

TWIN VALLEY SCHOOL DISTRICT

Comprehensive Plan



TWIN VALLEY SD

4851 N. Twin Valley Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Twin Valley School District will cultivate a supportive, engaging educational community for all students by designing learning opportunities that are personalized, meaningful, career-oriented and enhance lifelong learning.

VISION STATEMENT

Every Student. Every Day.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

TVSD students value the following: *Engagement in daily learning opportunities *Lifelong learning *Internship opportunities *Diverse extracurricular activities (i.e. athletics, clubs, music, etc.) *A dedicated and committed staff *A supportive community *Positive relationships

STAFF

TVSD staff value the following: *Collaborative relationships with colleagues *The ability to provide a supportive and engaging educational experience for all students *Personalized, meaningful, and career-orientated learning opportunities *A desire to help students become lifelong learners *Quality and targeted professional development (i.e. Inside Berks Business) *Academic supports and interventions for all students

ADMINISTRATION

TVSD Administration value the following: *Meaningful collaboration with the Board, staff, and community/parents *Support for professional development to help staff provide a strong educational experience for all students *Our committed and dedicated staff *Our community partners and local business partnerships *Our supportive community *The inclusivity of all students *Safe schools and educational environments for all students

PARENTS

TVSD parents and guardians value the following: *Involvement in their child's education *Their child's/children's attendance at school *Their child's/children's learning at school and at home *The committed and dedicated staff in the District *The educational and extracurricular opportunities the District provides *A focus on student behavior and mental health issues *A unified District spirit

COMMUNITY

The greater TVSD community values the following: *The District and/or individual schools building partnerships with community stakeholders *The District leveraging community partnerships to advance and promote academic excellence for all students *Learning opportunities that

connect schools with community partners and business (i.e. TVHS Internship Program) *Connections with TVSD alumni and expanding the alumni network. *Conversations with District leadership and/or the TVSD Board on ways to further develop community partnerships.

STEERING COMMITTEE

Name	Position	Building/Group
Rita Haddock	Director of Human Resources	Twin Valley School District
Chris Watson	Director of Student Services	Twin Valley School District
Bill Clements	Principal	Twin Valley High School
Chasity Cooper	Principal	Twin Valley Middle School
Craig Sell	Principal	Twin Valley Elementary
Patrick Winters	Administrator	Twin Valley School District
Elaine Mathias	Administrator	Twin Valley School District
Kimberly Andersen	Administrator	Twin Valley School District
Amy Anders	Administrator	Twin Valley School District
Diane VanBodegraven	Administrator	Robeson Elementary Center
Matt Barber	Administrator	Honey Brook Elementary Center
Gary McEwen	Board Member	Twin Valley School District
Tim Arndt	Board Member	Twin Valley School District

Name	Position	Building/Group
Jay Oliver	Board Member	Twin Valley School District
John Burdy	Board Member	Twin Valley School District
Tracy Phillips	Board Member	Twin Valley School District
Kyle Moyer	Board Member	Twin Valley School District
Allison Bolt	Board Member	Twin Valley School District
Doug Metcalfe	Board Member	Twin Valley School District
Pamela Shupp Menet	Community Member	Community & Economic Development
Betsy Techman	Staff Member	Twin Valley School District
Michelle McClure	Staff Member	Honey Brook Elementary Center
Jen Moyer	Staff Member	Twin Valley Middle School
Kim Patterson	Staff Member	Twin Valley Middle School
Amy Pines	Staff Member	Twin Valley Middle School
Dan Richards	Community Member	BCIU
Jonathan Walsh	Staff Member	Twin Valley Middle School
Courtney Moyer	Staff Member	Twin Valley High School

Name	Position	Building/Group
Lauren Longenecker	Parent	Honey Brook Elementary Center
Amanda Sharp	Parent	Honey Brook Elementary Center
Sara Peek	Staff Member	Twin Valley High School
Whitney Kemp	Parent	Robeson Elementary Center
Danielle Klishevich	Parent	Robeson Elementary Center
Dawn Koller	Parent	Twin Valley Middle School
Dena Stefaneck	Parent	Twin Valley Middle School
Cheryl Skoniczin	Parent	Twin Valley High School
Dan Miller	Staff Member	Twin Valley High School
Dana Sokso	Parent	Twin Valley High School
Megan Kildea	Staff Member	Robeson Elementary Center
Skye Graham	Student	Twin Valley High School
Rebecca Goldman	Student	Twin Valley High School
Ashley Rehrig	Parent	Twin Valley Elementary Center
Julie Rotoloni	Staff Member	Twin Valley Elementary Center

