

**SCRANTON SD**

425 N Washington Ave

Comprehensive Plan | 2021 - 2024

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**MISSION STATEMENT**

The mission of the Scranton School District is to educate, inspire, and empower students.

**VISION STATEMENT**

The vision of the Scranton School District is to educate student to their full potential and to prepare them to be successful in all aspects of their lives.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe: - Every student in the district can be successful and must be equipped with the skills necessary to compete in the 21st century workplace in a global society. - It is vital to the success of each child; we respect their aspirations and goals. - We must embrace cultural diversity of our students and promote cultural awareness in education. - We must continue to empower students to focus on continuous improvement as a partner in the educational process.

### **STAFF**

We believe: - Staff should surround students with caring and nurturing adults who can build self-esteem, foster ethics and responsibility must model how to set and achieve goals. - Staff should be engaging, empowering, and encouraging teachers and school leaders to implement instructional strategies that promote exploration and discovery while utilizing differentiated learning and instructional strategies based in research will enhance individual student needs.

### **ADMINISTRATION**

We believe in: - Providing equal opportunities towards learning - Fostering a unified community - Providing equitable resources for all students - Fostering a positive culture for learning - Enhancing social and emotional needs - Making data driven decisions to promote the highest quality of education

### **PARENTS**

We believe in: - Involvement of all stakeholders is vital to enriching the educational experience and is critical to student success. - Serving as partners to support in the educational process - Investing in collaboration with the school to develop positive school relationships - Seeking resources to develop school activities - Advocating for the betterment of a safe and positive environment for all students

### **COMMUNITY**

We believe in: - Involvement of all stakeholders is vital to enriching the educational experience and is critical to student success - Forming partnerships to enhance all aspects of student development (social, emotional, academic, well rounded opportunities) - Providing awareness of career opportunities within the community - Building capacity to develop programming to develop skills to meet the employment needs of the community.

## STEERING COMMITTEE

Name	Position	Building/Group
Missy McTiernan	Superintendent	Administration Building
Robert Gentilezza	Compliance Officer	Administration Building
Ann Grebeck	Director of Elementary Ed./ Federal Programs	Administration Building
Paul Dougherty	Director of Secondary Ed./ Technology/ Facilities	Administration Building
Sharon Baddick	Director of Special Education	Administration Building
Pat Laffey	Business Manager	Administration Building
Mina Ardestani	Principal	McNichols Plaza
Pina Butka	Teacher	Isaac Tripp Elementary
Katona Miller	Teacher	McNichols Plaza
Pedro Anes	Community Member	Community Member
Kellyn Williams	Community Member	Johnson College
Maria Stanton	Parent	SSD parent
Jennifer Coury	Parent	SSD parent

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Maggie Cosgrove	EL Program Manager	Administration Building
Peggy Voldenberg	Confidential Secretary	Administration Building
Ann Genett	Administrator	Administration Building
Molly Abdalla	Administrator	Administration Building
Michel Hughes	Administrator	Monticello
Robert DeLuca	Administrator	West Scranton High School
Holly Meade	Other	Northeast Intermediate School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To improve attendance goals, the district will continue to utilize community outreach, communicate with families, identify why students miss school, and continue meeting at the school level in coordination with our truancy liasons to create a truancy elimination plan that will be tailored to each student's needs.	Regular Attendance
To improve Math achievement, the district will utilize current data to make informed decisions, educate staff, support students, update the community and plan to the course of action necessary where all stakeholders are a part of the process.	Mathematics STEM Industry-Based Learning

## ACTION PLAN AND STEPS

Evidence-based Strategy	
STEM	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics	Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students with the goal of improving student achievement as measured by Keystone and PSSA scores.

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

The district has begun initial planning for a STEM Academy to be rolled out beginning in the Fall of 2022.

2022-08-01 -  
2023-08-01

Katona Miller -  
SSD STEM  
Supervisor

Staff, materials, location, professional development, curriculum, and technology

**Anticipated Outcome**

Establish the following: 1. curriculum 2. criteria 3.outreach 4. parent communications 5. physical set up 6. STEM Academy rollout for the Fall 2022.

**Monitoring/Evaluation**

Did all the listed items get established and are being implemented with fidelity? Katona Miller will oversee staff and committees with community partners to evaluate the effectiveness of the SSD STEM Academy.

