



## *Comprehensive Plan*

July 2022-June 2025

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## Steering Committee

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**LEA Profile**

The Pottsgrove School District is a suburban school district that is located in western Montgomery County, Pennsylvania. The district is comprised of three townships surrounding the Borough of Pottstown. They form a "horseshoe," starting with Lower Pottsgrove Township in the east and northeast, Upper Pottsgrove Township to the northwest, and West Pottsgrove Township to the west. The Schuylkill River, which flows from west to east toward the Delaware River, comprises two boundaries of the District, one to the west of Pottstown and the other to the east. The Pottsgrove School District consists of five schools. Two elementary schools grades K-2, one elementary school grades 3-5, one middle school grades 6-8, and one high school grades 9-12. The strengths of the District are strong community support for the schools, a dedicated staff, and an active student body. There is a high level of participation in a wide variety of co-curricular and extracurricular activities.

**Mission and Vision**

*Mission*

The mission of the Pottsgrove School District is to educate and inspire all students to excel as productive, responsible citizens, and lifelong learners.

*Vision*

- Our students will attain their fullest potential by exhibiting a love of learning, a passion for betterment, and respect for humanity.
- Our students will promote health and wellness.
- Our students will advocate for themselves and others through recognizing the diversity and individuality of each person.
- Our students will demonstrate academic, social, emotional, and behavioral growth that creates multiple pathways for future endeavors.
- Our students will be positive contributors to a changing global society.

## Educational Value Statements

### *Students*

Learning is a lifelong and continual process. All people deserve to be physically and emotionally safe and be treated with dignity and respect. Use feedback from a variety of resources to improve achievement and growth. Take advantage of resources and opportunities to engage. Expect their own personal best in everything they do.

### *Staff*

Insist learning is a life long quality. Ensure all students are physically and emotionally safe. Focus on student achievement and betterment. Ensure students have the resources and feedback needed to provide high quality instruction. Ensure families receive regular feedback about student achievement, growth, and performance. Maintain high expectations while learning from mistakes and adapting to change. Provide opportunities for students to increase self esteem. Provide regular instruction aimed to increase student performance. Ensure all students have a right to equitably access education.

### *Administration*

Insist learning is a life long quality. Ensure all staff and students are physically and emotionally safe. Focus on student achievement and betterment. Ensure staff have the resources and feedback needed to provide high quality instruction. Ensure families receive regular feedback about student achievement, growth, and performance. Ensure multiple opportunities exist for family involvement. Maintain high expectations while learning from mistakes and adapting to change. Insist on pushing for excellence by revising curriculum. Ensure all people have a right to equitably access education.

### *Parents*

Engage school personnel in discussion about child's/children's achievement, growth, and performance. Engage in existing opportunities for family involvement. Assist child/children with self esteem.

### *Community*

Engage in existing opportunities for family involvement. Maintaining high expectations while adapting to change.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Student attendance continues to be above the statewide average.	No
Elementary English/Language curriculum documents that delineate the expected student outcomes.	No
A robust elementary MTSS process and human resources that includes frequent data teaming among teachers to examine and respond to student behaviors as a result of instruction, intervention, and enrichment.	Yes
Elementary mathematics curriculum documents that delineate the expected student outcomes.	No
A variety of secondary coursework that provides students with multiple pathways.	Yes
Elementary division clearly delineated curriculum aligned with state standards along with resources that support the instruction.	No
The development of the STEAM Expo and STEAM Days have provided students with increased opportunities for critical thinking.	No
The elementary division utilizes a robust MTSS process that documents and monitors student responses to instruction, intervention, and enrichment.	Yes
Students that are economically disadvantaged make significant growth when interventions are intentionally targeting deficits.	Yes
There is a diverse group of stakeholders that engage in communication across the district.	No
There are many partnerships that exist between the school district and the greater community that access needed services for students and families.	No
A two-year induction program provides ongoing, regular support for newly-hired staff that informs staff or procedures while connecting them with a network of experts within the district.	No
Students at the elementary and middle level are meeting the goal for College and Career Readiness Standard.	No
Students at the high school are meeting the industry-based learning standard.	Yes

Students at the high school are performing well on the district developed assessment for Civics (Act 35).	No
A diverse set of course opportunities is in place within the program of studies at the high school level.	No
The district has one to one devices for all professional staff and students at all grade levels.	No
Students at the elementary and middle levels are currently meeting the College and Career Readiness Benchmark Standard.	No
Students within Title I programming within Grades K-5 are provided with targeted instruction in which the progress is monitored over specified amounts of time. As a result, although these students are not always proficient, there are observable and significant areas of growth.	Yes

*Challenges*

<b>Challenge</b>	<b>Consideration In Plan</b>
Full development of an MTSS model K-12 that effectively and efficiently monitors and responds early to students' academic, social, and behavioral needs.	Yes
Full development of locally developed assessments that directly align with state standards and prepare students for the content, rigor, and formatting of critical thinking required within state assessments.	Yes
Offer a wider variety of secondary coursework to reflect diverse backgrounds and literature.	Yes
Full development of course and unit plans at the secondary level that clearly align state standards with local curriculum.	Yes
Full development of locally developed assessments that directly align with state standards and prepare students for the content, rigor, and formatting of critical thinking required within state assessments.	Yes
The MTSS process in place at the elementary level is not developed at the secondary level providing a disparity between services students can access at various levels.	Yes



Over time, there has been a greater focus on upon reading, English, and language arts interventions that are not as well developed within other content areas.	No
Students with IEPs are not achieving at the same level as other subgroups.	Yes
Students with IEPs attendance is used as an indicator of improvement; however, some health issues are the reason for an attendance issue.	No
A districtwide mindset of high expectations for all learners is not always shared among all stakeholder groups.	Yes
Continuous improvement is sometimes viewed as "additional work;" however, it is essential to the improvement of student achievement. Continuous improvement includes ongoing examination of aligned units, focused assessments, and student needs.	Yes
While professional learning exists and supports overall district goals, it is not often differentiated for the various needs and interests of the staff it serves.	No
Attaining and retaining highly qualified individuals in a dramatically changing educational landscape is difficult for many reasons including complexity of work, salary, high demands, and ongoing support.	Yes
A focus for staff is often on learning a new resource or program; however, an ongoing investigation of effective instructional practices with a system to monitor is not in place.	Yes
Students at the high school are not meeting the goal for College and Career Readiness Standard.	No
Students at the high school level are not currently meeting the College and Career Readiness Benchmark Standard.	No
While students in Title I programming within Grades K-5 show observable and significant growth, many are not yet meeting benchmarks that are associable with appropriate achievement levels.	No
There are a significant number of students that achieve just below the proficiency level within Pottsgrove School District on PSSA and Keystone Exams. Many of these students are missing proficiency by as little as one-two questions.	Yes
Current practices related data informed instruction are not entirely established likely because of a lacking data dashboard. This makes projections for the future difficult.	Yes

