

RIVER VALLEY SD

102 School Lane

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The River Valley School District has an obligation to ensure that all River Valley students will have equitable access to a high-quality education that will allow them to reach their full potential in all career paths that prepare them for the challenges of the 21st century and global economy.

VISION STATEMENT

The vision of the River Valley School District is to champion all district stakeholders to inspire excellence through high-quality, personalized learning in an inclusive and safe environment.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The River Valley School District's Educational Values are *Increased equitable opportunities yield diverse educational experiences. *To foster diversity, leadership, and innovation. *To foster stakeholder relationships and build trust through respectful communication, empathy, and integrity.

STAFF

The River Valley School District's Educational Values are *Increased equitable opportunities yield diverse educational experiences. *To foster diversity, leadership, and innovation. *To foster stakeholder relationships and build trust through respectful communication, empathy, and integrity.

ADMINISTRATION

The River Valley School District's Educational Values are *Increased equitable opportunities yield diverse educational experiences. *To foster diversity, leadership, and innovation. *To foster stakeholder relationships and build trust through respectful communication, empathy, and integrity.

PARENTS

The River Valley School District's Educational Values are *Increased equitable opportunities yield diverse educational experiences. *To foster diversity, leadership, and innovation. *To foster stakeholder relationships and build trust through respectful communication, empathy, and integrity.

COMMUNITY

The River Valley School District's Educational Values are *Increased equitable opportunities yield diverse educational experiences. *To foster diversity, leadership, and innovation. *To foster stakeholder relationships and build trust through respectful communication, empathy, and

integrity.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Philip Martell	Superintendent	River Valley School District
Holly Rougeaux	Administrator	River Valley School District
Rick Harper	Board Member	River Valley School District
Nathan Baird	Board Member	River Valley School District
Jessica Clawson	Board Member	River Valley School District
Mary Whitfield	Board Member	River Valley School District
Connie Constantino	Board Member	River Valley School District
Anthony Canzano	Board Member	River Valley School District
Melanie Pantalone	Board Member	River Valley School District
Beverly Carnese	Board Member	River Valley School District
Molly Stiles	Board Member	River Valley School District
Michael Leasure	Administrator	River Valley School District
Tracy Richards	Administrator	River Valley School District

Name	Position	Building/Group
Kara Gardner	Administrator	River Valley School District
Sarah Hartzell-Teacher	Administrator	River Valley School District
Regina Geesey	Administrator	River Valley School District
Katherine Monko	Administrator	River Valley School District
Linzi Strong	Administrator	River Valley School District
Cheyenne Weimer	Student	River Valley School District
Gavin Burkhart	Student	River Valley School District
Mitsi Zist	Student	River Valley School District
Hannah Artley	Student	River Valley School District
Jeff Geesey	Other	River Valley School District
Kaitlyn Figurelli	Staff Member	River Valley School District
Samantha Glass	Staff Member	River Valley School District
Lori Baker	Staff Member	River Valley School District
Jessica George	Staff Member	River Valley School District
Diane Antonacci	Staff Member	River Valley School District

Name	Position	Building/Group
Heather Reo	Staff Member	River Valley School District
Julie Obney	Staff Member	River Valley School District
Emily Miller	Staff Member	River Valley School District
Greg Kaylor	Staff Member	River Valley School District
Andrea DelFavero	Staff Member	River Valley School District
Victoria Franco	Staff Member	River Valley School District
Jared McCormick	Staff Member	River Valley School District
Jeremy Temple	Staff Member	River Valley School District
Kathy Muir	Staff Member	River Valley School District
Courtney Rizer	Parent	River Valley School District
Barb Mehalov	Other	River Valley School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If professional learning opportunities are developed to include the use of effective evidence-based strategies, the development and implementation of standards aligned curricula, and utilization of high quality instructional resources, then teachers will be provided with the tools that they need to deliver high quality instructional lessons that will be evidenced through increased academic growth and/or proficiency .	Professional learning Professional learning Professional learning
If professional. learning opportunities are aligned to the district's mission, vision, goals and priorities and data is effectively analyzed to monitor the utilization of evidence-based strategies that meet individual student needs, then students will be exposed to opportunities that lead to increased academic achievement , diversified career choices, and the opportunity to be successful in future life tasks.	Essential Practices 3: Provide Student-Centered Support Systems
If the district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs, then fiscal resources from local, state, and federal programs will be used strategically and equitably to achieve the district's goals and priorities.	Essential Practices 5: Allocate Resources Strategically and Equitably

ACTION PLAN AND STEPS

Evidence-based Strategy

Explicit Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Professional Development - High Quality Instruction in ELA Impacts Student Learning

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.

Professional Development - High Quality Instruction in Math Impacts Student Learning

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.

Professional Development - High Quality Instruction in Science Impacts Student Learning

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creating "Learning Target"	2022-05-09 - 2022-08-24	Holly Rougeaux - Assistant Superintendent	Handout on "Writing Effective Learning Targets" Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals
Introduction to "Daily Instructional Delivery Model"	2022-05-09 - 2022-08-24	Holly Rougeaux - Assistant Superintendent	Handout on Daily Instructional Delivery Model Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals
Introduction to Sixteen Elements of Explicit Instruction.	2022-09-21 - 2022-09-21	Holly Rougeaux - Assistant Superintendent	Handout on the Sixteen Elements of Explicit Instruction Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals
Review the Principles of Effective Instruction.	2022-10-10 - 2022-10-19	Holly Rougeaux - Assistant Superintendent	Handout on the Principles of Effective Instruction Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals

Anticipated Outcome

If lessons are carefully structured and include guided and supported practice there should be evidence of higher levels of student success. Also, research indicates that teaching at a brisk pace allows more content to be covered and student engagement is enhanced when eliciting increased numbers of student responses.