Name	Position	Building/Group
Deb Troffo	Staff Member	Twin Valley Elementary Center
Michelle Comstock	Parent	Twin Valley Elementary Center

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
English Language Arts resources need to be evaluated and potentially changed to ensure that our students are reaching proficiency on state standards and showing growth each year.	English Language Growth and Attainment
Math standards, instructional practices, and accompanying resources need to be evaluated to ensure that our students are reaching proficiency on state standards.	Mathematics
Science standards, instructional practices, and accompanying resources need to be evaluated to ensure that our students are reaching proficiency on state standards.	Rigorous Courses of Study Section
Evaluate student behavior supports to ensure that professional development and procedures are meeting student needs	Other

ACTION PLAN AND STEPS

Evidence-based Strategy
Curriculum Evaluation

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Assessment Measures in Mathematics.				
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	2022-08-29 - 2023-06-09	Amy Anders/Curriculum and Instruction Specialist	Illustrative Mathematics Pilot Material/Professional Development	
High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).	2022-08-29 - 2023-06-09	Amy Anders/Curriculum and Instruction Specialist	HMH Into Math, SAVVAS Precalculus, Edia/Professional Development	
Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention resources may be piloted. Evaluation of data used to determine math intervention groups.	2023-08-28 - 2024-06-05	Kimberly Andersen/Director of Curriculum and Instruction	Research-based Math Intervention Materials/Professional Development	
Anticipated Outcome				
A recommendation will be made for the key math resource(s) and MTSS math resources used in Grades K-12 Math Classes				
Monitoring/Evaluation				
Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessments - 3x per year;				

State Assessments - yearly; Common Math Assessments - after each unit of instruction

Evidence-based Strategy

Curriculum Evaluation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers in Grades K-8 will evaluate curricular resources by piloting a new research-based key resource(s).	2023-01-23 - 2023-06-09	Kimberly Andersen/Director of Curriculum and Instruction	Amplify CKLA, Amplify ELA, SAVVAS myView, SAVVAS myPerspectives/Professional Development
English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.	2023-08-28 - 2024-06-05	Amy Anders/Curriculum and Instruction Specialist	Research-based ELA resources for Grades 9-12/Professional Development

Anticipated Outcome

A recommendation will be made for the key resource to be used in ELA instruction in Grades K-12.

Monitoring/Evaluation

Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessment/3x per year; State Assessments/yearly; CDT for English Keystone/minimally once per course

Evidence-based Strategy

PreKindergarten

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA

All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts.

Math

All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase communication to community members about the PreK Counts opportunity available at District Schools.

2023-05-01 -
2025-05-01

Kimberly Andersen/Director
of Curriculum and Instruction

PreK Counts Flyer/Media
Releases/

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

Anticipated Outcome
More families will become aware of the opportunity for PreK counts in Twin Valley School District and register to participate.

Monitoring/Evaluation
PreK Counts will increase in numbers to offer one or more classes in Twin Valley School District/Measured for each session of PreK Counts

Evidence-based Strategy
Reading Interventions

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Read 180 and System 44 will be implemented with fidelity.	2022-08-29 - 2025-06-06	Amy Anders/Curriculum	Professional Development and Coaching for teachers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		and Instruction Specialist	using Read 180 and System 44.
Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.	2023-08-28 - 2024-06-05	Kimberly Andersen/Director of Curriculum and Instruction	Research-based reading intervention resources/Professional Development

Anticipated Outcome

Students using Read 180 and System 44 as a reading intervention program will grow in their proficiency skills.

Monitoring/Evaluation

Benchmark Assessments, 3x per year and State Assessments, yearly

Evidence-based Strategy

Standards-Aligned System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science	Science teachers will pilot key resources needed for alignment with the new STEELS standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Science teachers will evaluate current curriculum standards to the new STEELS standards.	2022-10-01 - 2023-06-08	Amy Anders/Curriculum and Instruction Specialist	STEELS Standards/Professional Development
Science teachers will review existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.	2023-08-28 - 2024-06-07	Amy Anders/Curriculum and Instruction Specialist	Research-based Science Resources/Professional Development
Science teachers will evaluate the STEELS standards for opportunities to build and strengthen community partnerships and internship opportunities.	2023-08-28 - 2025-06-06	Amy Anders/Curriculum and Instruction Specialist	Community Businesses/Internship Opportunities

Anticipated Outcome
 New STEELS standards will be implemented in K-12 Science instruction.