*Most Notable Observations/Patterns*

While there are many systems in place within Pottsgrove School District, the district still realizes a high number of students that are performing just below proficiency. Many times, students within this group are missing proficiency by as few as one or two questions.

**Analyzing Strengths and Challenges**

*Strengths*

<b>Strength</b>	<b>Discussion Points</b>
A robust elementary MTSS process and human resources that includes frequent data teaming among teachers to examine and respond to student behaviors as a result of instruction, intervention, and enrichment.	The MTSS work at the elementary level can act as a foundation for the secondary level. District teams and building levels teams can be enacted and assessments can be identified and implemented. Processes and procedures are similar at all levels.
A variety of secondary coursework that provides students with multiple pathways.	Students have greater choice when moving into the secondary divisions. How can the elementary and middle levels provide higher levels focused on student choice and interest while ensuring PA Academic Standards are learned.
The elementary divisions utilizes a robust MTSS process that documents and monitors student responses to instruction, intervention, and enrichment.	The MTSS work at the elementary level can act as a foundation for the secondary level. District teams and building levels teams can be enacted and assessments can be identified and implemented. Processes and procedures are similar at all levels.
Students that are economically disadvantaged make significant growth when interventions are intentionally targeting deficits.	This represents one sub group of historically unachieving students. How can this groups' gains be leveraged within other subgroups? How many of these students are also represented within another sub group?
Students at the high school are meeting the industry based learning standard.	Some students at the high school are achieving at appropriate levels. Elementary has more defined instructional and human resources that

	are clearly delineated to design instructional targets.
Students within Title I programming within Grades K-5 are provided with targeted instruction in which the progress is monitored over specified amounts of time. As a result, although these students are not always proficient, there are observable and significant areas of growth.	The MTSS work at the elementary level can act as a foundation for the secondary level. District teams and building levels teams can be enacted and assessments can be identified and implemented. Processes and procedures are similar at all levels. This represents one subgroup of historically unachieving students. How can this groups' gains be leveraged within other subgroups? How many of these students are also represented within another sub group?

*Challenges*

<b>Challenge</b>	<b>Discussion Points</b>	<b>Priority For Planning</b>	<b>Priority Statement</b>
Full development of an MTSS model K-12 that effectively and efficiently monitors and responds early to students' academic, social, and behavioral needs.	The elementary team has had ongoing professional learning and has established roles and responsibilities for who is included within the MTSS framework. The secondary division has not yet had that same level of priority.	Yes	Design and begin implementation of a districtwide Multi-Tiered Systems of Supports (MTSS) to collect and analyze the effectiveness of academic and behavioral interventions.
Full development of locally developed assessments that directly align with state standards and prepare students for the content, rigor, and formatting of critical thinking required within state assessments.	An ongoing process is in place at the elementary level that has included ongoing professional learning and focused curriculum writing within the UbD framework. The secondary division has begun that process, but has more work to complete.	Yes	Increase the percentage of student achievement metrics categorized as Above and Well Above from the 2022 Spring PSSA/Keystone Exam data file compared to the 2019 levels.

Offer a wider variety of secondary coursework to reflect diverse backgrounds and literature.		No	
Full development of course and unit plans at the secondary level that clearly align state standards with local curriculum.	An ongoing process is in place at the elementary level that has included ongoing professional learning and focused	No	
Full development of an MTSS model K-12 that effectively and efficiently monitors and responds early to students' academic, social, and behavioral needs.		No	
Full development of locally developed assessments that directly align with state standards and prepare students for the content, rigor, and formatting of critical thinking required within state assessments.		No	
The MTSS process in place at the elementary level is not developed at the secondary level providing a disparity between services students can access at various levels.		No	
Students with IEPs are not achieving at the same level as other subgroups.		No	
A districtwide mindset of high expectations for all	There has been a changing demographic within the	Yes	Measurably improve communication and

<p>learners is not always shared among all stakeholder groups.</p>	<p>school district which requires shifting instructional strategies. Focused professional learning and instructional coaching has begun within the district, but it is not well established.</p>		<p>collaboration to improve student outcomes that include higher levels of performance, rigorous coursework, internships, and community service projects.</p>
<p>Continuous improvement is sometimes viewed as "additional work;" however, it is essential to the improvement of student achievement. Continuous improvement includes ongoing examination of aligned units, focused assessments, and student needs.</p>		<p>No</p>	
<p>Attaining and retaining highly qualified individuals in a dramatically changing educational landscape is difficult for many reasons including complexity of work, salary, high demands, and ongoing support.</p>		<p>No</p>	
<p>A focus for staff is often on learning a new resource or program; however, an ongoing investigation of effective instructional practices with a system to monitor is not in place.</p>		<p>No</p>	
<p>There are a significant number of students that achieve just below the</p>		<p>No</p>	

proficiency level within Pottsgrove School District on PSSA and Keystone Exams. Many of these students are missing proficiency by as little as one-two questions.			
Current practices related data informed instruction are not entirely established likely because of a lacking data dashboard. This makes projections for the future difficult.	A well established data informed decision metric is not established districtwide that allows for ease of analysis and making projections for future work.	Yes	Improve student performance levels with a focused assessment calendar informed by current data and use to create cyber programming and financial planning for the future.