Monitoring/Evaluation

Bi-weekly walk-throughs of all ELA, math and science classrooms to focus on the utilization of Instructional Targets, Daily Lesson Delivery Format and Explicit Instruction. Results to walk-throughs to be recorded in PA e-Tep at least once/month with informal feedback once per month.

Evidence-based Strategy

Universal Trauma-Informed Preventive Practices in the Classroom

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Support Systems

By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Building Student Resilience through Connection & Rapport

2022-08-24 -
2023-01-18

Dr. Timothy Knoster -
Professor Bloomsburg
University

Box light or presentation
board

Facilitating Student Growth through Acknowledgement &
Reinforcement

2022-11-10 -
2023-01-18

Dr. Timothy Knoster -
Professor Bloomsburg
University

Box light or presentation
board

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures	2023-08-25 - 0223-08-25	Dr. Timothy Knoster - Professor Bloomsburg University	Box light or presentation board
Increasing Student Engagement through Opportunities to Respond (OTRs).	2023-11-11 - 0223-11-11	Dr. Timothy Knoster - Professor Bloomsburg University	Box light or presentation board

Anticipated Outcome

With increased students engagement in daily lessons and one-on-one interaction between student and teacher, the number of discipline incidents will decrease.

Monitoring/Evaluation

Decrease in discipline referrals - monitored quarterly

Evidence-based Strategy

Career Exploration and Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional	By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development

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Development - High Quality Instruction in ELA Impacts Student Learning	sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.
Professional Development - High Quality Instruction in Math Impacts Student Learning	By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.
Professional Development - High Quality Instruction in Science Impacts Student Learning	By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases.
Strategic and Equitable Resource Allocation	By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data by the District Administrators.via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Eduction via monthly public meeting.
Support Systems	By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data

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

Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses.

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

Developmental Stages of the River Valley STEAM Academy

2021-01-14 -
2022-05-25

Philip Martell -
Superintendent

PDE Personnel PDE Policies and Procedures for creating a new school (program) Community Support Adequate fiscal resources Student Surveys Qualified Personnel to effectively implement the various STEAM courses

Create the SMART courses to be offered prior to entering the STEAM Academy

2022-01-03 -
2022-05-15

Philip Martell -
Superintendent

Programming for all courses Qualified Personnel Time slots in the daily MS/HS schedules

Anticipated Outcome

To take steps to dismantle historical barriers and construct systems that help each learner access and complete a high-quality CTE program of study where they feel welcome and can participate fully.

Monitoring/Evaluation

Individual student interviews conducted once each semester of 2022-23 SY Increased participation in each of the offered courses from 2022-23 SY to 2023 - 24 SY

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Development Step**

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Timeline**

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	Explicit Instruction	Introduction to Sixteen Elements of Explicit Instruction.	09/21/2022 - 09/21/2022
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Explicit Instruction</p>	<p>Review the Principles of Effective Instruction.</p>	<p>10/10/2022 - 10/19/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Building Student Resilience through Connection & Rapport</p>	<p>08/24/2022 - 01/18/2023</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma- Informed Preventive Practices in the Classroom</p>	<p>Facilitating Student Growth through Acknowledgement & Reinforcement</p>	<p>11/10/2022 - 01/18/2023</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma- Informed Preventive Practices in the Classroom</p>	<p>Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures</p>	<p>08/25/2023 - 08/25/0223</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)	Universal Trauma-Informed Preventive Practices in the Classroom	Increasing Student Engagement through Opportunities to Respond (OTRs).	11/11/2023 - 11/11/0223

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Career Exploration and Development</p>	<p>Developmental Stages of the River Valley STEAM Academy</p>	<p>01/14/2021 - 05/25/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data by the District Administrators.via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)</p>			
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Career Exploration and Development</p>	<p>Create the SMART courses to be offered prior to entering the STEAM Academy</p>	<p>01/03/2022 - 05/15/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them</p>			

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data by the District Administrators.via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)

By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

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

The Saltsburg Elementary All Student Group for mathematics - Proficient and Advanced is 55.5% and exceeds the Statewide score of 37.3% by 18.2%.

Blairsville HS - The All Student Group for PVAAS HS mathematics EXCEEDED the Standard Demonstrating Growth. The Academic Growth Score is 93.0% exceeding the Statewide Growth Score of 75.3% by 17.7%. Also, exceeding the Statewide Growth Standard of 70% by 23%.

Blairsville MS - The All Student Group met the Regular Attendance Standard: Percent of students with Regular Attendance is 87.4% exceeding the Statewide Average of 85.8% by 2.4%.

The Blairsville Elementary All Student Group for mathematics -

Challenges

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Blairsville Elementary Science Proficient/Advanced: Statewide Average 63.7% All Student Group 50.0% - 13.7% deficit White Subgroup 51.3% - 12.4% deficit Ec. Disadvantaged - 40.7% - 23.0% deficit Stud. With Disabilities - Insufficient Sample All groups with the exception of Students with Disabilities are well below the Statewide Average .

Blairsville High School ELA All Student Group did not meet the Interim Goal/ Improvement Target for the Proficient/Advanced Category HS scored 59.7% Proficient/Advanced and the Statewide Average was 62.1%. The 59.7% is also a decrease from

Strengths

Academic Growth Score is 96% that exceeds the Statewide Growth Score of 74.3% by 21.7%. Also, exceeds the Statewide Standard of 70% by 26%.

