



Comprehensive Plan for 2022-2025

SOUDERTON AREA SD

760 Lower Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

VISION STATEMENT

The Souderton Area School District continues to focus on the tenets of Whole Child, Whole School, and Whole Community. Therefore: • We will ensure that all students access learning in a healthy and safe school environment that fosters success. • We will ensure that learning opportunities are engaging, supportive, and challenging for students to grow and achieve academically and socially.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Through our steering committee processes, we determined this structure was inclusive of all. Our statements were revised several times to reflect this inclusivity. • We believe our community has a fundamental commitment to educating the whole child. • We believe our community has a responsibility to support the education and well-being of all its members. • We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools. • We believe a focus on growth supports the development of lifelong learners. • We believe all can learn, each at different rates and in different ways. • We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

STAFF

• We believe our community has a fundamental commitment to educating the whole child. • We believe our community has a responsibility to support the education and well-being of all its members. • We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools. • We believe a focus on growth supports the development of lifelong learners. • We believe all can learn, each at different rates and in different ways. • We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

ADMINISTRATION

• We believe our community has a fundamental commitment to educating the whole child. • We believe our community has a responsibility to support the education and well-being of all of its members. • We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools. • We believe a focus on growth supports the development of lifelong learners. • We believe all can learn, each at different rates and in different ways. • We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

PARENTS

• We believe our community has a fundamental commitment to educating the whole child. • We believe our community has a responsibility to support the education and well-being of all of its members. • We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools. • We believe a focus on growth supports the development of life-long learners. • We believe all can learn, each at different rates and in different ways. • We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

COMMUNITY

• We believe our community has a fundamental commitment to educating the whole child. • We believe our community has a responsibility to support the education and well-being of all of its members. • We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools. • We believe a focus on growth supports the development of lifelong learners. • We believe all can learn, each at different rates and in different ways. • We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

STEERING COMMITTEE

Name	Position	Building/Group
Dekai Averett	Student	Souderton Area High School
Brigitte Bagocius	Administrator	Souderton Area School District Web Development / Communications
Frank Ball	Administrator	Souderton Area School District Supervisor of Operations
Courtney Barbieri	Board Member	Souderton Area School District School Board
Nate Bender	Staff Member	Souderton Area High School Technology Coordinator
Todd Brown	Administrator	Souderton Area School District Middle School Supervisor of Special Education
Todd Burns	Administrator	Souderton Area School District Supervisor of Curriculum, Instruction, and Assessment
Renai Cardillo	Staff Member	Souderton Area School District
Bill Coddington	Administrator	Souderton Area High School Assistant Principal
Pat Diehl	Staff Member	Souderton Area School District School Police Officer
Nathan Fickert	Student	Souderton Area High School
Cheri Fogle	Staff Member	Vernfield Elementary School
Henry Franz	Administrator	Souderton Area School District Digital Media Specialist

Name	Position	Building/Group
John Franzen	Administrator	Souderton Area School District Supervisor of Curriculum, Instruction, and Assessment
Anne Frederick	Staff Member	Souderton Area High School World Language Coordinator
Frank Gallagher	Administrator	Souderton Area School District Superintendent of Schools
Jon Graf	Administrator	Vernfield Elementary School Principal
Scott Hackman	Community Member	Indian Valley Education Foundation
Susan Hadfield	Administrator	West Broad Street Elementary School Principal
Laura Heineck	Administrator	Franconia Elementary School Principal
Catherine Heller	Administrator	Indian Valley Middle School Assistant Principal
Christopher Hey	Administrator	Souderton Area School District Assistant Superintendent
Jennifer Hosterman	Parent	Souderton Area High School
Ken Keith	Board Member	Souderton Area School District School Board
Katie Kennedy-Reilly	Administrator	Souderton Area School District Director of Curriculum, Instruction, Assessment, and Technology
Kaela Krasley	Staff Member	E.M.C. Elementary School
Sierra Laurer	Student	Souderton Area High School