**Goal Setting**

<b>Priority:</b> Design and begin implementation of a districtwide Multi-Tiered Systems of Supports (MTSS) to collect and analyze the effectiveness of academic and behavioral interventions.					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Design and implement a districtwide Multi-Tiered System of Supports (MTSS) to collect the effectiveness of academic and behavioral interventions so that	Safety and Advocacy-- MTSS	Design and implement a districtwide Multi-Tiered System of Supports (MTSS) to collect the effectiveness of academic and behavioral interventions so	Design and implement a districtwide Multi-Tiered System of Supports (MTSS) to collect the effectiveness of academic and behavioral interventions so	Design and implement a districtwide Multi-Tiered System of Supports (MTSS) to collect the effectiveness of academic and behavioral interventions so

	fewer than 20% of students need tiered intervention and 80% of students needing tiered intervention demonstrate growth.		that fewer than 40% of students need tiered intervention and 70% of students needing tiered intervention demonstrate growth.	that fewer than 30% of students need tiered intervention and 75% of students needing tiered intervention demonstrate growth.	that fewer than 20% of students need tiered intervention and 80% of students needing tiered intervention demonstrate growth.
School climate and culture	Reduce discipline referrals from 2018-2019 data by 6% per building in comparison with 2024-2025 data, with an annual goal of 150 positive referrals per building.	Safety and Advocacy-- Discipline Referrals	Reduce discipline referrals from 2018-2019 data by 2% per building in comparison with 2022-2023 data, with an annual goal of 50 positive referrals per building.	Reduce discipline referral from 2018-2019 data by 4% per building in comparison with 2023-2024 data, with an annual goal of 100 positive referrals per building.	Reduce discipline referrals from 2018-2019 data by 6% per building in comparison with 2024-2025 data, with an annual goal of 150 positive referrals per building.

**Priority: Increase the percentage of student achievement metrics categorized as Above and Well Above from the 2022 Spring PSSA/Keystone Exam data file compared to the 2019 levels.**

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Rigorous Courses of Study Section	Increase the percentage of student achievement metrics in English/Language Arts, Mathematics, and Science categorized as Above and Well Above from the 2025 Spring PSSA/Keystone Exam data by 20% compared to the 2022 levels.	Student Achievement-Standards Alignment Curriculum	Increase the percentage of student achievement metrics in English/Language Arts, Mathematics, and Science categorized as Above and Well Above from the 2023 Spring PSSA/Keystone Exam data by 10% compared to the 2022 levels.	Increase the percentage of student achievement metrics in English/Language Arts, Mathematics, and Science categorized as Above and Well Above from the 2024 Spring PSSA/Keystone Exam data by 15% compared to the 2022 levels.	Increase the percentage of student achievement metrics in English/Language Arts, Mathematics, and Science categorized as Above and Well Above from the 2025 Spring PSSA/Keystone Exam data by 20% compared to the 2022 levels.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Establish common curriculum based assessments for each major content area (English/Language Arts, Mathematics, Science, Social Studies) so that specified assessments identify the PA Academic Standard evaluated by 2025.	Student Achievement-Standards Aligned Assessments	Establish common curriculum based assessments for English/Language Arts and Mathematics to that the specified assessments identify the PA Academic Standard evaluated by 2023.	Establish common curriculum based assessments for Science and Social Studies so that specified assessments identify the PA Academic Standard evaluated by 2024.	Establish common curriculum based assessments for each major content area (English/Language Arts, Mathematics, Science, Social Studies) so that specified assessments identify the PA Academic Standard evaluated by 2025.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Develop and implement programs which measure and significantly close achievement gaps for historically underperforming students (students with IEPs, students that are economically disadvantaged, or students from various ethnicities) so that students within the subgroups reach proficiency	Student Achievement-Learning Loss	Develop and implement programs which measure and significantly close achievement gaps for historically underperforming students (students with IEPs, students that are economically disadvantaged, or students from various ethnicities) so that students within the	Develop and implement programs which measure and significantly close achievement gaps for historically underperforming students (students with IEPs, students that are economically disadvantaged, or student from various ethnicities) so that students within the	Develop and implement programs which measure and significantly close achievement gaps for historically underperforming students (students with IEPs, students that are economically disadvantaged, or students from various ethnicities) so that students within the subgroups reach proficiency



	rates (as measured by PSSA and Keystone Exams) that are 20% higher than 2020-2021 data by the Spring of 2025.		subgroups reach proficiency rates (as measured by PSSA and Keystone Exams) that are 10% higher than 2020-2021 data by Spring of 2023.	subgroups reach proficiency rates (as measured by PSSA and Keystone Exams) that are 15% higher than 2020-2021 data by the Spring of 2024.	rates (as measured by PSSA and Keystone Exams) that are 20% higher than 2020-2021 data by the Spring of 2025.
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**Priority:** Measurably improve communication and collaboration to improve student outcomes that include higher levels of performance, rigorous coursework, internships, and community service projects.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	Strengthen community relations and have students experience the "ethic" and "benefit" of community service by having at least 100 high school students participate by the Spring of 2025.	School Culture--Community Service	Strengthen community relations and have students experience the "ethic" and "benefit" of community service by having at least 25 high school seniors participate by the Spring of 2023.	Strengthen community relations and have students experience the "ethic" and "benefit" of community service by having at least 50 high school juniors and seniors participate by the Spring of 2024.	Strengthen community relations and have students experience the "ethic" and "benefit" of community service by having at least 100 high school students participate by the Spring of 2025.
Industry-Based Learning	Create a Career Internship Program and enroll at least 100 PGHS students in the program for the 2024-2025 school year..	School Culture--Internship	Create Career Internship Program and enroll at least 25 Pottsgrove High School seniors in the program by the Spring of 2023.	Create a Career Internship Program and enroll at least 50 Pottsgrove High School juniors and seniors in the program by the Spring of 2024.	Create a Career Internship Program and enroll at least 100 PGHS students in the program for the 2024-2025 school year..
Rigorous Courses of Study Section	Increase the number of students participating in Advanced Placement and Dual Enrollment opportunities by at least 20% for the 2024-2025 school year when compared to the 2021-2022 school year.	School Culture--Rigorous Coursework	Increase the number of students participating in Advanced Placement and Dual Enrollment opportunities by at least 10% for the 2022-2023 school year when compared to the 2021-2022 school year.	Increase the number of students participating in Advanced Placement and Dual Enrollment opportunities by at least 15% for the 2023-2024 school year when compared to the 2021-2022 school year.	Increase the number of students participating in Advanced Placement and Dual Enrollment opportunities by at least 20% for the 2024-2025 school year when compared to the 2021-2022 school year.