Saltsburg MS/HS - PVAAS ELA All Student Group EXCEEDED the Standard Demonstrating Growth: All Student Group - 97.8% White Subgroup - 97.8% Economically Disadvantaged - 90.3% Students with Disabilities - Insufficient Sample

Students with Disabilities should significant gain in the area of Arithmetic Reasoning . Moving from 17.63 in the Fall of 2021 to 41 in the Spring of 2022. An increase of 23.37.

Students with Disabilities moved upward from Fall 2021 - 11.58 to Spring 2022 - 17.75 on the AFQT. Showing an increase of 6.17 and moving upward from the IV C Range to the IV B Range.

According to Dibels Math K - 5 scores the number of students scoring at the Above Benchmark status increased from 9 BOY to 16 at MOY or from 8.65% to 15.5 %. for Students with Disabilities.

According to Acadience K-5 ELA data the number of Students with Disabilities scoring in the Well Below Benchmark category decreased by 20 students from the BOY to the EOY.

According to Dibels Math K - 5 scores the number of students scoring at the Above Benchmark status increased from 62 BOY to 78 at MOY for Economically Disadvantaged Students.

Challenges

the previous year

Saltsburg MS/HS for the All Student Group in Science/Biology did not meet the interim goal/improvement goal scoring at 48.7% showing a deficit of 17.3%. Economically Disadvantaged subgroup scored 27.6% or 38.4% below the statewide average of 66.0%.

Saltsburg Elementary: PVAAS ELA and Math - there are insufficient samplings for both Economically Disadvantaged and Students with Disabilities.

Blairsville Middle School - PVAAS Math Statewide Growth Score is 74.3% and the Statewide Growth Score Standard is at 70%. The MS scored at 55.3% or 14.7% below the Statewide Growth Standard. This is a significant deficit.

The ELA instruction surrounding Word Knowledge and Paragraph Comprehension needs to be more individualized. particular attention needs to be given to both the Economically Disadvantaged and Students with Disabilities subgroups so as to increase the scores in the ALL category.

More emphasis needs to be placed on Arithmetic Reasoning and Math Knowledge across all groups.

A need to provide CTE programming in house so as to provide more individualized and personalized learning around various careers related to STEAM programming

Strengths

According to Acadience data, Nonsense Word Fluency (NWF) / Correct Letter Sounds (CLS) increased from 45.6% BOY to 59.73% MOY indicating a 14.13% increase which would be considered as a significant change. Nonsense Word Fluency / Whole Words Read (WWR) increased from 10.59% BOY to 15.12% MOY indicating a 4.53% increase from the BOY to the MOY showing a moderate increase. The Retell score increased from 34.95% to 36.72% showing a 1.77% increase only a slight difference.

According to Acadience K-5 ELA data, from the BOY to the MOY the data indicates that there was an increase of 39 students scoring ABOVE benchmark, and increase of 43 students scoring AT benchmark, a decrease of 65 students scoring BELOW benchmark and a decrease of 120 students scoring WELL BELOW benchmark

NWEA Grade 5 Math Growth Data indicates an increase in the RIT score across all tested areas (Number & Operations, Algebraic Concepts, Geometry, & Measurement & Data. Students have also consistently moved upward across the five ranges of Low, Low Average, Average, High Average, and High in each of the four tested math areas.

RIT scores have consistently increased across the K - 5 grade levels.

NO strengths are indicated in the above data for Science and/or

Challenges

Acadience K - 5 ELA data indicates that there was no movement in the number of students scoring in the Above and At Benchmark categories from the BOY to the EOY for Students with Disabilities.

Dibels K - 5 Math data indicates that there were on 3 less students scoring Well Below Benchmark from the BOY to the MOY for Students with Disabilities.

Dibels K - 5 Math data indicates that there were on 2 less students scoring Well Below Benchmark from the BOY to the MOY for Economically Disadvantaged Students..

Oral Reading Fluency (ORF) Word Count (WC) decreased from 91.47% to 90.37% (1.1% decrease) and ORF Accuracy Score decreased from 90.15% to 89.82% (.33% decrease). These would be as being maintained - no significant change.

According to CDT 6 - 8 ELA Data, Writing/ English Composition - Combination of three testing periods NO students EXCEEDED the benchmark

Not enough students in grades 6 - 12 are exceeding the Algebra I benchmark on the CDTs. Only one-third or 33% of the students are AT or ABOVE the benchmark.

First Grade Data from NWEA (Numbers and Operations) indicates that the RIT score has increased from Winter 2021 to Spring 2022;

Strengths

Biology

NO other local science data is available

Schoolwide Title 1 School Plans have been systematically created and implemented with fidelity.

The Special Education Plan has been well designed and implemented with fidelity. For example, the most recent Special Education audit was found to be perfect, in other words there were no stipulations.

The Technology Plan is thorough and addresses all aspects of instructional and operational technology use. The plan is underway is implemented with fidelity.

Challenges

thus indicating that some students are showing growth. However, NO STUDENTS from the Low Average & Low ranges moved into the Average or Above Ranges, but 5 students did move from LOW to LOW AVERAGE. Also, in Algebraic Concepts, 4 students actually moved from the Average or Above Ranges to the Low Average & Low Ranges.

Only 16% of the students scored AT or ABOVE the benchmark for GRADE 8 Science

84% or 79 students were BELOW the benchmark on the CDT BIOLOGY assessment

The Safe Schools Plans need revised and revisited due to the consolidation and shifting administration. An individual has been hired to oversee this process as well as a consultant.

