and misunderstandings.

The district administers common assessments that are aligned to PA ELA standards.
Professional Learning Time is scheduled monthly to provide opportunities for analysis of science data and identify student strengths and misunderstandings.
The district administers common assessments that are aligned to science standards.
Targeted intervention and enrichment ELA opportunities are provided for students based on data.
All student groups meet or exceed the 2030 Statewide Goal for performance in ELA, Math, and Science (PSSA).

Challenges

Challenge
Teachers will implement additional opportunities for students to develop artifacts from experiences or applications that are related to science/STEM careers.
Teachers will utilize comprehensive, consistent data protocols to ensure fidelity of evaluation and analysis in ELA.
The Act 35 Civics Assessment can offer expanded opportunities for students to demonstrate knowledge and mastery of targeted skills.
Warehousing/upload concerns for 339 Plan artifacts were exacerbated by the COVID-19 pandemic
Teachers will utilize a progression of math standards when teaching new content to provide all students access to content appropriate to their understanding and needs
Expanding testing window and opportunities for WIDA ACCESS assessments would assist in onboarding/registering new English Learners to the district.
To better address student needs, universal protocols for data review, interventions, assessments, enrichment, and adjustments to curricula are required to ensure equitable student outcomes.
Continuing to offer support, resources, and professional learning opportunities with regards to equity to improve research-based instructional best practices K-12.

In ELA, students increased performance from the previous year but did not meet the state/interim goal. In Math, students increased performance from the previous year but did not meet the state/interim goal. In Science, students decreased in performance from the previous year and did not meet the state/interim goal.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Teachers will clearly communicate what students are learning in math, why they are learning it, and how they know they have learned it.
Teachers will utilize comprehensive, consistent data protocols to ensure fidelity of evaluation and analysis in math.
Teachers will clearly communicate what students are learning in ELA, why they are learning it, and how they know they have learned it.
Teachers will clearly communicate what students are learning in science, why they are learning it, and how they know they have learned it.
Teachers will utilize comprehensive, consistent data protocols to ensure fidelity of evaluation and analysis in science.
All student groups at CMS are not meeting or exceeding the 2030 Statewide Goal for performance in Math.

Most Notable Observations/Patterns

The team believes that in order for our district to achieve its mission and vision we need to strengthen the practice of students owning their learning. This can be accomplished by helping students understand what they are learning, why they are learning it, and how they know they learned it. We also believe that the administrative team will improve teaching practices and instructional strategies with specific and strategic feedback during comprehensive observations.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
English Learners: norm-referenced with English Language Development Standards; used to determine appropriate placement K-12; continuum of language development consistent per federal ESSA guidance.	
We make use of professional learning time for systematic data review to examine student growth and achievement results to develop appropriate Tier I, II, and III instructional practices.	
Enhance existing opportunities to promote even more equity, inclusion, and belonging within our district.	Increasing the sense of belonging of our students and staff will promote more academic and social-emotional growth. All students will have access to rigorous standards' aligned instruction.
Foster a vision and culture of high expectations for all students, educators, and families	Believing that all students can achieve will help us address needs when developing universal protocols. Completing comprehensive classroom observations supports our commitment to high-quality instruction that empowers all.
Professional Learning Time is scheduled monthly to provide opportunities for analysis of math data and identify student strengths and misunderstandings.	Math assessment data review, interventions, enrichment, and adjustments to curricula will be a focus area of PLTs.

Challenges

Challenge	Discussion Points	Priority Statement
To better address student needs, universal protocols for data review, interventions, assessments, enrichment, and adjustments to curricula are required to ensure equitable student outcomes.	Students benefit from focused and data-driven differentiated instruction. Small group instruction needs to be implemented at all grade levels K-12 to ensure all students' needs are met	Teachers will utilize data protocols to provide focused and differentiated instruction. Small group instruction will be implemented to ensure all students' needs are met (K-12).
Continuing to offer support, resources, and professional learning opportunities with regards to equity to improve research-based instructional best practices K-12.		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Students need to be empowered to own their own learning. Learning intentions and success criteria need to be clearly identified by teachers for students,	Teachers will identify learning intentions and success criteria for lessons and clearly communicate them to students. Students will show evidence of owning their learning.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	Comprehensive classroom observations will authentically support the areas for growth of all teachers with a focus on developing research-based practices to support clarity in learning. Administrators will use walk-throughs to evidence the progress of identified areas of growth.	Administrators will conduct comprehensive classroom observations that focus on developing areas of growth to support clarity in learning. Administrators will then use walk-throughs as evidence of progress towards identified areas of growth.
Teachers will clearly communicate what students are learning in math, ELA, science why they are learning it, and how they know they have learned it.		

Goal Setting

Priority: Teachers will utilize data protocols to provide focused and differentiated instruction. Small group instruction will be implemented to ensure all students' needs are met (K-12).