**Priority: Improve student performance levels with a focused assessment calendar informed by current data and use to create cyber programming and financial planning for the future.**

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction	Design and implement a dashboard to support data-informed instructional practice using PGSD developed assessments in English/Language Arts, Mathematics, Science, and Social Studies by the Spring of 2025.	Project Development and Financial Management--Data Dashboard	Design and implement a dashboard to support data-informed instructional practice using PGSD developed assessment in English/Language Arts and Mathematics by the Spring of 2023.	Design and implement a dashboard to support data-informed instructional practice using PGSD developed assessments in English/Language Arts, Mathematics, and Science by the Spring of 2024.	Design and implement a dashboard to support data-informed instructional practice using PGSD developed assessments in English/Language Arts, Mathematics, Science, and Social Studies by the Spring of 2025.
Essential Practices 5: Allocate Resources Strategically and Equitably	Assess current cyber programming and develop and implement a strategy for reducing per pupil costs by 5% for those using PG Virtual Academy and decrease overall district expenditures in charter tuitions by 10% by the spring of 2025 when compared to the 2021-2022 school year..	Project Development and Financial Management--Cyber Programming	Assess current cyber programming and develop and implement a strategy for reducing per pupil costs by 1%	Assess current cyber programming and develop and implement a strategy for reducing per pupil costs by 2% for those using the Pottsgrove Virtual Academy and decrease overall district expenditures in charter tuitions by 5% by the spring of 2024 when compared to the 2021-2022 school year.	Assess current cyber programming and develop and implement a strategy for reducing per pupil costs by 5% for those using PG Virtual Academy and decrease overall district expenditures in charter tuitions by 10% by the spring of 2025 when compared to the 2021-2022 school year..

## Action Plan

Action Plan for: Multi Tiered System of Support for Academics and Behavior (MTSS)						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Safety and Advocacy--MTSS</li> <li>Safety and Advocacy--Discipline Referrals</li> </ul>		All stakeholders feel like a positive contributing member of our school community. Relationships between students and teachers and students to each other is positive and problem solving oriented. Students are intrinsically motivated to be positive role models, respectful and responsible citizens.			A district wide MTSS team and building level MTSS teams will monitor the action steps.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Develop district level protocol for collecting accurate and reliable data.	07/01/2022	06/02/2023	Director of Education and Assessment	Utilized assessment, assessment calendar, district calendar	No	No
Examine and revise master schedules that promote uninterrupted core instruction and allow for seamless and flexible grouping (WIN time) across classrooms.	07/01/2022	06/02/2023	Building Principals, Director of Education and Assessment	Building schedules, allocated instructional blocks	No	No
Provide targeted, sustained professional learning on effective instructional practice, using data to drive instruction, and	08/22/2022	06/30/2025	Building Principals, Director of Education and Assessment		Yes	No

continuous analysis data to monitor effectiveness of MTSS framework.						
Establish data analysis process that monitors student response to instruction and measures the effectiveness of interventions.	07/01/2022	06/30/2023	Building Principals, Director of Education and Assessment	Assessment calendar, interventions	No	No
Establish opportunities for focused collaboration to reinforce the MTSS process including related services.	08/01/2023	06/30/2024	Director of Education and Assessment, Director of Pupil Services	Assessment calendar, district calendar, PLC data review process	No	Yes
Identify and use student strengths so as to showcase and prioritize strengths in an effort to confront needs.	07/01/2022	06/30/2023	Director of Education and Assessment, Building Principals		Yes	No
Establish age-appropriate student leadership opportunities at the K-2 buildings.	07/01/2023	06/30/2025	Director of Education and Assessment, Building Principals	Current leadership opportunities, list of building events, brainstormed activities	No	No
Design assessment calendar so that data analysis and review meetings can occur immediately following benchmark assessments.	07/01/2022	06/30/2023	Director of Education and Assessment	District calendar, PLC data analysis process	No	Yes
Revise current structures that allow for systemic teaching of Second Step (social emotional learning).	07/01/2022	06/30/2023	Director of Pupil Services, Director of Education and Assessment	Second Step	No	No
Analyze pre and post assessment data for social	07/01/2022	06/30/2025	Director of Pupil Services, Director	Second Step, DESSA data, building	Yes	No

emotional learning (Second Step) and make adjustments based upon needs.			of Education and Assessment	schedules, teacher input		
Develop and communicate a MTSS handbook that outlines roles, responsibilities, and framework.	07/01/2022	08/01/2022	Director of Pupil Services	MTSS practices, documents	No	No
Begin implementation of MTSS framework at Pottsgrove Middle School and Pottsgrove High School	07/01/2022	06/30/2023	Director of Pupil Services, Director of Education and Assessment	MTSS Handbook	Yes	No
Determine structures for coordinating MTSS efforts at Pottsgrove Middle School and Pottsgrove High School (personnel roles and responsibilities).	08/22/2022	06/30/2023	Director of Pupil Services, Director of Education and Assessment	MTSS Handbook	No	No
Re-establish professional learning community protocol, expectations, and logs to document data discussions, intervention targets, and/or curriculum revisions.	08/01/2023	06/30/2024	Director of Education and Assessment	MTSS handbook, data dashboard, UbD templates, PLC log	Yes	Yes