Name	Position	Building/Group
Rebecca Lemieux	Staff Member	Oak Ridge Elementary School
Leanne Lightcap	Parent	West Broad Street Elementary School
Carol Luciani	Staff Member	Vernfield Elementary School
Carrie Mamzic	Staff Member	Salford Hills Elementary School
Chief Michael Martin	Community Member	Community
Fran Masin-Moyer	Staff Member	Souderton Area School District
Andy McClintock	Staff Member	Indian Crest Middle School
Katie McCoy	Administrator	Indian Crest Middle School Principal
Kathleen McLaughlin	Staff Member	Franconia Elementary School
Bonnie Miller	Staff Member	Souderton Area School District Nurse Coordinator
Lauren Murawski	Staff Member	Middle School Math Coordinator
Chris Nenstiel	Staff Member	Souderton Area High School Wellness Coordinator
Michelle Noga	Staff Member	Souderton Area School District
Tom Overberger	Staff Member	Souderton Area High School

Name	Position	Building/Group
Brian Pawling	Administrator	Souderton Area School District Director of Business Affairs
Shreeya Penugonda	Student	Souderton Area High School
RuthE Potter	Community Member	Indian Valley Education Foundation
Jenn Reed-Duka	Staff Member	Souderton Area High School
Bobby Reitz	Staff Member	Souderton Area School District Special Education Coordinator
Walt Salevsky	Administrator	Souderton Area School District Supervisor of Technology Services
Eric Smith	Community Member	Community
Gabe Smola	Student	Souderton Area High School
Sarah Steffy	Student	Souderton Area High School
Darcy Tashlein	Staff Member	Vernfield Elementary School
Suzanne Thomas	Staff Member	Indian Valley Middle School
Doug Trumbower	Staff Member	West Broad Elementary School
Susan Van Saun	Staff Member	Souderton Area High School
Sam Varano	Administrator	Souderton Area High School Principal

Name	Position	Building/Group
Stephanie Vega	Parent	Indian Crest Middle School
Brad Wenger	Staff Member	Salford Hills Elementary School
James Wiley	Community Member	Community
Kendall York	Student	Souderton Area High School
Megan Zweiback	Administrator	Souderton Area School District Director of Pupil Services

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we focus on developing increased engagement, communication, and opportunities for our learners and their families, then we will create a great sense of belonging where all will feel valued, connected to our mission, and able to thrive in our community.	Community Engagement
If we seek to remove the achievement gaps that are present, especially amongst our subgroup populations, then we will design systems that will better support our learners' achievement and their ability to thrive in our community.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we develop and strengthen mental health and wellness supports and services then our learners will not only be healthier, but able to achieve and thrive in our community.	Wellness
If we seek to remove the opportunity gaps that are present, then we will strengthen and design new ways for our learners to achieve and thrive in our community.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Cultivate Belonging
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Cultivate Belonging	By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and address barriers that impact the sense of belonging through stakeholder feedback.	2022-09-01 - 2025-06-30	District and Building Administration	Collect Data
Identify and integrate additional opportunities for learners, families, and community organizations and businesses to actively engage with the school community.	2023-09-01 - 2025-06-30	District and Building Administration	Surveys and Forums
Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.	2023-07-01 - 2025-06-30	District and Building Administration and Staff Developers	Surveys and Forums
Evaluate and enhance our communication strategies to ensure equal access to effective and timely information across the district.	2022-09-30 - 2024-06-30	District administration and Web Development Specialist	Survey of families, Web site improvements, and enhanced forms of communication that work for our families.

Anticipated Outcome
Increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. Greater attendance (students and parents), new assemblies and guests to buildings, new community partnerships.

Monitoring/Evaluation
Predictable process for survey/feedback loop (community, parents, students, staff), reviewing data, participation data, barriers successfully removed, communications demonstrate enhancements.

Evidence-based Strategy
Mental Health Supports and Services

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Mental Health Support and Services	By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop mental health and wellness learning opportunities for families and community members in response to student needs.	2023-01-01 - 2025-06-30	Building Principals and Pupil Services	Guest Speakers, Web site information, and feedback processes to tailor offerings.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design and implement professional development opportunities to support staff in understanding, recognizing, and helping with mental health	2022-09-01 - 2025-06-30	District Administration and Staff Developers	Research and Best Practices
Expand mental health and wellness support consistently for learners across all disciplines, grades, and schools.	2022-09-01 - 2025-06-30	District Administration	Research and Best Practices
Support the social-emotional and mental health wellness of all staff.	2022-09-01 - 2025-06-30	District and Building Administration	Research and Best Practices
Communicate district and community resources that provide mental health and wellness support for students and families.	2022-09-01 - 2025-06-30	District and Building Administration	Web site, variety of documents/forms, and stakeholder feedback.