The Professional Development Plan (48) is currently being revised to reflect the current goals and action plans within the Comprehensive Plan to ensure alignment to district initiatives and state standards.

The Academic Standards and Assessment Requirements (Chapter 4) and planning are being refined. Benchmark assessments as well as diagnostic and summative assessments are implemented using an approved assessment schedule and are aligned to the instructional program.

Most Notable Observations/Patterns

Upon beginning this Comprehensive Plan process, it was determined that the district did not have a true written vision and mission. However, upon convening the steering committee, interviewing students, faculty, staff and families, it became evident that there is a clear perspective to champion all district stakeholders to inspire excellence through high-quality, personalized learning in an inclusive and safe environment. Communication among stakeholders within each individual school is admirable. However, established and sustained shared responsibility for student learning across the district is not consistent. Prior to the 2021-22 SY the individual schools existed as silos. Also, there is a void in communicating with parents to strengthen the education system. There is a lack of parent and community input when developing new initiatives, policies, etc.... A strong district wide communication process needs to be established prior to a negative event propelling outside stakeholders to engage with the school in a negative way. After analyzing quantitative and qualitative data, the team has come to the conclusion that mindsets of all stakeholders need to be addressed while revising various systems within the district to meet the needs of students being educated in the 21st Century. In order for the district to move forward in a positive direction, it is imperative that the focus be on moving toward more effective integration and equitable outcomes for all stakeholders through improved communication. These outcomes must be related to academic growth, cultural diversity, social and emotional learning as well as revamping systems to meet the needs of all stakeholders within the 21st Century learning environment.

Challenges	Discussion Point	Priority for Planning
<p>Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction</p>	<p>There is a lack of professional development as well as high quality instructional resources that are focused on developing and utilizing effective evidence-based strategies and standards aligned curriculum.</p>	
<p>Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities</p>	<p>Data, both qualitative and quantitative, are not analyzed or utilized on a regular basis to monitor the effectiveness of professional learning opportunities in order to meet the needs of students, faculty and/or staff. Professional Learning opportunities are not strategically aligned to the district / school mission, vision, goals and priorities so as to effectively provide programs and/or learning about various careers that will lead to achieving successful future life tasks.</p>	
<p>Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data</p>	<p>There is limited to no evidence that annual resource allocations to schools are aligned to either school or student needs. Lack of data to substantiate an alignment among monies spent to effectiveness of resources utilized to increased student performance.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Explicit Instruction

Action Steps	Anticipated Start/Completion Date
Creating "Learning Target"	05/09/2022 - 08/24/2022

Monitoring/Evaluation	Anticipated Output
Bi-weekly walk-throughs of all ELA, math and science classrooms to focus on the utilization of Instructional Targets, Daily Lesson Delivery Format and Explicit Instruction. Results to walk-throughs to be recorded in PA e-Tep at least once/month with informal feedback once per month.	If lessons are carefully structured and include guided and supported practice there should be evidence of higher levels of student success. Also, research indicates that teaching at a brisk pace allows more content to be covered and student engagement is enhanced when eliciting increased numbers of student responses.

Material/Resources/Supports Needed	PD Step	Comm Step
Handout on "Writing Effective Learning Targets" Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals	no	no

Action Steps**Anticipated Start/Completion Date**

Introduction to "Daily Instructional Delivery Model"

05/09/2022 - 08/24/2022

Monitoring/Evaluation**Anticipated Output**

Bi-weekly walk-throughs of all ELA, math and science classrooms to focus on the utilization of Instructional Targets, Daily Lesson Delivery Format and Explicit Instruction. Results to walk-throughs to be recorded in PA e-Tep at least once/month with informal feedback once per month.

If lessons are carefully structured and include guided and supported practice there should be evidence of higher levels of student success. Also, research indicates that teaching at a brisk pace allows more content to be covered and student engagement is enhanced when eliciting increased numbers of student responses.

Material/Resources/Supports Needed

PD Step	Comm Step
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Handout on Daily Instructional Delivery Model Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals	yes	yes
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Action Steps**Anticipated Start/Completion Date**

Introduction to Sixteen Elements of Explicit Instruction.

09/21/2022 - 09/21/2022

Monitoring/Evaluation**Anticipated Output**

Bi-weekly walk-throughs of all ELA, math and science classrooms to focus on the utilization of Instructional Targets, Daily Lesson Delivery Format and Explicit Instruction. Results to walk-throughs to be recorded in PA e-Tep at least once/month with informal feedback once per month.

If lessons are carefully structured and include guided and supported practice there should be evidence of higher levels of student success. Also, research indicates that teaching at a brisk pace allows more content to be covered and student engagement is enhanced when eliciting increased numbers of student responses.

Material/Resources/Supports Needed

PD Step **Comm Step**

Handout on the Sixteen Elements of Explicit Instruction Box Light or other projection screen Computer Support from Educational Facilitator and Building Principals

yes yes

Action Steps**Anticipated Start/Completion Date**

Review the Principles of Effective Instruction.

10/10/2022 - 10/19/2022

Monitoring/Evaluation**Anticipated Output**

Bi-weekly walk-throughs of all ELA, math and science classrooms to focus on the utilization of Instructional Targets, Daily Lesson Delivery Format and Explicit Instruction. Results to walk-throughs to be recorded in PA e-Tep at least once/month with informal feedback once per month.