Monitoring/Evaluation
 Walk-throughs/Observations



Evidence-based Strategy

Social Skills

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Student Behavior

Twin Valley School District will have a 10% reduction in student behavior referrals.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

A social skills scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3 for behavioral needs.

2023-08-28 -
2025-06-06

Christopher
Watson/Director
of Student
Services

Social Skills
Resources/Professional
Development

A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.

2023-01-23 -
2024-06-06

Kimberly
Andersen/Director
of Curriculum and
Instruction

Social Skills
Resources/Professional
Development

Anticipated Outcome

Students in K-8 General Education will have regular social skills instruction that follows a scope and sequence. Students in Emotional Support Classrooms, students with Positive Behavior Support Plans, and students who have Tier 2 or Tier 3 behavior plans will have regular social skills instruction that follows a scope and sequence.

Monitoring/Evaluation

Written Social Skills Scope and Sequence; Implementation of Social Skills Instruction in Emotional Support Classrooms and K-8 General Education Classrooms; Walk-throughs/Observations of social skills instruction

Evidence-based Strategy

Positive Behavior Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Student Behavior

Twin Valley School District will have a 10% reduction in student behavior referrals.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Professional Development for teachers and support staff related to student behavior, such as recognizing triggers and de-escalation.

2022-08-29 -
2025-06-06

Christopher
Watson/Student
Services Director

Professional Development

Parent training sessions

2023-08-28 -
2025-06-06

Christopher
Watson/Student
Services Director

Parent training
materials/Guest speakers

Anticipated Outcome

School faculty, school staff, and parents will gain an increase in knowledge about behavior and how to help students.

Monitoring/Evaluation

The number of student referrals and types of student referrals will be evaluated to determine the effectiveness of trainings; Survey feedback will determine additional trainings and needs.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention resources may be piloted. Evaluation of data used to determine math intervention groups.	08/28/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	Teachers in Grades K-8 will evaluate curricular resources by piloting a new research-based key resource(s).	01/23/2023 - 06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.	08/28/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Reading Interventions	Read 180 and System 44 will be implemented with fidelity.	08/29/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Reading Interventions	Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.	08/28/2023 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will evaluate current curriculum standards to the new STEELS standards.	10/01/2022 - 06/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will review existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.	08/28/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3 for behavioral needs.	08/28/2023 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.	01/23/2023 - 06/06/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Positive Behavior Support	Professional Development for teachers and support staff related to student behavior, such as recognizing triggers and de-escalation.	08/29/2022 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention resources may be piloted. Evaluation of data used to determine math intervention groups.	08/28/2023 - 06/05/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	Teachers in Grades K-8 will evaluate curricular resources by piloting a new research-based key resource(s).	01/23/2023 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.	08/28/2023 - 06/05/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	PreKindergarten	Increase communication to community members about the PreK Counts opportunity available at District Schools.	05/01/2023 - 05/01/2025
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Reading Interventions	Read 180 and System 44 will be implemented with fidelity.	08/29/2022 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Reading Interventions	Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.	08/28/2023 - 06/05/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will review existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.	08/28/2023 - 06/07/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will evaluate the STEELS standards for opportunities to build and strengthen community partnerships and internship opportunities.	08/28/2023 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3 for behavioral needs.	08/28/2023 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.	01/23/2023 - 06/06/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Positive Behavior Support	Parent training sessions	08/28/2023 - 06/06/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

Patrick T. Winters

2023-06-02

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Honey Brook Elementary Center, Robeson Elementary Center, Twin Valley Elementary Center, and Twin Valley High School had strong Mathematics Proficiency.

All of our schools had high attendance rates.

aimswebPlus, a Benchmark Assessment, helps to determine intervention groups that target gap areas.

Based on student performance data, Elementary and Middle Schools students, who are not meeting English Language Arts proficiency, receive additional instruction through intervention groups.

Based on student performance data, Middle Schools students, who are not meeting Mathematics proficiency, receive additional instruction through intervention groups (i.e. MAX Classes)

Teachers use formative assessment data from the Algebra 1 Classroom Diagnostic Tool (CDT) to adjust their lessons and differentiate their instruction.