## Action Plan for: Variety of Assessments to Monitor Student Learning (Data Dashboard)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Project Development and Financial Management--Data Dashboard</li> </ul>		All staff are using the data dashboard as an instructional tool to guide planning and to inform flexible intervention groups as well as the effectiveness of curriculum.			A team of administrators will monitor the action steps within this evidence-based strategy.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Import historical data and begin collecting data in grades K-12.	07/01/2022	08/31/2022	Director of Technology	Existing historical data	No	No
Develop online, common assessments aligned with PA Standards.	07/01/2022	06/30/2025	Director of Education and Assessment	UBD unit planners, pacing guides, board approved instructional resources, assessment calendar	Yes	No
Develop MTSS criteria to be used with risk identification on the dashboard.	07/01/2022	08/31/2022	Director of Education and Assessment, Director of Pupil Services, Building Principals	MTSS framework,	Yes	Yes
Provide ongoing, embedded professional learning for staff about the dashboard and its use.	08/22/2022	06/30/2025	Director of Education and Assessment, Director of Technology	District professional learning calendar	Yes	No
Investigate expanding the dashboard with extended Assessment and Curriculum modules in years 3-5 of use.	07/01/2023	08/31/2023	Director of Education and Assessment	District assessment calendar, district curriculum renewal framework	No	No
Monitor student achievement across all grades and grade bands (K-2, 3-5, 6-8 and 9-12) through the archived, historical data	08/22/2022	06/30/2025	Director of Education and Assessment		Yes	Yes

collected for each student.						
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## Action Plan for: Identify and Address Individual Student Learning Needs (Cyber Programming)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Project Development and Financial Management--Cyber Programming</li> </ul>		Realize additional families enrolling in Pottsgrove Virtual Academy rather than other cyber charter schools.			The evidence-based strategies will be evaluated by a team of administrators.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Investigate additional partners for course delivery and/or marketing support.	07/01/2022	08/31/2022	Director of Technology	Existing partners, necessary supports,	No	Yes
Develop materials to assist teachers, counselors, and administrators in ongoing training, and consulting with parents about PGVA.	07/01/2022	08/31/2022	Director of Technology	Pottsgrove Virtual Academy branded items	No	Yes
Build a Pottsgrove Virtual Academy web presence on our district website.	07/01/2022	08/31/2022	Director of Technology	Pottsgrove Virtual Academy branded items	No	Yes
Investigate and monitor how/when using our own teachers for virtual instruction can provide cost savings to the district.	09/01/2022	06/30/2023	Director of Technology	Pottsgrove Virtual Academy branded items	No	No
Continue, and expand, mailing/marketing efforts to our Pottsgrove cyber charter families with the goal of winning them back to PGVA, or face-to-face instruction.	07/01/2023	08/31/2023	Director of Technology	Pottsgrove Virtual Academy branded items	No	Yes
Schedule focus group sessions with cyber charter families to gather feedback and develop next-step strategies and plans.	07/01/2023	08/30/2024	Director of Technology, Director of Community Relations	Pottsgrove Virtual Academy branded items	No	Yes

**Action Plan for: Variety of Assessments to Monitor Student Learning (Standards Aligned Assessments)**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student Achievement--Standards Aligned Assessments</li> </ul>		All assessments within core content areas are common with each assessment item directly aligned to standards. Teachers use the information as posted within the data dashboard to make instructional decisions.			Throughout the writing of curriculum and assessments, the Director of Education and Assessment and Building Principals will monitor and adjust as needed.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Create/refine locally developed common assessments for standards alignment. Increase test-taking efficiency, and speed up data return by moving them to an online test-taking environment in the data dashboard.			Director of Education and Assessment	District calendar, list of assessments	No	No
Audit our current battery of assessments for purpose and redundancy. Reduce assessments that overlap or don't meet our purposes.			Director of Education and Assessment	list of assessments, feedback from teachers	No	No
Optimize and refine building master schedules with a focus on two goals: 1) allow greater professional collaboration time to use assessment results for instructional adjustments, and 2) provide ample opportunity for students to receive intervention or enrichment aligned with their needs.			Director of Education and Assessment, Building Principals	core instruction time guide, interventions times	No	No

Ensure all English/Language Arts and Mathematics coursework at all grade levels have established common assessments with each item aligned with standards.	07/01/2022	08/01/2022	Director of Education and Assessment	English/Language Arts and Mathematics UbD templates	No	No
Ensure all Science coursework at all grade levels has established common assessments with each item aligned with standards.	07/01/2023	08/01/2023	Director of Education and Assessment	Science UbD templates	No	No
Ensure all Social Studies coursework at all grade levels has established common assessments with each item aligned with standards.	07/01/2024	08/01/2024	Director of Education and Assessment	Social Studies UbD templates	No	No

## Action Plan for: Family Engagement (Community Service)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>School Culture--Community Service</li> </ul>		Increase the number of community service partners, volunteers, and participants.			The evidence based strategy will be monitored by an administrative team.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Survey community to identify needs that could be included within parent learning series.	07/01/2022	07/31/2022	Director of Community Relations and Co-Curricular Activities	Survey materials	No	Yes
Develop parent learning series across a variety of topics to support the needs of the community.	07/01/2022	07/31/2022	Director of Education and Assessment, Director of Community Relations and Co-Curricular Activities	District Calendar	No	Yes
Analyze pricing structures for all district sponsored events in order to promote greater community participation.	08/01/2022	08/31/2022	Director of Community Relations and Co-Curricular Activities	Events, current pricing structures	No	No
Examine existing social media outlets to maximize communication by identifying those that are district updated.	08/01/2022	06/30/2023	Director of Community Relations and Co-Curricular Activities	District events calendar	No	No
Partner with local news outlets (Sanatoga Post, Pottstown Mercury) to build greater community awareness of district events, work, and attainment of goals.	08/01/2022	06/30/2023	Director of Community Relations and Co-Curricular Activities	District Events calendar	No	No
Establish parent volunteer lists by building and/or	07/01/2023	08/31/2023	Director of Community Relations and Co-Curricular	District volunteers, clearances	No	No

event to support various programs.			Activities, Building Principals			
Develop an "opt in" messaging system to include all community members, not just those with students within the district.	07/01/2023	08/31/2023	Director of Technology		No	Yes
Develop list of community service opportunities available throughout the community.	08/01/2022	08/31/2022	Director of Community Relations and Co-Curricular Activities	Community partners, guidelines	No	No
Create stronger partnerships to utilize current student community organizations that allow students to be engaged.	08/01/2022	08/31/2022	Director of Community Relations and Co-Curricular Activities	Community service project guidelines.	No	No
Develop projects that promote students of all ages to work together.	08/01/2022	08/31/2022	Director of Community Relations and Co-Curricular Activities	Community service project guidelines	No	No
Consider the creation of a Parent/Staff Volunteer Committee to help coordinate community service projects.	07/01/2023	06/30/2024	Director of Community Relations and Co-Curricular Activities		No	No