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	95% of students will meet or exceed their individual growth goals, measured by selected Student Performance Measure (SPMs), through data-driven, differentiated, small group instruction.	Small Group & Differentiated Instruction	80% of students will meet or exceed their individual growth goals, measured by selected SPMs, through data-driven, differentiated, small group instruction.	85% of students will meet or exceed their individual growth goals, measured by selected SPMs, through data-driven, differentiated, small group instruction.	95% of students will meet or exceed their individual growth goals, measured by selected Student Performance Measure (SPMs), through data-driven, differentiated, small group instruction.
Essential Practices 3: Provide Student-Centered Support Systems	95% of students will meet or exceed their individual growth goals, measured by selected SPMs, by creating a positive school environment where all members feel welcomed, supported and safe.	Equity, Inclusion and Belonging	80% of students will meet or exceed their individual growth goals, measured by selected SPMs, by creating a positive school environment where all members feel welcomed, supported and safe.	85% of students will meet or exceed their individual growth goals, measured by selected SPMs, by creating a positive school environment where all members feel welcomed, supported and safe.	95% of students will meet or exceed their individual growth goals, measured by selected SPMs, by creating a positive school environment where all members feel welcomed, supported and safe.

Priority: Teachers will identify learning intentions and success criteria for lessons and clearly communicate them to students. Students will show evidence of owning their learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	100% of lessons explicitly communicate learning intentions and success criteria throughout the instructional period (verbally/visually).	Learning Intentions and Success Criteria	50% of lessons explicitly communicate learning intentions and success criteria throughout the instructional period (verbally/visually).	75% of lessons explicitly communicate learning intentions and success criteria throughout the instructional period (verbally/visually).	100% of lessons explicitly communicate learning intentions and success criteria throughout the instructional period (verbally/visually).
Essential Practices 3: Provide Student-Centered Support Systems	95% of students will articulate what they are learning, why they are learning it, and how they know they have learned it.	Student Ownership of Learning	50% of students will articulate what they are learning, why they are learning it, and how they know they have learned it.	75% of students will articulate what they are learning, why they are learning it, and how they know they have learned it.	95% of students will articulate what they are learning, why they are learning it, and how they know they have learned it.

Priority: Administrators will conduct comprehensive classroom observations that focus on developing areas of growth to support clarity in learning. Administrators will then use walk-throughs as evidence of progress towards identified areas of growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 2: Empower Leadership	100% of administrators will identify areas of growth in observations focused on improving clarity for learning practices.	Comprehensive Classroom Observations	75% of administrators will identify areas of growth in observations focused on improving clarity for learning practices.	90% of administrators will identify areas of growth in observations focused on improving clarity for learning practices.	100% of administrators will identify areas of growth in observations focused on improving clarity for learning practices.
Essential Practices 1: Focus on Continuous Improvement of Instruction	100% of observations will have follow-up walk-throughs that focus on the identified area(s) of growth.	Walk-Throughs	75% of observations will have follow-up walk-throughs that focus on the identified area(s) of growth.	90% of observations will have follow-up walk-throughs that focus on the identified area(s) of growth.	100% of observations will have follow-up walk-throughs that focus on the identified area(s) of growth.

Action Plan

Action Plan for: Collaborative Instructional Planning		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation**
• Learning Intentions and Success Criteria • Student Ownership of Learning	Teachers and students communicating learning intentions and success criteria.	Teachers and administrators will review lesson plans and assessment data. Teachers and administrators will engage in observations and walk-throughs.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed
Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria.	09/01/2022	06/13/2025	Teacher	Core materials for curriculum and assessment data.
During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it.	09/01/2022	06/13/2025	Teachers and administrators	Core materials for curriculum and assessment data to support questions about clarity of instruction.

Action Plan for: Data Analysis				
Measurable Goals		**Anticipated Output**		**Monitoring/Evaluation**
• Small Group & Differentiated Instruction		Teachers will intentionally plan to provide differentiated small group instruction at all grade levels.		Teachers and administrators will review lesson plans and assessment data. Teachers and administrators will engage in observations and walk-throughs.
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**
Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.	09/01/2022	06/13/2025	Teachers, supervisors, administrators	Assessment data, guiding questions, curricular resources

Action Plan for: Timely, authentic feedback and support on instructional practices.

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Comprehensive Classroom Observations • Walk-Throughs	Feedback for improving teacher practice in PA-ETEP will focus on improving clarity in learning.	"Areas of Growth" in Comprehensive Classroom Observations will detail suggestions for future classroom practices.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed
Administrators will communicate area(s) of growth specific to developing clarity in learning.	09/01/2022	06/13/2025	Administrators	Student data, The Educator Effectiveness Framework, PA-ETEP, Clarity for Learning
Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices.	09/01/2022	06/13/2025	Administrators	Student data, The Educator Effectiveness Framework, PA-ETEP, Clarity for Learning.