Teachers use formative assessment data from the Biology Classroom Diagnostic Tool (CDT) to adjust their lessons and

Challenges

All of our schools had low Mathematics Growth.

Honey Brook Elementary Center, Twin Valley High School, and Twin Valley Middle School had low English Language Arts Proficiency.

Honey Brook Elementary Center, Twin Valley Elementary Center, Twin Valley High School, and Twin Valley Middle School had low English Language Arts Growth.

English Language Arts Proficiency and Growth are areas that need to improve across a majority of our buildings.

Proficiency in English 11 Keystone Exams needs to improve. Currently, only 63.9% of students taking the English 11 Keystone Exam are Proficient.

Math Growth in all schools is not meeting desired level of performance.

Students are not meeting proficiency targets in Biology, as assessed by the Biology Keystone Exam.

Professional development time needs to be set aside for schools

Strengths

differentiate their instruction.

edInsight (Student Data Platform) has improved our data tracking abilities to support teachers and school counselors in identifying students who may not have completed an artifact.

The articulation agreement with Reading Area Community College (RACC) supports our students who may wish to earn dual credit.

Math growth for both the Economically Disadvantaged and Students with Disabilities Subgroups higher than the All Student Group.

ELA growth was higher for the Economically Disadvantaged Subgroup compared to the All Student Group.

Continuum of K-12 Special Education Services for Learning Support, Life Skills, and Emotional Support.

Title I provides supports and services in the area of English Language Arts for Grades K-4.

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

Ensure effective, standards-aligned curriculum and assessment.

Challenges

to evaluate their Career Readiness documents and ensure that the necessary individuals know how to teach them.

An evaluation can be done to determine if additional articulation agreements with other higher education institutions would benefit our students.

Low proficiency scores for students in the Economically Disadvantaged and Students with Disabilities Subgroups on the State assessments in English Language Arts, Mathematics, and Science.

Low growth for students in the White Race/Ethnicity Subgroup on State assessments in English Language Arts and Science.

Special Education is continuing to strengthen student behavior supports.

Title 1 math supports are not currently available for all K-4. This is an area that is being considered for future years.

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

Support the development and professional learning of Central Office and school-based staff in alignment with the District and school mission, vision, goals, and priorities.

Challenges

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

All of our schools had low Mathematics Growth.

Curricular resources are not providing the necessary rigor and challenges for students to show strong math growth.

Honey Brook Elementary Center, Twin Valley High School, and Twin Valley Middle School had low English Language Arts Proficiency.

Curricular resources are not providing the necessary foundational skills in the early grades and rigor to meet grade level proficiency.

English Language Arts Proficiency and Growth are areas that need to improve across a majority of our buildings.

Curricular resources are not providing the necessary foundational skills in the early grades and rigor to meet grade level proficiency.



Proficiency in English 11 Keystone Exams needs to improve. Currently, only 63.9% of students taking the English 11 Keystone Exam are Proficient.

Curricular resources are not providing the necessary rigor and challenges for students to show strong proficiency on the English 11 Keystone Exam.

Challenges	Discussion Point	Priority for Planning
Math Growth in all schools is not meeting desired level of performance.	Curricular resources are not providing the necessary rigor and challenges for students to show strong math growth.	✓
Students are not meeting proficiency targets in Biology, as assessed by the Biology Keystone Exam.	Curricular resources are not providing the necessary rigor and challenges for students to show strong proficiency in Biology.	✓
Special Education is continuing to strengthen student behavior supports.		✓
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned curriculum.		
Support the development and professional learning of Central Office and school-based staff in alignment with the District and school mission, vision, goals, and priorities.		

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Evaluation

Action Steps	Anticipated Start/Completion Date	
Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023	
Monitoring/Evaluation	Anticipated Output	
Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessments - 3x per year; State Assessments - yearly; Common Math Assessments - after each unit of instruction	A recommendation will be made for the key math resource(s) and MTSS math resources used in Grades K-12 Math Classes	
Material/Resources/Supports Needed	PD Step	Comm Step
Illustrative Mathematics Pilot Material/Professional Development	yes	yes

Action Steps**Anticipated Start/Completion Date**

High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).

08/29/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessments - 3x per year; State Assessments - yearly; Common Math Assessments - after each unit of instruction

A recommendation will be made for the key math resource(s) and MTSS math resources used in Grades K-12 Math Classes

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

HMH Into Math, SAVVAS Precalculus, Edia/Professional Development

yes

yes



Action Steps**Anticipated Start/Completion Date**

Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention resources may be piloted. Evaluation of data used to determine math intervention groups.