## Action Plan for: Partnerships with Local Businesses, Community Organizations, and Other Agencies (Internship)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>School Culture--Internship</li> </ul>		An established internship program in place for all students that would like the opportunity with a well defined list of community partners to support the work.			The program will be implemented during the 2022-2023 school year and monitored with the first individuals participating. The team will seek feedback from participating students and business partners to make revisions for future years and expand to greater numbers.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Survey interests among students to identify career pathways.	07/01/2022	08/01/2022	High School Principal	Survey materials, career pathways	No	Yes
Implement course proposals and guidelines.	07/01/2022	08/31/2022	Director of Education and Assessment, Director of Community Relations and Co-Curricular Activities	Course proposal template	No	No
Identify in house internships as well as those throughout the community.	07/01/2022	08/01/2022	Director of Community Relations and Co-Curricular Activities	List of student needs, survey results	No	Yes
Develop program documentation including agreements and expectations, roles and responsibilities.	07/01/2022	08/01/2022	Director of Community Relations and Co-Curricular Activities	Agreements, expectations	No	No
Establish onboarding meeting with all families and business partners.	08/01/2022	08/29/2022	Director of Community Relations and Co-Curricular Activities	Agreements, expectations	No	Yes
Host an internship fair to provide greater interest.	05/01/2023	06/30/2023	Director of Community Relations and Co-Curricular Activities, High School Principal	Community partners, agreements, expectations	No	Yes

Connect with media outlets to share the need for more business partners.	05/01/2023	06/30/2023	Director of Community Relations and Co-Curricular Activities	Community partners, agreements, expectations	No	Yes
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**Action Plan for: Aligned Curriculum Assessment, and Instruction (Rigorous Coursework & Standards Aligned Curriculum)**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student Achievement--Standards Alignment Curriculum</li> <li>School Culture--Rigorous Coursework</li> </ul>		Increase the number of students taking Advanced Placement courses while they have the support of a classroom teacher, district opportunity, and greater family supervision.			The work will be monitored throughout implementation including connecting with students that have taken AP courses for their feedback.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Design and communicate an FAQ document and/or infographic to eighth grade students and parents.	07/01/2022	08/19/2022	Director of Education and Assessment, High School Principal	Existing AP course offerings list,	No	Yes
Design an AP Fair for all grades 8-11 students to learn about opportunities.	07/01/2023	08/31/2023	Director of Education and Assessment, High School Principal	Existing AP course offerings list, eligible student list	No	Yes
Identify and communicate student eligibility and prerequisites necessary for participation.	07/01/2022	08/19/2022	Director of Education and Assessment, High School Principal	Existing AP course offerings list, eligible student list	No	Yes
Establish regular information sessions with guidance counselors, parents, and students to learn more about AP offerings.	07/01/2023	06/30/2025	Director of Education and Assessment, High School Principal	Existing AP course offerings list, eligible student list	No	Yes
Identify and include current AP students as ambassadors to speak with future, potential AP students.	07/01/2023	06/30/2025	Director of Education and Assessment, High School Principal	list of past and current students taking AP courses	No	No
Ensure all English/Language Arts and	07/01/2022	08/01/2022	Director of Education and Assessment	UbD templates	No	No



Mathematics coursework at all grade levels have completed Understanding by Design templates that outline content, pacing, instructional strategies, and student outcomes.						
Ensure all Science coursework at all grade levels have completed Understanding by Design templates that outline content, pacing, instructional strategies, and student outcomes.	07/01/2023	08/31/2023	Director of Education and Assessment	UbD templates	No	No
Ensure all Science coursework at all grade levels have completed Understanding by Design templates that outline content, pacing, instructional strategies, and student outcomes.	07/01/2024	08/01/2024	Director of Education and Assessment	UbD templates	No	No
Analyze annual observation and walkthrough data to uncover patterns and trends that inform professional learning needs related to curriculum, instruction, assessment, MTSS, or data-	07/01/2023	06/30/2025	Director of Education and Assessment, Building Principals	Frontline observation and walkthrough data, district calendar, staff development needs assessment	No	No

informed decision making.						
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## Action Plan for: School Wide Positive Behavior Interventions and Supports (PBIS)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>• Student Achievement--Standards Alignment Curriculum</li> <li>• Safety and Advocacy--Discipline Referrals</li> </ul>		All stakeholders feel like a positive contributing member of our school community. Relationships between students and teachers and students to each other is positive and problem solving oriented. Students are intrinsically motivated to be positive role models, respectful and responsible citizens.			Building level PBIS teams will monitor action steps.	
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Enhance relationships with agencies that can provide academic and mental health support to students and staff and can support safety within the school.	08/01/2022	06/30/2025	Director of Pupil Services	List of Existing partnerships	No	No
Implement school wide PBIS framework with fidelity by developing goal specific, child friendly behavior plans that are implemented consistently and track behavior data.	07/01/2022	06/30/2025	Director of Pupil Services	Best practices for PBIS, PBIS plans within buildings, PBIS data	No	No
Provide training for all staff including duty aides, bus drivers, custodians, lunchroom workers on the PBIS program.	07/01/2023	06/30/2024	Director of Pupil Services	PBIS plans within buildings, PBIS data, best practices for PBIS	Yes	No
Build on existing risk assessment to ensure that staff are aware of the mental health resources available and when to reach out	07/01/2023	06/30/2024	Director of Pupil Services		Yes	No

for help for an at risk student.						
Research and consider implementation of restorative practices measures to build community and reduce the number of referrals, and reduce the need for ISS, OSS, detentions, etc.	07/01/2023	06/30/2025	Director of Pupil Services, Director of Education and Assessment, Building Principals	Restorative practice techniques, building level discipline data, analysis of data	Yes	No
Create more opportunities for parent centered events to reinforce PBIS and promote participation with ideas such as transportation, child care, etc.	07/01/2023	06/30/2025	Director of Pupil Services		No	Yes
Reallocate staff to ensure hallways, cafeterias, and bathrooms are monitored.	07/01/2023	06/30/2025	Building Principals	Building schedules, discipline data, analysis of data	No	Yes
Equitably apply rules and follow through on discipline as noted within the PBIS Plan.	07/01/2023	06/30/2025	Building Principals	PBIS data, analysis of data	No	Yes