Action Plan for: Creating Safe, Supportive Environments

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Equity, Inclusion and Belonging	Intentional planning to provide lessons and activities that promote an inclusive, equitable school environment.	Lesson plans will reflect practices that increase equity and inclusion. Community-building events, clubs, and activities will be held in the district to support equity and inclusion.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed
The district will hold consistent Equity, Inclusion, and Belonging activities and meetings.	09/01/2022	06/13/2025	Diversity, Equity, and Instruction Officer	Data, community resources, school highlights
The district will utilize social and emotional learning programs, activities, and resources.	09/01/2022	06/13/2025	Administrators	Teacher/student guides, directions, and manuals as needed

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Collaborative Instructional Planning	• Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria. • During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it.
Data Analysis	• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.
Timely, authentic feedback and support on instructional practices.	• Administrators will communicate area(s) of growth specific to developing clarity in learning. • Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices.
Creating Safe, Supportive Environments	• The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.

Professional Development Activities

Clarity						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria. • During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it. • Administrators will communicate area(s) of growth specific to developing clarity in learning. • Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices.	Administrators, teachers, and staff	Learning intentions, success criteria, Educator Effectiveness Framework	Lesson plans, observation/walk-through reports, student communication, assessment data	Administrators, Master Teachers, Lead teachers	08/30/2022	06/13/2025

Learning Formats		
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**
Inservice day	The district plans to use approximately three days over the next three years.	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3a: Communicating with Students 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching
Book study	The district plans to use approximately three days over the next three years.	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching
Professional Learning Community (PLC)	Monthly as needed	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments

Culturally and Linguistically Responsive Teaching

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation. • The district will hold consistent Equity, Inclusion, and Belonging activities and meetings.	Administrators, teachers, staff	Responsive pedagogy, linguistic awareness, lesson planning, equity, student enrichment and remediation, classroom environment, text selection	Lesson plans, classroom decor, inclusive classroom/school libraries, culturally relevant, revised curricula in targeted content areas, student/parent communications, building- and district-wide cultural activities	Administration, Master Teachers, lead teachers	07/30/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework
Inservice day	The district plans to use approximately three days over the next three years.	• 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4c: Communicating with Families • 3b: Using Questioning and Discussion Techniques

		• 3a: Communicating with Students
Book study	The district plans to use approximately three days over the next three years.	• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 4a: Reflecting on Teaching
Professional Learning Community (PLC)	The district plans to use approximately three days over the next three years.	• 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes

Courageous Conversations

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation. • The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.	Administrators, teachers, staff, students	Discussion and questioning strategies, cultural and linguistic awareness, respect and rapport, equity, inclusion, belonging	Lesson planning process, courageous conversation discussion techniques and protocols	Administration	07/30/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework
Inservice day	The district plans to use approximately three days over the next three years.	• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4c: Communicating with Families • 4a: Reflecting on Teaching

Book study	The district plans to use approximately three days over the next three years.	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3c: Engaging Students in Learning

Data Analysis

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation. • The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.	Administrators and Teachers	Training on enhanced LinkIt! features for running reports; Protocols and guiding questions to review LinkIt! student, building and state data; GAIN protocols for student enrichment and intervention.	Differentiated Instruction based on students' need as directed by data reports; student focus groups; revision of curriculum/ lessons based on student data	Administrators and Department Heads/ Liaisons	08/30/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework
Inservice day	The district plans to use approximately three days over the next three years.	• 2c: Managing Classroom Procedures • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness

Second Step

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation. • The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.	Elementary Teachers	Purpose and goals, available resources, and scope & sequence	Implement of daily lessons throughout the school year	Consultant	08/30/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework
Inservice day	Bi-annually as needed	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport

Communications Action Steps

Evidence-based Strategy	Action Steps
Collaborative Instructional Planning	• Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria. • During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it.
Data Analysis	• Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation.
Timely, authentic feedback and support on instructional practices.	• Administrators will communicate area(s) of growth specific to developing clarity in learning. • Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices.
Creating Safe, Supportive Environments	• The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.

Communications Activities

Professional Development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will use Professional Learning Time (PLT) and general planning time to identify learning intentions and success criteria. • During observations and walk-throughs, students will answer questions about what they are learning, why they are learning it, and how they know they have learned it. • Teachers will identify student needs and develop flexible/small groups for instruction, enrichment, and remediation. • Administrators will communicate area(s) of growth specific to developing clarity in learning. • Administrators will conduct follow-up walk-through(s) to assess whether suggested strategies were implemented into classroom practices. • The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.	Administrators and staff	Collaborative instructional planning, data analysis, timely, authentic feedback on instructional practices, creating safe supportive environments.	Rosemarie Gregitis/ Director of Curriculum, Instruction and Assessment	08/30/2022	06/13/2025

Communications	
Type of Communication	**Frequency**
Email	As needed
Posting on district website	One week prior to professional development

Community Meetings					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The district will hold consistent Equity, Inclusion, and Belonging activities and meetings. • The district will utilize social and emotional learning programs, activities, and resources.	Administrators, staff, families and community members	Creating safe and caring environments.	Rosemarie Gregitis/ Director of Curriculum, Assessment and Instruction	08/30/2022	06/13/2025

Communications	
Type of Communication	**Frequency**
Email	As needed
Posting on district website	As needed