**Evidence-based Strategy**

Mathematics

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics	Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students with the goal of improving student achievement as measured by Keystone and PSSA scores.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will add new curriculum materials for K-12	-	Building principals, Paul Dougherty - Director of Secondary Education and Ann Grebeck - Director of Elementary Education	committees, curriculum materials, staff professional development, manipulatives, technology, support from the vendors
The district will add Title I Math Interventionists to support Math	-	Human Resources Director, John Castrovinci	staff, curriculum materials, professional development, manipulatives, and technology

## Anticipated Outcome

Adherence to hiring staff based on schools meeting the poverty level and enrollment

## Monitoring/Evaluation

Principals will supervise the implementation of instruction delivered to students with fidelity

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### Evidence-based Strategy

Industry-Based Learning

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Industry-Based Learning

District administrator will meet annually with community leaders in industry, business, and higher education.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Use the data from CTC to improve our FRPAI scores based on college and career readiness skills

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High school principals,  
Secondary Education Director

transportation to and from  
CTC center

### Anticipated Outcome

Use of evidence will drive instruction to improve the district's FRPAI scores

### Monitoring/Evaluation

Continual data monitoring and meetings to discuss progress and the need to adjust instruction

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### Evidence-based Strategy

Attendance P&FE

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Foster and promote an environment where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.

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students, staff, administrators, office of youth and Family liaison, guidance, and parents

SAIP meetings, family orientations, and communication with families on the importance of attendance

## Anticipated Outcome

Through the efforts of all students, staff, community, administration, and stakeholders, students and families will feel safe and welcome at school.

## Monitoring/Evaluation

Continual data monitoring and meetings to discuss progress and the need to adjust supports

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students with the goal of improving student achievement as measured by Keystone and PSSA scores. (Mathematics)	STEM	The district has begun initial planning for a STEM Academy to be rolled out beginning in the Fall of 2022.	08/01/2022 - 08/01/2023

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Attendance P&FE	Foster and promote an environment where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.	01/01/0001 - 01/01/0001

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
District administrator will meet annually with community leaders in industry, business, and higher education. (Industry-Based Learning)	Industry-Based Learning	Use the data from CTC to improve our FRPAI scores basd on college and career readiness skills	01/01/0001 - 01/01/0001

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Attendance P&FE	Foster and promote an environment where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.	01/01/0001 - 01/01/0001

## **APPROVALS & SIGNATURES**

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

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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#### Growth

In 2019-8 out of 14 sub-group percentage proficiency in Science above 50%

In 2019- PVAAS Significant growth Grade 7 Math PSSA, Algebra I Keystone, ELA Grade 6 & 8

In 2019- PVAAS moderate growth in Math PSSA Grade 8, ELA PSSA Grade 4, Science PSSA Grade 8

In 2019- PVAAS maintained growth in Math PSSA Grade 4, ELA PSSA Grade 5 & 7, Science PSSA Grade 4

In 2019- Overall PVAAS summary for 15 areas of growth reported, 7 areas showed growth and 4 areas maintained.

The Scranton School District showed significant evidence the district exceeded the standard for PA academic growth for English Language Arts on the PSSA.

The Scranton School District met the standard for PA academic growth on the PSSA for Mathematics in 2019.

### Challenges

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#### Math Achievement

2019 PSSA-ELA Proficiency Percentages Grades 3-8 all below the state average.

2019 PSSA-Math Proficiency Percentages Grades 3-8 all below the state average

2019 PSSA-Science Proficiency Percentages Grades 4 & 8 below the state average

In 2019-11 out of 14 sub-group percentage proficiency in ELA below 50%

In 2019-13 out of 14 sub-group percentage proficiency in Math below 35%

The Scranton School District showed moderate evidence the district did not meet the standard for PA academic growth on the Keystone exams for Literature in 2019.

One school within the Scranton School District met or exceeded the interim target in Mathematics according to the Future Ready PA Index for 2019.

## Strengths

The Scranton School District significantly exceeded the standard for PA academic growth on the Keystone exam for Algebra I in 2019.

The Scranton School District scored 57.9% proficient districtwide on the PSSA for Science in 2019.

In grades four and eight, the Scranton School District maintained or exceeded the standard for academic growth in Science.

Both high schools met the interim target for graduation rate

Industry based learning: West Scranton 96.3% proficient, exceeding the statewide goal as measured by the NOCTI assessment

80% of students who took the AP exam passed at Scranton High School. 63.9% of students who took the AP exam passed at West Scranton High School as measured by the AP Environmental Science exam.