08/28/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessments - 3x per year; State Assessments - yearly; Common Math Assessments - after each unit of instruction

A recommendation will be made for the key math resource(s) and MTSS math resources used in Grades K-12 Math Classes

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

Research-based Math Intervention Materials/Professional Development

yes

yes

Action Plan: Curriculum Evaluation

Action Steps	Anticipated Start/Completion Date		
Teachers in Grades K-8 will evaluate curricular resources by piloting a new research-based key resource(s).	01/23/2023 - 06/09/2023		
Monitoring/Evaluation	Anticipated Output		
Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessment/3x per year; State Assessments/yearly; CDT for English Keystone/minimally once per course	A recommendation will be made for the key resource to be used in ELA instruction in Grades K-12.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Amplify CKLA, Amplify ELA, SAVVAS myView, SAVVAS myPerspectives/Professional Development	yes	yes	



Action Steps**Anticipated Start/Completion Date**

English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.

08/28/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Student, Parent, and Teacher Surveys - minimally twice during the pilot for each Stakeholder group; Benchmark Assessment/3x per year; State Assessments/yearly; CDT for English Keystone/minimally once per course

A recommendation will be made for the key resource to be used in ELA instruction in Grades K-12.

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

Research-based ELA resources for Grades 9-12/Professional Development

yes

yes



Action Plan: PreKindergarten

Action Steps	Anticipated Start/Completion Date
Increase communication to community members about the PreK Counts opportunity available at District Schools.	05/01/2023 - 05/01/2025

Monitoring/Evaluation	Anticipated Output
PreK Counts will increase in numbers to offer one or more classes in Twin Valley School District/Measured for each session of PreK Counts	More families will become aware of the opportunity for PreK counts in Twin Valley School District and register to participate.

Material/Resources/Supports Needed	PD Step	Comm Step
PreK Counts Flyer/Media Releases/	no	yes

Action Plan: Reading Interventions

Action Steps**Anticipated Start/Completion Date**

Read 180 and System 44 will be implemented with fidelity.

08/29/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Benchmark Assessments, 3x per year and State Assessments, yearly

Students using Read 180 and System 44 as a reading intervention program will grow in their proficiency skills.

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

Professional Development and Coaching for teachers using Read 180 and System 44.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.

08/28/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Benchmark Assessments, 3x per year and State Assessments, yearly

Students using Read 180 and System 44 as a reading intervention program will grow in their proficiency skills.

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

Research-based reading intervention resources/Professional Development

yes

yes

Action Plan: Standards-Aligned System

Action Steps**Anticipated Start/Completion Date**

Science teachers will evaluate current curriculum standards to the new STEELS standards.

10/01/2022 - 06/08/2023

Monitoring/Evaluation**Anticipated Output**

Walk-throughs/Observations

New STEELS standards will be implemented in K-12 Science instruction.

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

STEELS Standards/Professional Development

yes

no



Action Steps**Anticipated Start/Completion Date**

Science teachers will review existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Walk-throughs/Observations

New STEELS standards will be implemented in K-12 Science instruction.

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

Research-based Science Resources/Professional Development

yes

yes



Action Steps**Anticipated Start/Completion Date**

Science teachers will evaluate the STEELS standards for opportunities to build and strengthen community partnerships and internship opportunities.

08/28/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Walk-throughs/Observations

New STEELS standards will be implemented in K-12 Science instruction.

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

Community Businesses/Internship Opportunities

no

yes

Action Plan: Social Skills

Action Steps**Anticipated Start/Completion Date**

A social skills scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3 for behavioral needs.

08/28/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Written Social Skills Scope and Sequence; Implementation of Social Skills Instruction in Emotional Support Classrooms and K-8 General Education Classrooms; Walk-throughs/Observations of social skills instruction

Students in K-8 General Education will have regular social skills instruction that follows a scope and sequence. Students in Emotional Support Classrooms, students with Positive Behavior Support Plans, and students who have Tier 2 or Tier 3 behavior plans will have regular social skills instruction that follows a scope and sequence.

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

Social Skills Resources/Professional Development

yes

yes



Action Steps

Anticipated Start/Completion Date

A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.