**Action Plan for: Identify and Address Individual Student Learning Needs (Learning Loss)**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student Achievement--Learning Loss</li> </ul>		Increased students participating in after school programming. Increased student performance on benchmark assessments and state assessments.				
Action Step	Start Date	Completion Date	Lead Position	Material/Resources	PD Step?	Com Step?
Develop a system to monitor and track student participation in after school programming.	07/01/2022	08/01/2022	Director of Community Relations and Co-Curricular Activities, Director of Education and Assessment	Lists of after school programming, activities, clubs	No	No
Develop and sustain after school models to increase participation of students in additional clubs, academics, and/or activities.	07/01/2022	06/30/2025	Director of Community Relations and Co-Curricular Activities, Director of Education and Assessment	Lists of after school programming, activities, clubs	No	No
Monitor student performance in after school programming and compare to student performance in school.	07/01/2022	06/30/2025	Director of Education and Assessment, Director of Community Relations and Co-Curricular Activities	Documentation of participation in after school programming, documentation of student achievement and growth metrics	No	No
Compare student performance during school of students involved in after school programming against those not in after school programming.	07/01/2022	06/30/2025	Director of Education and Assessment, Director of Community Relations and Co-Curricular Activities	Documentation of participation in after school programming, documentation of student achievement and growth metrics	No	No
Establish and implement resources within the school day to assist teachers with differentiated instruction that	07/01/2022	06/30/2023	Director of Education and Assessment, Building Principals		Yes	No

are aimed at closing learning gaps.						
Develop and maintain established criteria for participation in after school tutoring.	07/01/2022	08/01/2022	Director of Education and Assessment	Guidelines for after school tutoring	No	No
Survey student interest in additional clubs including student interests and faculty interests.	08/22/2022	06/30/2023	Director of Community Relations and Co-Curricular Activities, Director of Education and Assessment	Survey materials	No	No

## Professional Development Activities

MTSS Elementary						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide targeted, sustained professional learning on effective instructional practice, using data to drive instruction, and continuous analysis data to monitor effectiveness of MTSS framework.</li> <li>Identify and use student strengths so as to showcase and</li> </ul>	K-5 Teachers including special education, instructional support team specialists, guidance, school psychologists, principals	Review the MTSS handbook. Outline the processes associated with the instructional support team process. Establish the data that will be available through the assessment calendar. Share the professional learning community and data teaming roles, responsibilities, and expectations.	Teachers will be able to speak how students within their class are achieving and/or demonstrating growth. Teachers will be able to identify appropriate interventions needed to improve student achievement. Teachers will be able to monitor the progress of students and provide regular updates during professional	Director of Pupil Services Director of Education and Assessment Building Principals	07/01/2022	06/30/2025

<p>prioritize strengths in an effort to confront needs.</p> <ul style="list-style-type: none"> <li>• Re-establish professional learning community protocol, expectations, and logs to document data discussions, intervention targets, and/or curriculum revisions.</li> </ul>			<p>learning communities. Teachers will be able to apply the rationale for the MTSS framework by flexibly grouping students.</p>			
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**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	At least during two times allocated for professional learning per year.	<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

**MTSS Secondary**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Provide targeted, sustained professional learning on effective instructional practice, using data to drive instruction, and continuous analysis data to monitor effectiveness of MTSS framework.</li> <li>• Identify and use student strengths so as to showcase and prioritize strengths in an effort to confront needs.</li> <li>• Begin implementation of MTSS framework at Pottsgrove Middle School and Pottsgrove High School</li> <li>• Re-establish professional learning community protocol, expectations, and logs to document data discussions, intervention targets, and/or curriculum revisions.</li> </ul>	<p>Grades 6-12 teachers, including core content areas, special education, principals, assistant principals</p>	<p>Rationale for the MTSS process at the secondary level. Explanations of what has occurred at the district level related to MTSS previously. Review the MTSS handbook. Outline the processes associated with the instructional support team process. Establish the data that will be available through the assessment calendar. Share the professional learning community and data teaming roles, responsibilities, and expectations.</p>	<p>Teachers will be able to speak how students within their class are achieving and/or demonstrating growth. Teachers will be able to identify appropriate interventions needed to improve student achievement. Teachers will be able to monitor the progress of students and provide regular updates during professional learning communities. Teachers will be able to apply the rationale for the MTSS framework by flexibly grouping students.</p>	<p>Director of Pupil Services Director of Education and Assessment</p>	<p>08/22/2022</p>	<p>06/30/2025</p>

**Learning Formats**



<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>Requirements of State Required Trainings</b>
Workshop(s)	At least during three times allocated for professional learning per year.	<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	
Professional Learning Community (PLC)	At least twice per month.	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

**PBIS**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide training for all staff including duty aides, bus drivers, custodians, lunchroom workers on the PBIS program.</li> <li>Build on existing risk assessment to ensure that staff are aware of the mental health resources available and when to reach out for help for an at risk student.</li> <li>Research and consider implementation of restorative practices measures to build community and reduce the number of referrals, and reduce the need for ISS, OSS, detentions, etc.</li> </ul>	K-12 teachers including core classroom teachers, special education, reading specialists, instructional support team specialists, principals, assistant principals	Rationale for PBIS practices. The districtwide focus on the Falcon Four. The building wide plan for PBIS. Established expectations and rubrics for behaviors in various areas. Teaching responsibilities and areas of focus.	Teachers will be able to teach various expectations. Teachers will be able to identify the expectation rubrics. Teachers will establish behavior management classroom techniques that reinforce the district and building plans.	Director of Pupil Services Building Principals	08/22/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	Requirements of State Required Trainings
Inservice day	Two times per year.	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2d: Managing Student Behavior</li> <li>2b: Establishing a Culture for Learning</li> <li>4b: Maintaining Accurate Records</li> </ul>	Trauma Informed Training (Act 18)

Workshop(s)	Two times per year.	<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 2d: Managing Student Behavior</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	Trauma Informed Training (Act 18)
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## Data Dashboard