Anticipated Outcome

Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.

Monitoring/Evaluation

Review of the data, observation, exit tickets for professional development, surveys.

Evidence-based Strategy			
Academic Growth and Achievement			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Academic Growth and Achievement	By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Strengthen the alignments and interconnections of our standards-aligned system, data-driven decision-making, interventions, and extensions.	2022-09-01 - 2025-06-30	District and Building Administration	General Education Curriculum and Tiered supports
Analyze and respond to the impact that attendance and behavior have on student achievement.	2023-01-01 - 2025-06-30	District and Building Administration; Building Core Teams	Data Reports- District/Building/Class/Individual, Tiered Program Research and Best Practice Support
Identify and promote strategies that lead to increased student achievement and positive outcomes for all students.	2022-09-30 - 2025-06-30	District and Building Administration and Staff Developers	Universal Design, High-Impact Strategies, Research, and Best Practices

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase the effectiveness of English Language Development instruction by growing the capacity of all instructional staff.	2023-09-01 - 2025-06-30	District Administration	Title 3 Funds, Instructional Resources, Assessments, and Best Practices
Engage with families to foster communication and collaboration regarding academic achievement and additional support.	2022-09-01 - 2025-06-30	Building Administration	Information on Web site
Support students in setting goals, monitoring progress, and reflecting on their growth and achievement.	2022-09-01 - 2025-06-30	Building Administration	MAP and Universal Screening Data, MTSS Protocol Development
Identify and promote support and resources to ensure success at the student, classroom, and building levels.	2022-09-01 - 2025-06-30	District and Building Administration	Universal Screener, District Data, Program Supports

Anticipated Outcome

Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations

Monitoring/Evaluation

Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.

Evidence-based Strategy

Expanding Opportunities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Expanding Opportunities By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase the effectiveness of our English Language Development program through programmatic revisions.

2022-09-01 -
2025-06-30

District
Administration

Title 3 Funding, Curriculum Writing, Program Implementation, TELL Assessment and Research Resources

Increase access and broaden participation to learning opportunities, courses, and programs.

2023-01-30 -
2025-06-30

District and
Building
Administration

Enrollment Data, Criteria for Advanced Classes

Implement and expand effectiveness of our Full-Day Kindergarten program focusing on the needs of the whole child.

2022-09-01 -
2025-06-30

District and
Building
Administration

Manipulatives/Hands-On and Professional Development

Expand internal and external partnerships that will provide additional learning experiences across the district.

2023-01-01 -
2025-06-30

District and
Building
Administration

Partnership Matrix, Letters of Interest, K-12 Collaborations

Anticipated Outcome

Increased participation rates (individual and subgroups), successful Full-Day Kindergarten implementation, increase partnerships, enhance opportunities, and reduce participation gaps.

Monitoring/Evaluation

Identified goal, close the gap, observation of Full-Day Kindergarten, grow partnerships (foster internal, cross grade-level/building connections).

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.	07/01/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). (Mental Health Support and Services)	Mental Health Supports and Services	Develop mental health and wellness learning opportunities for families and community members in response to student needs.	01/01/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Academic Growth and Achievement	Identify and promote strategies that lead to increased student achievement and positive outcomes for all students.	09/30/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Academic Growth and Achievement	Increase the effectiveness of English Language Development instruction by growing the capacity of all instructional staff.	09/01/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Increase the effectiveness of our English Language Development program through programmatic revisions.	09/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Implement and expand effectiveness of our Full-Day Kindergarten program focusing on the needs of the whole child.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Identify and integrate additional opportunities for learners, families, and community organizations and businesses to actively engage with the school community.	09/01/2023 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Evaluate and enhance our communication strategies to ensure equal access to effective and timely information across the district.	09/30/2022 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). (Mental Health Support and Services)	Mental Health Supports and Services	Communicate district and community resources that provide mental health and wellness support for students and families.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Academic Growth and Achievement	Engage with families to foster communication and collaboration regarding academic achievement and additional support.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Expand internal and external partnerships that will provide additional learning experiences across the district.	01/01/2023 - 06/30/2025

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English learners show high PVAAS growth on Keystone exams.