01/23/2023 - 06/06/2024

Monitoring/Evaluation

Anticipated Output

Written Social Skills Scope and Sequence; Implementation of Social Skills Instruction in Emotional Support Classrooms and K-8 General Education Classrooms; Walk-throughs/Observations of social skills instruction

Students in K-8 General Education will have regular social skills instruction that follows a scope and sequence. Students in Emotional Support Classrooms, students with Positive Behavior Support Plans, and students who have Tier 2 or Tier 3 behavior plans will have regular social skills instruction that follows a scope and sequence.

Material/Resources/Supports Needed

PD Step

Comm Step

Social Skills Resources/Professional Development

yes

yes

Action Plan: Positive Behavior Support

Action Steps**Anticipated Start/Completion Date**

Professional Development for teachers and support staff related to student behavior, such as recognizing triggers and de-escalation.

08/29/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

The number of student referrals and types of student referrals will be evaluated to determine the effectiveness of trainings; Survey feedback will determine additional trainings and needs.

School faculty, school staff, and parents will gain an increase in knowledge about behavior and how to help students.

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

Professional Development

yes

no



Action Steps**Anticipated Start/Completion Date**

Parent training sessions

08/28/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

The number of student referrals and types of student referrals will be evaluated to determine the effectiveness of trainings; Survey feedback will determine additional trainings and needs.

School faculty, school staff, and parents will gain an increase in knowledge about behavior and how to help students.

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

Parent training materials/Guest speakers

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).	08/29/2022 - 06/09/2023
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention	08/28/2023 - 06/05/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	resources may be piloted. Evaluation of data used to determine math intervention groups. Teachers in Grades K-8 will evaluate curricular resources by piloting a new research-based key resource(s).	01/23/2023 - 06/09/2023
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.	08/28/2023 - 06/05/2024
All student groups will improve by at least 10% in proficiency and growth on State	Reading	Read 180 and	08/29/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Assessment Measures in English Language Arts. (ELA)	Interventions	System 44 will be implemented with fidelity.	- 06/06/2025
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Reading Interventions	Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.	08/28/2023 - 06/05/2024
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will evaluate current curriculum standards to the new STEELS standards.	10/01/2022 - 06/08/2023
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned	Science teachers will review	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	System	existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.	06/07/2024
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3	08/28/2023 - 06/06/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	for behavioral needs. A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.	01/23/2023 - 06/06/2024
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Positive Behavior Support	Professional Development for teachers and support staff related to student behavior, such as recognizing triggers and de-escalation.	08/29/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Curriculum Evaluation	Math Teachers in Grades 8-12	PA Math Standards Research-based curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Key math resources will be aligned to PA Math Standards.	08/29/2022 - 06/09/2023	Amy Anders/Curriculum and Instruction Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Math Intervention Evaluation	K-4 Math Teachers	PA Math Standards Research-based math curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Math interventions will be aligned to key math resources and PA Math Standards	08/28/2023 - 06/06/2024	Kimberly Andersen/Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 4b: Maintaining Accurate Records
- 1d: Demonstrating Knowledge of Resources
- 4c: Communicating with Families
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 1b: Demonstrating Knowledge of Students

Professional Development Step	Audience	Topics of Prof. Dev
English Language Arts Curriculum Evaluation	K-12 English Language Arts Teachers	PA English Language Arts Standards Research-based language arts curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
K-12 ELA Core Curriculum and Intervention Resources will be aligned with PA ELA Standards and have the rigor and relevance to show stronger proficiency and growth.	01/23/2023 - 06/06/2024	Amy Anders/Curriculum and Instruction Specialist Kimberly Andersen/Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Science Standards-Aligned System	K-12 Science Teachers	STEELS Standards Research-based science resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Alignment to the STEELS Standards with research-based key resources	10/10/2022 - 06/06/2025	Amy Anders/Curriculum and Instruction Specialist Kimberly Andersen/Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
4d: Participating in a Professional Community	
1c: Setting Instructional Outcomes	
4e: Growing and Developing Professionally	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	
4c: Communicating with Families	



Professional Development Step	Audience	Topics of Prof. Dev
Social Skills	Emotional Support Teachers, K-4 Counselors, K-4 Geeneral Education Teachers	Social Skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Social Skills Scope and Sequence	01/23/2023 - 06/06/2024	Christopher Watson/Student Services Director Kimberly Andersen/Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
1d: Demonstrating Knowledge of Resources	
4d: Participating in a Professional Community	