54% of students who took the AP exam passed at Scranton High School. 55% of students who took the AP exam passed at West Scranton High School as measured by the AP U.S. Government and Politics Exam.

Smartfutures program has benefited us by making sure that our interim targets are met in the career standards benchmark. 14 out

## Challenges

Three schools within the Scranton School District met or exceeded the interim target for 2019 in ELA and Literature in 2019.

Only one school within the Scranton School District met or exceeded the interim target for Math or Algebra I in 2019.

The Scranton School District scored 29.1% proficient districtwide on the Keystone exam for Biology.

The Scranton School District significantly did not meet the standard for PA academic growth in Biology on the Keystone exam.

Scranton High School and West Scranton High School did not meet the statewide goal or interim target

Industry based learning: Scranton High School 34.5% and did not meet the statewide goal as measured by the NOCTI assessment

AP Psychology course was added in the 2020-2021 school year (no baseline data available)

38% of students who took the AP exam passed at Scranton High School. 30% of students who took the AP exam passed at West Scranton High School as measured by the AP U.S. History exam.

## Strengths

of 16 schools met or exceeded the career standards benchmark.

Every student subgroup has consistently shown growth in both ELA and math state assessments.

Both the Hispanic and Economically Disadvantaged subgroups met the state graduation rate at both high schools.

2 out of the 5 qualifying elementary schools met the interim goal/improvement target for English language growth and attainment as measured by the WIDA ACCESS assessment.

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## Challenges

33% of students who took the AP exam passed at Scranton High School. 20% of students who took the AP exam passed at West Scranton High School as measured by the AP European History exam.

All schools did not meet interim goals for attendance in any subgroup.

The white, black, and IEP student subgroups did not meet the graduation rate state goal at both high schools

The IEP student subgroup has shown significant growth on all state assessments, however they are not meeting state goals on the ELA, Math, or Science PSSA or Keystone assessment.

2 out of 10 qualifying schools did not meet the interim goal/improvement target for English language growth and attainment as measured by the WIDA ACCESS assessment.

At Isaac Tripp Elementary School, all students did not meet performance standard for regular attendance, All Student Group Did Not Meet Performance target in Math (White and Economically Disadvantaged students did not meet Interim Goal/Improvement Target in Math), and there is a need for increased parent and family engagement.

West Scranton Intermediate School did not meet the performance standard in special education attendance and special education

### Challenges

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Math achievement.

West Scranton High School did not meet the performance target for special education attendance, graduation rate of students with disabilities, Math and ELA performance among students with disabilities.

Scranton High School did not meet the performance target for special education students in the area of Math, English learners in ELA and Biology.

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### Most Notable Observations/Patterns

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The Scranton School District as evidence indicates above, growth was positive across the district in a variety of content areas. The challenges noted above show many of the schools fell short in meeting their statewide goal or interim target based on the Future PA Ready Index.

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Challenges	Discussion Point	Priority for Planning
Math Achievement	<p>The Scranton School District's special education department will pilot a supplemental math program for grade 5-12 because there is a need to provide supplemental Math materials and instruction for students. The Scranton School District is exploring new Math series for K-12 with the intention to adopt one that will best meet our students' needs in the Summer of 2021. The district hired Math Interventionists at the elementary level to support students at specific schools. The district is offering professional development through our ER&amp;D program on Thinking Mathematics for our district teachers.</p>	
All schools did not meet interim goals for attendance in any subgroup.	<p>The Scranton School District is piloting bussing for students at the secondary level beginning Fall 2021. The continued implementation of the school-wide positive behavioral support program in schools. The Special education department is expanding the student support team to promote and assist in attendance issues. Students who qualify will continue to receiving assistance from the SBBH or School Based Behavioral Health Team to promote the importance of attendance with students and families. The district will embark on a social emotional learning curriculum to help identify students' needs so schools may be better able to provide support where needed.</p>	

## ADDENDUM B: ACTION PLAN

### Action Plan: STEM

Action Steps	Anticipated Start/Completion Date
The district has begun initial planning for a STEM Academy to be rolled out beginning in the Fall of 2022.	08/01/2022 - 08/01/2023

Monitoring/Evaluation	Anticipated Output
Did all the listed items get established and are being implemented with fidelity? Katona Miller will oversee staff and committees with community partners to evaluate the effectiveness of the SSD STEM Academy.	Establish the following: 1. curriculum 2. criteria 3.outreach 4. parent communications 5. physical set up 6. STEM Academy rollout for the Fall 2022.

Material/Resources/Supports Needed	PD Step	Comm Step
Staff, materials, location, professional development, curriculum, and technology	yes	yes

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### Action Plan: Mathematics

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

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The district will add new curriculum materials for K-12

01/01/0001 - 01/01/0001

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

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Principals will supervise the implimentation of instruction delivered to students with fidelity

Adherance to hiring staff based on schools meeting the poverty level and enrollment

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

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committees, curriculum materials, staff professional development, manipulatives, technology, support from the vendors

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yes

yes

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

The district will add Title I Math Interventionists to support Math

01/01/0001 - 01/01/0001

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

Principals will supervise the implimentation of instruction delivered to students with fidelity

Adherance to hiring staff based on schools meeting the poverty level and enrollment

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

staff, curriculum materials, professional development, manipulatives, and technology

yes

yes



## Action Plan: Industry-Based Learning

### Action Steps

### Anticipated Start/Completion Date

Use the data from CTC to improve our FRPAI scores based on college and career readiness skills

01/01/0001 - 01/01/0001

### Monitoring/Evaluation

### Anticipated Output

Continual data monitoring and meetings to discuss progress and the need to adjust instruction

Use of evidence will drive instruction to improve the district's FRPAI scores

### Material/Resources/Supports Needed

### PD Step

### Comm Step

transportation to and from CTC center

no

yes



## Action Plan: Attendance P&FE

Action Steps	Anticipated Start/Completion Date	
Foster and promote an environment where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.	01/01/0001 - 01/01/0001	
Monitoring/Evaluation	Anticipated Output	
Continual data monitoring and meetings to discuss progress and the need to adjust supports	Through the efforts of all students, staff, community, administration, and stakeholders, students and families will feel safe and welcome at school.	
Material/Resources/Supports Needed	PD Step	Comm Step
SAIP meetings, family orientations, and communication with families on the importance of attendance	yes	yes
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students with the goal of improving student achievement as measured by Keystone and PSSA scores. (Mathematics)	STEM	The district has begun initial planning for a STEM Academy to be rolled out beginning in the Fall of 2022.	08/01/2022 - 08/01/2023
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	Attendance P&FE	Foster and promote an environment	01/01/0001 - 01/01/0001

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.

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## **PROFESSIONAL DEVELOPMENT PLANS**

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Professional development sessions will be held in: ELA, EL, SEL, Curriculum courseware,

Staff and administrators

Overview of STEMM, including: cross-curricular project based learning, 3D modeling and printing, engineer prototyping, computer coding and programming, robotics, circuitry, biomedical innovations, cybersecurity, through technology integration.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Companency in using the programs and technology including the successful integration of content and technology into student centered project based lessons derived from state standards.	01/01/0001 - 01/01/0001	Katona Miller

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
1c: Setting Instructional Outcomes	

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Professional Development Step	Audience	Topics of Prof. Dev
EL Professinal Development		

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
	01/01/0001 - 01/01/0001	

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

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

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students with the goal of improving student achievement as measured by Keystone and PSSA scores. (Mathematics)	STEM	The district has begun initial planning for a STEM Academy to be rolled out beginning in the Fall of 2022.	2022-08-01 - 2023-08-01
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District administrator will meet annually with community leaders in industry, business, and higher education. (Industry-Based Learning)	Industry-Based Learning	Use the data from CTC to improve our FRPAI scores	-

**Measurable Goals**

**Action Plan Name**

**Communication Step**

**Anticipated Timeline**

based on college and career readiness skills

Attendance P&FE

Foster and promote an environment where all members feel welcomed and supported and students' academic, social, emotional, and physical needs are being met in order to increase student daily attendance.

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# COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
STEMM	Administrators, Teachers, Students, Families, Local Business, and Community	New course pathways, necessary training, curriculum development, PBL implementation, application process, and goals for student achievement
Anticipated Timeframe	Frequency	Delivery Method
01/01/0001 - 01/01/0001	throughout the year	Presentation Posting on district website Newsletter
Lead Person/Position	Katona Miller - STEM Program Supervisor	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The district's plan will be shared with the superintendent, the school board and posted on the district's website for the public and stakeholders.	The form of communication will be to post the document on the district's website and share the draft copy with the superintendent and school board electronically to preview.	We will ask for input and feedback during work sessions.	The superintendent, school board, public and community stakeholders.	The plan will be available for preview for 30 days.