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop online, common assessments aligned with PA Standards.</li> <li>Develop MTSS criteria to be used with risk identification on the dashboard.</li> <li>Provide ongoing, embedded professional learning for staff about the dashboard and its use.</li> <li>Monitor student achievement across all grades and grade bands (K-2, 3-5, 6-8 and 9-12) through the archived, historical data collected for each student.</li> </ul>	K-12 core classroom teachers, special education, reading specialists, instructional support team specialists, principals, assistant principals, guidance counselors, school psychologists, social workers	Introduction of the data dashboard. How to run various reports. How to use data to inform instruction. How to utilize reports for flexible grouping/instruction.	Teachers will be able to navigate the data dashboard. Teachers will be able to use information within data dashboard to inform decisions. Teachers will be able to use the information within data dashboard to flexibly group students for tiered instruction.	Director of Education and Assessment Director of Pupil Services Director of Technology	08/22/2022	06/30/2023

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	Requirements of State Required Trainings
Inservice day	Two times per year.	<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> </ul>	Language and Literacy Acquisition for All Students

		<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> </ul>	
Collaborative curriculum development	At least four professional learning sessions throughout the year.	<ul style="list-style-type: none"> <li>• 1f: Designing Student Assessments</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4d: Participating in a Professional Community</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Curriculum and Assessment Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop online, common assessments aligned with PA Standards.</li> <li>Re-establish professional learning community protocol, expectations, and logs to document data discussions, intervention targets, and/or curriculum revisions.</li> </ul>	K-12 core classroom teachers, special education, reading specialists, instructional support team specialists, principals, assistant principals.	Designing effective assessments. Writing and revising curriculum using the Understanding by Design template. Data teaming responsibilities. Analysis of PA Standards.	Teachers will be able to identify the standard(s) addressed on each assessment item. Teachers will be able to conduct an item analysis. Teachers will be able to use the data dashboard to upload assessment data. Teachers will be able to design common assessments.	Director of Education and Assessment Building Principals	08/22/2022	06/30/2025

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	Requirements of State Required Trainings
Collaborative curriculum development	At least three times yearly.	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>3c: Engaging Students in Learning</li> <li>4d: Participating in a Professional Community</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	Weekly	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4d: Participating in a Professional Community</li> <li>1e: Designing Coherent Instruction</li> <li>1c: Setting Instructional Outcomes</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

		<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
Lesson studies	At least once annually.	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4e: Growing and Developing Professionally</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

**Learning Loss**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Establish and implement resources within the school day to assist teachers with differentiated instruction that are aimed at closing learning gaps.</li> </ul>	Grades 6-8 Teachers	Use of data to inform instruction. Use of digital resources to differentiate instruction. Use of reports to inform instruction.	Teachers will be able to assign student work based on data. Teachers will be able to schedule student time on devices to work on individualized learning pathways.	Director of Education and Assessment Director of Technology Building Principal and Assistant Principal	08/22/2022	06/30/2023

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	Requirements of State Required Trainings
Inservice day	At least twice in year one.	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

		<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3c: Engaging Students in Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting



## Communications Activities

MTSS Processes and Protocols					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Establish opportunities for focused collaboration to reinforce the MTSS process including related services.</li> <li>Re-establish professional learning community protocol, expectations, and logs to document data discussions, intervention targets, and/or curriculum revisions.</li> </ul>	Grades K-12 Teachers	Data team log Collaboration among related services Calendar for PLCs Expectations for work and documentation	Director of Education and Assessment Building Principals	08/22/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Monthly		
Newsletter			Weekly		

**Internship-Survey**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
	High School Students	Survey of interests for career pathways for possible internship following year.	High School Principal	09/01/2022	09/30/2022
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			Once		

## Internship-Families

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Establish onboarding meeting with all families and business partners.</li> <li>• Host an internship fair to provide greater interest.</li> </ul>	Pottsgrove Students and Families	Internship program Students responsibilities within the internship program Student application	Building Principal Director of Community Relations and Co-Curricular Activities	08/29/2022	06/30/2023
Communications					
Type of Communication			Frequency		
Presentation			Twice		
Letter			Twice		
Posting on district website			Continuously		

## Internship-Community

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Identify in house internships as well as those throughout the community.</li> <li>Connect with media outlets to share the need for more business partners.</li> </ul>	Community members, Media outlets	Request of sharing of internship partnerships	Director of Community Relations and Co-Curricular Activities	09/01/2022	10/31/2022
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			Twice		
Letter			Once		
Webinar			Continuously		

**PBIS Families**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
	Pottsgrove Parents	Math Nights, Reading Nights, Supporting Students,	Director of Education and Assessment Building Principals	09/01/2022	06/30/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	Three times per year
Blog	Monthly

**PBIS Internal**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Reallocate staff to ensure hallways, cafeterias, and bathrooms are monitored.</li> <li>• Equitably apply rules and follow through on discipline as noted within the PBIS Plan.</li> </ul>	Classroom Teachers	Expectations for monitoring plans Responsibilities Coverages	Building Principal	08/22/2022	06/30/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			Three times annually		
Newsletter			Monthly		

## Standards Aligned Curriculum

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Design and communicate an FAQ document and/or infographic to eighth grade students and parents.</li> <li>Design an AP Fair for all grades 8-11 students to learn about opportunities.</li> <li>Identify and communicate student eligibility and prerequisites necessary for participation.</li> <li>Establish regular information sessions with guidance counselors, parents, and students to learn more about AP offerings.</li> </ul>	Pottsgrove students and families	Eligibility for Advanced Placement participation AP offerings Scheduling	High School Principal	10/01/2022	06/30/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			Once yearly		
Letter			Twice annually		
Newsletter			Quarterly		
Posting on district website			Continuously		

**Community Service**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Survey community to identify needs that could be included within parent learning series.</li> <li>Develop parent learning series across a variety of topics to support the needs of the community.</li> <li>Develop an "opt in" messaging system to include all community members, not just those with students within the district.</li> </ul>	Pottsgrove Families	Parent learning series Survey about interests in parent learning series Messaging system	Director of Community Relations and Co-Curricular Activities	09/01/2022	06/30/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Blog			Quarterly		
Letter			Once annually		
Posting on district website			Survey available on website during one month each year		