Professional Development Step	Audience	Topics of Prof. Dev
Positive Behavior Support	Faculty and Staff in all schools	Student behavior

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Survey feedback; Implementation of strategies

08/29/2022 - 06/06/2025

Christopher Watson/Director of Student Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Teachers in Grades 6-8 will evaluate curricular resources by piloting a new research-based key resource(s).	2022-08-29 - 2023-06-09
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	High School Math Teachers will evaluate curricular resources by piloting a new research-based key resource(s).	2022-08-29 - 2023-06-09
All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)	Curriculum Evaluation	Math resources for Grades K-4 will be evaluated for rigor and alignment. MTSS math intervention	2023-08-28 - 2024-06-05

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	resources may be piloted. Evaluation of data used to determine math intervention groups.	2023-01-23 - 2023-06-09
All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)	Curriculum Evaluation	English Language Arts Teachers in the High School will evaluate curricular resources to determine alignment and pilot programs.	2023-08-28 - 2024-06-05
All student groups will improve by at least 10% in proficiency and growth on State	PreKindergarten	Increase	2023-05-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Assessment Measures in English Language Arts. (ELA)</p> <p>All student groups will improve by at least 10% in proficiency (Grades 3-8) and growth (Grades 3-12) on State Assessment Measures in Mathematics. (Math)</p>		<p>communication to community members about the PreK Counts opportunity available at District Schools.</p>	<p>01 - 2025-05-01</p>
<p>All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)</p>	<p>Reading Interventions</p>	<p>Read 180 and System 44 will be implemented with fidelity.</p>	<p>2022-08-29 - 2025-06-06</p>
<p>All student groups will improve by at least 10% in proficiency and growth on State Assessment Measures in English Language Arts. (ELA)</p>	<p>Reading Interventions</p>	<p>Reading Intervention resources for Grades K-4 will be evaluated for rigor and alignment. MTSS reading intervention resources may be piloted if a gap in resources is identified.</p>	<p>2023-08-28 - 2024-06-05</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will review existing materials and resources to determine alignment with the new STEELS standards. New science materials will be evaluated and may be piloted if a need is identified.	2023-08-28 - 2024-06-07
Science teachers will pilot key resources needed for alignment with the new STEELS standards. (Science)	Standards-Aligned System	Science teachers will evaluate the STEELS standards for opportunities to build and strengthen community partnerships and internship opportunities.	2023-08-28 - 2025-06-06
Twin Valley School District will have a 10% reduction in student behavior referrals.	Social Skills	A social skills	2023-08-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
(Student Behavior)		scope and sequence will be developed and implemented for students in the Emotional Support Classrooms, students who have Positive Behavior Support Plans, and students who are in Tier 2 or Tier 3 for behavioral needs.	28 - 2025-06-06
Twin Valley School District will have a 10% reduction in student behavior referrals. (Student Behavior)	Social Skills	A social skills scope and sequence will be developed and implemented for students in the K-8 general education classes.	2023-01-23 - 2024-06-06
Twin Valley School District will have a 10% reduction in student behavior referrals.	Positive	Parent training	2023-08-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
(Student Behavior)	Behavior Support	sessions	28 - 2025-06-06

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Stakeholder Communication	Parent/Guardian Stakeholders, School Board Members, Faculty/Staff	Standards-aligned curriculum Research-based curricular resources Data used for MTSS/Intervention Groups

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/07/2025	Monthly	Newsletter Letter Email Other Other

Lead Person/Position
Kimberly Andersen/Director of Curriculum and Instruction Amy Anders/Curriculum and Instruction Specialist

Communication Step	Audience	Topics/Message of Communication
PreK Counts	Faculty/Staff Parents Community members with PreK age children	PreK Counts programs at Twin Valley School District
Anticipated Timeframe	Frequency	Delivery Method
06/01/2023 - 06/06/2025	On-going	Posting on district website Email Letter Other
Lead Person/Position		
Kimberly Andersen/Director of Curriculum and Instruction		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Review	Comprehensive Plan Review availability	Print in District School Offices and Digital on District Website	All Stakeholders	February 2023 - March 2023
School Board Approved Comprehensive Plan	Approved Comprehensive Plan	Print in District School Offices and Digital on District Website	All Stakeholders	March 2023 - June 2025
Comprehensive Plan Progress	Progress toward Comprehensive Plan Goals	Digital - School Board Letter; District Newsletter	All Stakeholders	June 2023 - June 2025