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

Ensure effective, standards-aligned curriculum, and assessment.

Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

All Souderton Area High School students are meeting the ELA 2030 statewide goals and academic growth measures.

Souderton Area School District middle school students are meeting the interim goals in ELA.

All Souderton Area High School students are meeting the 2030 mathematics statewide goal and exceed the standard growth goal.

All students are meeting the interim goals/improvement targets

Challenges

Targeted focus on improving instructional opportunities for our Hispanic students, specifically at the middle level.

Targeted focus on improving instructional opportunities for our students with disabilities, specifically at the middle level.

Targeted focus on improving instructional opportunities for our students deemed economically disadvantaged.

Targeted focus on improving instructional opportunities for our students who are English Learners.

We believe that the data highlights some potential opportunity gaps for our learners across our general population and subgroups to stretch and achieve even more.

Coordinate and monitor supports aligned with students' and families' needs.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

Not all student groups are meeting the standards demonstrating growth.

Strengths

for Keystone Biology.

All student groups are meeting the interim goals/improvement targets in grade 8 Science PSSA.

All students in grades 3-11 are meeting the statewide career standards benchmarks and expectations.

English Language Arts/Literature Keystone Exams, all students groups are meeting proficiency 2030 goals.

Percent Proficient/Advanced in Mathematics/Algebra 1 Keystone; all student groups are meeting proficiency 2030 goals.

Additional personnel, resources, and assessments have supported our English learners' growth and achievement.

Responsive Classroom and Second Step have helped meet the needs of our students' mental health and wellness.

District programs support the tenets of the whole child.

District provides instructionally effective and developmentally appropriate technology for every student.

Challenges

Not all student groups are meeting the interim goals in mathematics at the middle level, nor the standards demonstrating growth.

All students are not meeting the statewide 2030 goal as of yet at Souderton Area High School or the middle schools.

We can continue to improve our career exploration through relevant instruction.

If the state legislature approves the new science standards, we will align our curriculum, instruction, assessments, and resources to reflect these changes.

If PA adopts revised Health and Physical Education Standards, we will align curriculum, instruction, assessments, and resources to reflect these updates.

Some achievement gaps present between subgroup populations in specific areas (Hispanic, English learners, economically disadvantaged)

We will revise and update our K-12 Guidance Plan (339 Plan) during year one of our current Comprehensive Planning implementation.

We will review and update our current English Language

Challenges

Development programming through this Comprehensive Planning process as a result of both changing demographics and research-driven best practices.

One of the primary concerns of stakeholders, collected through surveys, committees, and focus groups is in meeting the social-emotional and mental health and wellness needs of our learners, staff, and families.

While we established the foundation for our Multi-Tiered Systems of Support (MTSS) framework over the last two years, additional time is needed to fully implement it. Stakeholder feedback indicated that it can be strengthened and further developed for consistency and impact.

Most Notable Observations/Patterns

Challenges

Discussion
Point

Priority for Planning

Challenges	Discussion Point	Priority for Planning
Some achievement gaps present between subgroup populations in specific areas (Hispanic, English learners, economically disadvantaged)		
If the state legislature approves the new science standards, we will align our curriculum, instruction, assessments, and resources to reflect these changes.		
If PA adopts revised Health and Physical Education Standards, we will align curriculum, instruction, assessments, and resources to reflect these updates.		
We will revise and update our K-12 Guidance Plan (339 Plan) during year one of our current Comprehensive Planning implementation.		
We will review and update our current English Language Development programming through this Comprehensive Planning process as a result of both changing demographics and research-driven best practices.		
Coordinate and monitor supports aligned with students' and families' needs.		
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.		
One of the primary concerns of stakeholders, collected through surveys, committees, and focus groups is in meeting the social-emotional and mental health and wellness needs of our learners, staff, and families.		
While we established the foundation for our Multi-Tiered Systems of Support (MTSS) framework over the last two years, additional time is needed to fully implement it. Stakeholder feedback indicated that it can be strengthened and further developed for consistency and impact.		