If lessons are carefully structured and include guided and supported practice there should be evidence of higher levels of student success. Also, research indicates that teaching at a brisk pace allows more content to be covered and student engagement is enhanced when eliciting increased numbers of student responses.

Material/Resources/Supports Needed

PD Step	Comm Step
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Handout on the Principles of Effective Instruction	Box Light or other projection screen	Computer Support from Educational Facilitator and Building Principals	yes	yes
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Action Plan: Universal Trauma-Informed Preventive Practices in the Classroom

Action Steps**Anticipated Start/Completion Date**

Building Student Resilience through Connection & Rapport

08/24/2022 - 01/18/2023

Monitoring/Evaluation**Anticipated Output**

Decrease in discipline referrals - monitored quarterly

With increased students engagement in daily lessons and one-on-one interaction between student and teacher, the number of discipline incidents will decrease.

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

Box light or presentation board

yes

yes



Action Steps**Anticipated Start/Completion Date**

Facilitating Student Growth through
Acknowledgement & Reinforcement

11/10/2022 - 01/18/2023

Monitoring/Evaluation**Anticipated Output**

Decrease in discipline referrals - monitored quarterly

With increased students engagement in daily lessons and one-on-one interaction between student and teacher, the number of discipline incidents will decrease.

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

Box light or presentation board

yes

yes



Action Steps**Anticipated Start/Completion Date**

Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures

08/25/2023 - 08/25/0223

Monitoring/Evaluation**Anticipated Output**

Decrease in discipline referrals - monitored quarterly

With increased students engagement in daily lessons and one-on-one interaction between student and teacher, the number of discipline incidents will decrease.

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

Box light or presentation board

yes

yes



Action Steps**Anticipated Start/Completion Date**

Increasing Student Engagement through Opportunities to Respond (OTRs).

11/11/2023 - 11/11/0223

Monitoring/Evaluation**Anticipated Output**

Decrease in discipline referrals - monitored quarterly

With increased students engagement in daily lessons and one-on-one interaction between student and teacher, the number of discipline incidents will decrease.

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

Box light or presentation board

yes

yes

Action Plan: Career Exploration and Development

Action Steps	Anticipated Start/Completion Date		
Developmental Stages of the River Valley STEAM Academy	01/14/2021 - 05/25/2022		
Monitoring/Evaluation	Anticipated Output		
Individual student interviews conducted once each semester of 2022-23 SY Increased participation in each of the offered courses from 2022-23 SY to 2023 - 24 SY	To take steps to dismantle historical barriers and construct systems that help each learner access and complete a high-quality CTE program of study where they feel welcome and can participate fully.		
Material/Resources/Supports Needed	PD Step	Comm Step	
PDE Personnel PDE Policies and Procedures for creating a new school (program) Community Support Adequate fiscal resources Student Surveys Qualified Personnel to effectively implement the various STEAM courses	yes	yes	

Action Steps**Anticipated Start/Completion Date**

Create the SMART courses to be offered prior to entering the STEAM Academy

01/03/2022 - 05/15/2022

Monitoring/Evaluation**Anticipated Output**

Individual student interviews conducted once each semester of 2022-23 SY Increased participation in each of the offered courses from 2022-23 SY to 2023 - 24 SY

To take steps to dismantle historical barriers and construct systems that help each learner access and complete a high-quality CTE program of study where they feel welcome and can participate fully.

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

Programming for all courses Qualified Personnel Time slots in the daily MS/HS schedules

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	Explicit Instruction	Introduction to "Daily Instructional Delivery Model"	05/09/2022 - 08/24/2022
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Explicit Instruction</p>	<p>Introduction to Sixteen Elements of Explicit Instruction.</p>	<p>09/21/2022 - 09/21/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Explicit Instruction</p>	<p>Review the Principles of Effective Instruction.</p>	<p>10/10/2022 - 10/19/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Building Student Resilience through Connection & Rapport</p>	<p>08/24/2022 - 01/18/2023</p>
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Facilitating Student Growth through Acknowledgement & Reinforcement</p>	<p>11/10/2022 - 01/18/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures</p>	<p>08/25/2023 - 08/25/2023</p>
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Increasing Student Engagement through Opportunities to Respond (OTRs).</p>	<p>11/11/2023 - 11/11/2023</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality</p>	<p>Career Exploration and Development</p>	<p>Developmental Stages of the River Valley STEAM Academy</p>	<p>01/14/2021 - 05/25/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Instruction in ELA Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>by the District Administrators.via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)</p> <p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Career Exploration and Development</p>	<p>Create the SMART courses to be offered prior to entering the STEAM Academy</p>	<p>01/03/2022 - 05/15/2022</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data by the District Administrators via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)

By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Daily Instructional Delivery Model	All K - 12 Faculty and Staff	1) Steps within the Model; 2) Writing Learning Targets

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administrative Walk-throughs, Formal Observations	08/23/2022 - 08/25/2022	Holly Rougeaux

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
Sixteen Elements of Explicit Instruction	K-12 Faculty and Staff	1. Focus instruction on critical content. 2. Sequence skills logically. 3. Break down complex skills and strategies into smaller instructional units. 4. Design organized and focused lessons. 5. Begin lessons with a clear statement of the lesson’s goals and your expectations. 6. Review prior skills and knowledge before beginning instruction. 7. Provide step-by-step demonstrations. 8. Use clear and concise language. 9. Provide an adequate range of examples and non-examples. 10. Provide guided and supported practice. 11. Require frequent responses. 12. Monitor student performance closely. 13. Provide immediate affirmative and corrective feedback. 14. Deliver the lesson at a brisk pace. 15. Help students organize knowledge. 16. Provide distributed and cumulative practice.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Administrative Walk-throughs, Formal Observations	08/23/2022 - 05/19/2023	Holly Rougeaux - Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Review of Principles of Effective Instruction	K-12 Faculty and Staff	1. Optimize engaged time/time on task. 2. Promote high levels of success. 3. Increase content coverage. 4. Have students spend more time in instructional groups. 5. Scaffold instruction. 6. Address different forms of knowledge.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Planning, Administrative Walk-throughs, Increased scores on benchmark assessments	08/23/2022 - 05/19/2023	Regina Geesey

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Building Student Resilience through Connection & Rapport	6 - 12 Faculty and Staff	1. Teacher - Student Relationships 2 Students' Self-Efficacy Beliefs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decreased Discipline Issues	08/24/2022 - 05/19/2023	Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating an Environment of Respect and Rapport

Professional Development Step	Audience	Topics of Prof. Dev
Facilitating Student Growth through Acknowledgement & Reinforcement	6 - 12 Faculty and Staff	Learning is personalized to the social, emotional, and cognitive needs of the Learner. Students become engineers, designers, and facilitators of their learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in PVAAS Growth Scores, Decrease in Classroom Discipline Issues	08/24/2022 - 05/19/2023	Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Professional Development Step	Audience	Topics of Prof. Dev
Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures	6 -12 Faculty and Staff	To establish a structure that supports collaboration among Administrators, Teachers, Parents, and Students in order to advocate for sense-making through SEL interactions.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased Collaboration among stakeholders , Decrease in classroom discipline issues	08/24/2023 - 05/17/2024	Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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Professional Development Step	Audience	Topics of Prof. Dev
Increasing Student Engagement through Opportunities to Respond (OTRs).	6 - 12 Faculty and Staff	1) Ask academic questions that are relevant and are provided at the appropriate level of rigor. 2) Incorporate variety and unpredictability into question asking. 3) Use OTRs to stimulate interest, challenge the class, and avoid predictability. 4) Ask group and individual student OTRs using a brisk pace. 5) Ensure all students are provided OTRs. 6) Use the level of student accuracy to OTRs to inform instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use in daily lesson delivery monitored by Walk-throughs, observations and evaluations	08/24/2023 - 05/24/2024	Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	



Professional Development Step	Audience	Topics of Prof. Dev
Developmental Stages of the River Valley STEAM Academy	District Administrators, STEAM Faculty & Staff	Development of Course Offerings: Electrical Occupations, Sports Medicine & Rehabilitative Therapy, Cyber Security, E-Sports Hiring of STEAM Faculty Student Recruitment Policy PDE Approval of Programming Implementation of STEAM Academy Program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Course Curricula written and ready for implementation All STEAM Faculty has been hired and in place Students rosters have been filled according to specific interests	08/19/2021 - 08/24/2023	Jeff Geesey - Director of the STEAM Academy

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	



Professional Development Step	Audience	Topics of Prof. Dev
Create the SMART courses to be offered prior to entering the STEAM Academy	District Administrators, All District Faculty and Staff	<p>Portrait of a System Portrait of a Learner K - 5 - World of Work (WOW Programming) "The RIASEC model is the number one predictor for happiness in a career and breaks down career options into 6 personality traits, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Upon completing the World of Work, every student leaves with an About Me page that breaks down their top RIASEC traits, what careers fit those personality traits and best suit the individual student, lays out projects and individual breakthroughs for the student, and pinpoints the top strengths, interests, and work values for that student." 6th Grade Rotations include Music, Leadership, Art, Writing, FACS, Health & Wellness, Design & Technology I, CS Explorations MyCS Fundamentals, Exploring Robotics (semester), Cyber Security & Gaming, and Band/Chorus 7th Grade Rotations include Leadership, Art, Writing, FACS/Nutrition, Health & Wellness, CSE 2 Artificial Intelligence, Cyber Security & Gaming, Design & Technology II, STEM (semester), Careers 7, and Band/Chorus 8th Grade Rotations include Spanish, Art, Health & Wellness, Writing, Leadership, Economics & Financial Literacy, Careers 8, CMU Computer Science 0, Cyber Security & Gaming, Robo-Technics (semester) and Band/Chorus. 9th Grade Rotations - Computer Science and All 9th graders will receive a quarter class of the STEAM courses that will be offered at the STEAM Academy: 1) Intro to Electricity, 2) Intro to Manufacturing, 3) E-sports, and 4) Cybersecurity.</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Increased interests around the programs offered at the STEAM Academy. Increased Student Engagement in Daily Lessons as evidenced in walk-throughs and lesson design More distinct individual characteristics and interests when developing the "Portrait of a Learner" A more robust spectrum of career interests seen in Naviance Data.</p>	<p>01/17/2022 - 05/24/2023</p>	<p>Holly Rougeaux - Assistant Superintendent</p>

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>3c: Engaging Students in Learning</p> <p>1d: Demonstrating Knowledge of Resources</p>	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	Explicit Instruction	Introduction to "Daily Instructional Delivery Model"	2022-05-09 - 2022-08-24
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	Explicit Instruction	Introduction to Sixteen Elements of Explicit Instruction.	2022-09-21 - 2022-09-21
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	Explicit Instruction	Review the Principles of Effective Instruction.	2022-10-10 - 2022-10-19
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)</p>			
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Building Student Resilience through Connection & Rapport</p>	<p>2022-08-24 - 2023-01-18</p>
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Facilitating Student Growth through Acknowledgement & Reinforcement</p>	<p>2022-11-10 - 2023-01-18</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures</p>	<p>2023-08-25 - 0223-08-25</p>
<p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>	<p>Universal Trauma-Informed Preventive Practices in the Classroom</p>	<p>Increasing Student Engagement through Opportunities to Respond (OTRs).</p>	<p>2023-11-11 - 0223-11-11</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality</p>	<p>Career Exploration and Development</p>	<p>Developmental Stages of the River Valley STEAM Academy</p>	<p>2021-01-14 - 2022-05-25</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Instruction in ELA Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>by the District Administrators.via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)</p> <p>By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)</p>			
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in ELA using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in ELA Impacts Student Learning)</p>	<p>Career Exploration and Development</p>	<p>Create the SMART courses to be offered prior to entering the STEAM Academy</p>	<p>2022-01-03 - 2022-05-15</p>
<p>By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will</p>			

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

implement them with fidelity so that ALL students show at least 10% growth in Math using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Math Impacts Student Learning)

By the end of the 2023 - 24 SY, All faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as Explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, etc... and will implement them with fidelity so that ALL students show at least 10% growth in Science using the PVAAS data as a summative source of data and the NWEA growth data to track growth measures on a quarterly bases. (Professional Development - High Quality Instruction in Science Impacts Student Learning)

By the end of the 2023-24 SY, policies and procedures will be firmly in place to strategically and equitably allocate resources to support and sustain high-impact, engaging, and learner centered learning across in-person, remote, and hybrid learning modalities; access to a robust multi-tiered system of supports; access to high-quality early learning opportunities, and to ensure that true culturally responsive learning is possible. These processes will be monitored through the gathering of qualitative data by the District Administrators via classroom walk-throughs, observations and evaluations as well as monthly report outs to Board of Education via monthly public meeting. (Strategic and Equitable Resource Allocation)

By the end of the 2023-24 SY, district stakeholders will have participated in professional development sessions that focus on Student Centered Support Systems

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

such as PBIS, MTSS, SEL, Career Development, Data Analysis, etc... and will be implemented with fidelity so as to prepare students to make well informed decisions regarding Career Pathways that lead to future life tasks and will monitored by an increase of at least 5% in Regular Attendance, a decrease of at least 5% in Discipline Referrals, and increased enrollment in SMART courses. (Support Systems)

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Introduction to "Daily Instructional Delivery Model"

K-12 Faculty and Staff

1) Steps within the Model; 2) Writing Learning Targets

Anticipated Timeframe

Frequency

Delivery Method

08/23/2022 - 08/25/2022

Quarterly

Presentation

Lead Person/Position

Holly Rougeaux - Assistant Superintendent

Communication Step	Audience	Topics/Message of Communication
Introduction to Sixteen Elements of Explicit Instruction.	K-12 Faculty and Staff	1. Focus instruction on critical content. 2. Sequence skills logically. 3. Break down complex skills and strategies into smaller instructional units. 4. Design organized and focused lessons. 5. Begin lessons with a clear statement of the lesson's goals and your expectations. 6. Review prior skills and knowledge before beginning instruction. 7. Provide step-by-step demonstrations. 8. Use clear and concise language. 9. Provide an adequate range of examples and non-examples. 10. Provide guided and supported practice. 11. Require frequent responses. 12. Monitor student performance closely. 13. Provide immediate affirmative and corrective feedback. 14. Deliver the lesson at a brisk pace. 15. Help students organize knowledge. 16. Provide distributed and cumulative practice.

Anticipated Timeframe	Frequency	Delivery Method
08/23/2022 - 05/19/2023	Quarterly	Presentation

Lead Person/Position
Holly Rougeaux - Assistant Superintendent

Communication Step	Audience	Topics/Message of Communication
Review the Principles of Effective Instruction.	K-12 Faculty	1. Optimize engaged time/time on task. 2. Promote high levels of success. e. 3. Increase content coverage. 4. Have students spend more time in instructional groups. 5. Scaffold instruction. 6. Address different forms of knowledge. T

Anticipated Timeframe	Frequency	Delivery Method
08/23/2022 - 05/19/2023	once/month	Presentation

Lead Person/Position
Regina Geseey - Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
Building Student Resilience through Connection & Rapport	6-12 Faculty and Staff	1. Teacher - Student Relationships 2 Students' Self-Efficacy Beliefs

Anticipated Timeframe	Frequency	Delivery Method
08/24/2022 - 05/19/2023	Once/Month	Other

Lead Person/Position

Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Communication Step

Audience

Topics/Message of Communication

Facilitating Student Growth through
Acknowledgement & Reinforcement

6-12 Faculty and Staff

Learning is personalized to the social, emotional, and
cognitive needs of the Learner. Students become
engineers, designers, and facilitators of their learning.

Anticipated Timeframe

Frequency

Delivery Method

08/24/2022 - 05/19/2023

Once/month

Other

Lead Person/Position

Sarah Teacher - Middle School Principal Michael Leasure - High School Principal

Communication Step	Audience	Topics/Message of Communication
Enhancing Student Success through Expectations with Embedded SEL Coupled with Use of Pre-correction Procedures	6 - 12 Faculty and Staff	To establish a structure that supports collaboration among Administrators, Teachers, Parents, and Students in order to advocate for sense-making through SEL interactions.
Anticipated Timeframe	Frequency	Delivery Method
08/22/2023 - 05/17/2024	once/month	Other
Lead Person/Position		
Sarah Teacher - Middle School Principal Michael Leasure - High School Principal		

Communication Step	Audience	Topics/Message of Communication
Increasing Student Engagement through Opportunities to Respond (OTRs).	6-12 Faculty and Staff	1) Ask academic questions that are relevant and are provided at the appropriate level of rigor. 2) Incorporate variety and unpredictability into question asking. 3) Use OTRs to stimulate interest, challenge the class, and avoid predictability. 4) Ask group and individual student OTRs using a brisk pace. 5) Ensure all students are provided OTRs. 6) Use the level of student accuracy to OTRs to inform instruction.

Anticipated Timeframe	Frequency	Delivery Method
08/22/2023 - 05/17/2024	once/month	Other

Lead Person/Position

Sarah Teacher - Middle School Principal Michael Leasure - High School Principal



Communication Step	Audience	Topics/Message of Communication
Developmental Stages of the River Valley STEAM Academy	All Stakeholders - 6-12 FACULTY, Administrators, Community Members, Parents, etc....	Development of Course Offerings: Electrical Occupations, Sports Medicine & Rehabilitative Therapy, Cyber Security, E-Sports Hiring of STEAM Faculty Student Recruitment Policy PDE Approval of Programming Implementation of STEAM Academy Program

Anticipated Timeframe	Frequency	Delivery Method
08/19/2021 - 08/24/2023	Quarterly	Posting on district website

Lead Person/Position
Jeff Geesey - Director of STEAM Academy



Communication Step	Audience	Topics/Message of Communication
Create the SMART courses to be offered prior to entering the STEAM Academy	K-12 Faculty, Staff, Administrators, Parents, Community Members, etc....	<p>Portrait of a System Portrait of a Learner K - 5 - World of Work (WOW Programming) "The RIASEC model is the number one predictor for happiness in a career and breaks down career options into 6 personality traits, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Upon completing the World of Work, every student leaves with an About Me page that breaks down their top RIASEC traits, what careers fit those personality traits and best suit the individual student, lays out projects and individual breakthroughs for the student, and pinpoints the top strengths, interests, and work values for that student." 6th Grade Rotations include Music, Leadership, Art, Writing, FACS, Health & Wellness, Design & Technology I, CS Explorations MyCS Fundamentals, Exploring Robotics (semester), Cyber Security & Gaming, and Band/Chorus 7th Grade Rotations include Leadership, Art, Writing, FACS/Nutrition, Health & Wellness, CSE 2 Artificial Intelligence, Cyber Security & Gaming, Design & Technology II, STEM (semester), Careers 7, and Band/Chorus 8th Grade Rotations include Spanish, Art, Health & Wellness, Writing, Leadership, Economics & Financial Literacy, Careers 8, CMU Computer Science 0, Cyber Security & Gaming, Robo-Technics (semester) and Band/Chorus. 9th Grade Rotations - Computer Science and All 9th graders will receive a quarter class of the STEAM courses that will be offered at the STEAM Academy: 1) Intro to Electricity, 2) Intro to Manufacturing, 3) E-sports, and 4) Cybersecurity.</p>

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

01/17/2022 - 05/24/2023

Quarterly

Other

Lead Person/Position

Holly Rougeaux - Assistant Superintendent



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board of Directors Overview of the Comprehensive Plan	Overview of the plan including the full document in preparation of the 28-day inspection. Topics include goals for the district as well as the mission, vision, and action steps.	Printed document from FRCPP Portal & Overview including Q/A if warranted.	Full School Board and public in person and via Zoom.	July 26, 2022 and August 2022
Overview of Comprehensive Plan at Curriculum Committee	Overview of the plan including the full document in preparation of the 28-day inspection. Topics include goals for the district as well as the mission, vision, and action steps.	Printed brief document provided by the FRCPP Portal & Mention of website publication.	Curriculum Committee which includes board members, administration, teacher union representation, and attending public members via in person and through the public Zoom video conference.	August 11, 2022
Administrative Team Overview	Overview of the plan including the full document	In person meeting and an electronic version will be	Administrative Team (Central and Building	August 15, 2022

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
	in preparation of the 28-day inspection. Topics include goals for the district as well as the mission, vision, and action steps. The Administration team will be provided an electronic copy via Google Drive and/or email.	provided via Google Drive and/or email.	Level Administration including members of the Act 93 team)	
District-Wide In-Service Day Presentation	During the in-service day presentation the mission, vision, goals, and action steps will be presented.	In-person full district assembly/presentation, reference to the website publication, and a report generated from FRCPP will be shared electronically.	All faculty and staff of River Valley School District	Tuesday, August 23, 2022
Steering Committee Sharing	Completion of Comprehensive Plan and sharing of the mission, vision, goals, and action steps will be shared via email.	Email with a message from the Assistant Superintendent	Steering Committee	August/September 2022
Posted to District Website - https://www.rivervalleyisd.org/	Complete PDF of Comprehensive Plan	Website	Community	August 2022 - August 2024

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Community Sharing of the Comprehensive Plan	Formal Document and sharing of information	District website	Staff, Faculty, Community, Public, Students, Board Members, Administration	Summer 2022 - Summer of 2024
Sharing the Comprehensive Plan and Goals with the Union	Comprehensive Plan and sharing of the mission, vision, goals, and action steps will be shared as well as next steps for educators.	Electronic form of the pdf document will be sent to the Teacher Union Leadership Team and will be discussed during regularly schedule union/administration meetings. Union leadership will then share the information with the full membership.	Educator Union Leadership Team and membership	Fall 2022