Challenges

**Discussion
Point**

Priority for Planning

We believe that the data highlights some potential opportunity gaps for our learners across our general population and subgroups to stretch and achieve even more.

ADDENDUM B: ACTION PLAN

Action Plan: Cultivate Belonging

Action Steps		Anticipated Start/Completion Date	
Identify and address barriers that impact the sense of belonging through stakeholder feedback.		09/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Predictable process for survey/feedback loop (community, parents, students, staff), reviewing data, participation data, barriers successfully removed, communications demonstrate enhancements.		Increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. Greater attendance (students and parents), new assemblies and guests to buildings, new community partnerships.	
Material/Resources/Supports Needed		PD Step	Comm Step
Collect Data		no	no

Action Steps		Anticipated Start/Completion Date	
Identify and integrate additional opportunities for learners, families, and community organizations and businesses to actively engage with the school community.		09/01/2023 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Predictable process for survey/feedback loop (community, parents, students, staff), reviewing data, participation data, barriers successfully removed, communications demonstrate enhancements.		Increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. Greater attendance (students and parents), new assemblies and guests to buildings, new community partnerships.	
Material/Resources/Supports Needed		PD Step	Comm Step
Surveys and Forums		no	yes

Action Steps	Anticipated Start/Completion Date
Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.	07/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Predictable process for survey/feedback loop (community, parents, students, staff), reviewing data, participation data, barriers successfully removed, communications demonstrate enhancements.	Increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. Greater attendance (students and parents), new assemblies and guests to buildings, new community partnerships.

Material/Resources/Supports Needed	PD Step	Comm Step
Surveys and Forums	yes	no

Action Steps	Anticipated Start/Completion Date
Evaluate and enhance our communication strategies to ensure equal access to effective and timely information across the district.	09/30/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Predictable process for survey/feedback loop (community, parents, students, staff), reviewing data, participation data, barriers successfully removed, communications demonstrate enhancements.	Increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. Greater attendance (students and parents), new assemblies and guests to buildings, new community partnerships.

Material/Resources/Supports Needed	PD Step	Comm Step
Survey of families, Web site improvements, and enhanced forms of communication that work for our families.	no	yes

Action Plan: Mental Health Supports and Services

Action Steps		Anticipated Start/Completion Date	
Develop mental health and wellness learning opportunities for families and community members in response to student needs.		01/01/2023 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Review of the data, observation, exit tickets for professional development, surveys.		Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.	
Material/Resources/Supports Needed		PD Step	Comm Step
Guest Speakers, Web site information, and feedback processes to tailor offerings.		yes	no

Action Steps	Anticipated Start/Completion Date
Design and implement professional development opportunities to support staff in understanding, recognizing, and helping with mental health	09/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of the data, observation, exit tickets for professional development, surveys.	Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.

Material/Resources/Supports Needed	PD Step	Comm Step
Research and Best Practices	no	no

Action Steps	Anticipated Start/Completion Date
Expand mental health and wellness support consistently for learners across all disciplines, grades, and schools.	09/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of the data, observation, exit tickets for professional development, surveys.	Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.

Material/Resources/Supports Needed	PD Step	Comm Step
Research and Best Practices	no	no

Action Steps		Anticipated Start/Completion Date	
Support the social-emotional and mental health wellness of all staff.		09/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Review of the data, observation, exit tickets for professional development, surveys.		Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.	
Material/Resources/Supports Needed		PD Step	Comm Step
Research and Best Practices		no	no

Action Steps	Anticipated Start/Completion Date
Communicate district and community resources that provide mental health and wellness support for students and families.	09/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of the data, observation, exit tickets for professional development, surveys.	Implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). Program implementation, end of year data, reduced number of students in need, attendance and use of resources provided.

Material/Resources/Supports Needed	PD Step	Comm Step
Web site, variety of documents/forms, and stakeholder feedback.	no	yes

Action Plan: Academic Growth and Achievement

Action Steps		Anticipated Start/Completion Date	
Strengthen the alignments and interconnections of our standards-aligned system, data-driven decision-making, interventions, and extensions.		09/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.		Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations	
Material/Resources/Supports Needed		PD Step	Comm Step
General Education Curriculum and Tiered supports		no	no

Action Steps	Anticipated Start/Completion Date
Analyze and respond to the impact that attendance and behavior have on student achievement.	01/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.	Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations

Material/Resources/Supports Needed	PD Step	Comm Step
Data Reports- District/Building/Class/Individual, Tiered Program Research and Best Practice Support	no	no

Action Steps		Anticipated Start/Completion Date	
Identify and promote strategies that lead to increased student achievement and positive outcomes for all students.		09/30/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.		Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations	
Material/Resources/Supports Needed		PD Step	Comm Step
Universal Design, High-Impact Strategies, Research, and Best Practices		yes	no

Action Steps	Anticipated Start/Completion Date	
Increase the effectiveness of English Language Development instruction by growing the capacity of all instructional staff.	09/01/2023 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.	Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations	
Material/Resources/Supports Needed	PD Step	Comm Step
Title 3 Funds, Instructional Resources, Assessments, and Best Practices	yes	no

Action Steps	Anticipated Start/Completion Date	
Engage with families to foster communication and collaboration regarding academic achievement and additional support.	09/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.	Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations	
Material/Resources/Supports Needed	PD Step	Comm Step
Information on Web site	no	yes

Action Steps	Anticipated Start/Completion Date	
Support students in setting goals, monitoring progress, and reflecting on their growth and achievement.	09/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.	Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations	
Material/Resources/Supports Needed	PD Step	Comm Step
MAP and Universal Screening Data, MTSS Protocol Development	no	no

Action Steps	Anticipated Start/Completion Date
Identify and promote support and resources to ensure success at the student, classroom, and building levels.	09/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Review of data (local, state, and national); observation of strategies in practice, language development elements in instruction, vocabulary indication per curriculum, student goal conferencing, parent communication logs.	Demonstrate increased achievement (individual/subgroup); attendance and behavior improvements; survey data. Grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations

Material/Resources/Supports Needed	PD Step	Comm Step
Universal Screener, District Data, Program Supports	no	no

Action Plan: Expanding Opportunities

Action Steps		Anticipated Start/Completion Date	
Increase the effectiveness of our English Language Development program through programmatic revisions.		09/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Identified goal, close the gap, observation of Full-Day Kindergarten, grow partnerships (foster internal, cross grade-level/building connections).		Increased participation rates (individual and subgroups), successful Full-Day Kindergarten implementation, increase partnerships, enhance opportunities, and reduce participation gaps.	
Material/Resources/Supports Needed		PD Step	Comm Step
Title 3 Funding, Curriculum Writing, Program Implementation, TELL Assessment and Research Resources		yes	no

Action Steps		Anticipated Start/Completion Date	
Increase access and broaden participation to learning opportunities, courses, and programs.		01/30/2023 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Identified goal, close the gap, observation of Full-Day Kindergarten, grow partnerships (foster internal, cross grade-level/building connections).		Increased participation rates (individual and subgroups), successful Full-Day Kindergarten implementation, increase partnerships, enhance opportunities, and reduce participation gaps.	
Material/Resources/Supports Needed		PD Step	Comm Step
Enrollment Data, Criteria for Advanced Classes		no	no

Action Steps		Anticipated Start/Completion Date	
Implement and expand effectiveness of our Full-Day Kindergarten program focusing on the needs of the whole child.		09/01/2022 - 06/30/2025	
Monitoring/Evaluation		Anticipated Output	
Identified goal, close the gap, observation of Full-Day Kindergarten, grow partnerships (foster internal, cross grade-level/building connections).		Increased participation rates (individual and subgroups), successful Full-Day Kindergarten implementation, increase partnerships, enhance opportunities, and reduce participation gaps.	
Material/Resources/Supports Needed		PD Step	Comm Step
Manipulatives/Hands-On and Professional Development		yes	no

Action Steps	Anticipated Start/Completion Date
Expand internal and external partnerships that will provide additional learning experiences across the district.	01/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Identified goal, close the gap, observation of Full-Day Kindergarten, grow partnerships (foster internal, cross grade-level/building connections).	Increased participation rates (individual and subgroups), successful Full-Day Kindergarten implementation, increase partnerships, enhance opportunities, and reduce participation gaps.

Material/Resources/Supports Needed	PD Step	Comm Step
Partnership Matrix, Letters of Interest, K-12 Collaborations	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.	07/01/2023 - 06/30/2025
By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). (Mental Health Support and Services)	Mental Health Supports and Services	Develop mental health and wellness learning opportunities for families and community members in response to student needs.	01/01/2023 - 06/30/2025
By the end of the 2024-2025 school year, we will grow achievement and reduce	Academic	Identify and	09/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Growth and Achievement	promote strategies that lead to increased student achievement and positive outcomes for all students.	- 06/30/2025
By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Academic Growth and Achievement	Increase the effectiveness of English Language Development instruction by growing the capacity of all instructional staff.	09/01/2023 - 06/30/2025
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Increase the effectiveness of our English Language Development program through programmatic revisions.	09/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Implement and expand effectiveness of our Full-Day Kindergarten program focusing on the needs of the whole child.	09/01/2022 - 06/30/2025



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Cultivate Belonging Professional Learning	All staff	Responsive classroom, Inclusivity, Diverse Learners, English Language Learners, Family Connections, Translations, Data, and Demographics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit slip	09/01/2023 - 06/30/2025	District Administration

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

Professional Development Step	Audience	Topics of Prof. Dev
Mental Health Services and Supports Professional Learning Opportunities	Families and Community Members	Topics will be in response to student and staff needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attendance and questionnaires	06/01/2023 - 06/30/2025	District Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families	Trauma Informed Training (Act 18)
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
High Impact Instructional Strategies	All staff	Data, Standards, Eligible Content, High Impact Strategies vs Low Impact, Tiered Supports
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observations, Data and Exit Slip	08/24/2022 - 06/30/2025	District Administration

Danielson Framework Component Met in this Plan:

3c: Engaging Students in Learning
1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3d: Using Assessment in Instruction
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting
Language and Literacy Acquisition for All Students

Professional Development Step**Audience****Topics of Prof. Dev**

English Learners Development High Impact Practices

All Staff

WIDA Levels, English Language Development, Universal Design, Vocabulary Development, Tiered Supports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation, Data, and Exit Slips	08/24/2022 - 06/30/2025	District Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
4e: Growing and Developing Professionally	
3c: Engaging Students in Learning	
4e: Growing and Developing Professionally	
1e: Designing Coherent Instruction	
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Identify and integrate additional opportunities for learners, families, and community organizations and businesses to actively engage with the school community.	2023-09-01 - 2025-06-30
By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data. (Cultivate Belonging)	Cultivate Belonging	Evaluate and enhance our communication strategies to ensure equal access to effective and timely information across the district.	2022-09-30 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data). (Mental Health Support and Services)	Mental Health Supports and Services	Communicate district and community resources that provide mental health and wellness support for students and families.	2022-09-01 - 2025-06-30
By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup populations, as evidenced by local, state, and national data. (Academic Growth and Achievement)	Academic Growth and Achievement	Engage with families to foster communication and collaboration regarding academic achievement and additional support.	2022-09-01 - 2025-06-30
By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations. (Expanding Opportunities)	Expanding Opportunities	Expand internal and external partnerships that will provide additional learning experiences across the district.	2023-01-01 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Cultivating Belonging	All stakeholders	Suggestions from our stakeholders, events, activities, and additions/modifications to current offerings. Review of communication methods, paper to texts.
Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/30/2025	On-going	Posting on district website Email Letter Presentation
Lead Person/Position		
District Administration		

Communication Step	Audience	Topics/Message of Communication
Mental Health Supports and Services	Students and Families	Resources that provide mental health and wellness support
Anticipated Timeframe	Frequency	Delivery Method
08/24/2022 - 06/30/2025	On-going	Posting on district website Email Email Presentation
Lead Person/Position		
District Administration		

Communication Step	Audience	Topics/Message of Communication
Academic Achievement	Families and Students	Academic achievement and growth, supports, services, interventions, extensions

Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/30/2025	On-going	Posting on district website Letter Email Other

Lead Person/Position
District and Building Administration

Communication Step	Audience	Topics/Message of Communication
Expanded Opportunities	All stakeholders	Partnerships, mentorships, connections to go beyond the classroom walls - internal and external opportunities

Anticipated Timeframe	Frequency	Delivery Method
01/30/2023 - 06/30/2025	On-going	Posting on district website Letter Email Other

Lead Person/Position

District and Building Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline