

FORBES ROAD SD

159 Red Bird Drive

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of Forbes Road School District is to provide an exemplary educational program which serves the Individual, the Community, the State and the Nation by enabling students to develop respect for self and others, acquire essential knowledge, develop learning and thinking skills, develop talents and abilities, and become independent lifelong learners and responsible citizens.

VISION STATEMENT

The Forbes Road community will work together to help all students reach their full potential as lifelong learners, responsible citizens, and caring individuals who are prepared to thrive in an ever changing world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our students are able to learn and have a natural desire to learn. Our students learn in different ways and at different rates, depending on their own experiences and existing skills sets. Our students learn best in an environment where they are appropriately challenged to solve meaningful problems and reach evidence-based conclusions that relate to the real world. Our students treat other members of the Forbes Road community with the same kindness that they wish for themselves. Our students use current technology proficiently and responsibly as learners and citizens.

STAFF

Our educators are dedicated to helping all students reach their maximum potential as lifelong learners and responsible citizens. Our educators are communicative school team members who use data to determine and meet every student's learning needs. Our educators are committed to professionalism, following the Educator's Code of Conduct and continuing their own journeys as lifelong learners. Our educators strategically scaffold instructional support to grow students into self-directed learners.

ADMINISTRATION

Our administrators are facilitators who identify and provide the resources necessary for educators to instruct and for students to learn. Our administrators are problem-solvers who are dedicated to removing barriers to education. Our administrators work to ensure safe environments at school, on school transportation, and off campus at school activities. Our administrators use multiple streams of data to establish and meet learning goals for students and staff. Our administrators communicate effectively and often with families and community members.

PARENTS

Our parents will support their children's education by partnering with teachers to establish and maintain high, but achievable expectations for learning. Our parents will communicate with teachers and other staff/administration as appropriate to share information that may impact their children's education, health or safety. Our parents will support their children's education by providing support for homework/study as well as

healthy practices for meals, social media, and sleep.

COMMUNITY

Our community will support children's education by bringing real world learning opportunities to students through school visits. Our community will partner with administration and education to determine educational needs and learning opportunities for students that they can access through field trips or virtual learning. Our community will participate in school events and initiatives to increase and enhance the school's value to the community and the community's value to the school.

STEERING COMMITTEE

Name	Position	Building/Group
Clint Heath	Administrator	Forbes Road School District
Ramonda Zinobile	HS Principal	Forbes Road Jr/Sr High School
Brandi Robertson	School Counselor	Forbes Road Elementary School
Courtney Hykes	School Counselor	Forbes Road Jr/Sr High School
Kristie Hohman	Business Manager	Forbes Road School District
Rebekah Rogers	Special Education Director	Forbes Road School District
Shannon Brown	Reading Specialist	Forbes Road School District
Kathy Baker	Board Member	Forbes Road School District
Brian Barton	Emergency Services Director	Fulton County
Amanda Brown	Teacher	Forbes Road School District
Chris Seymore	Parent	Forbes Road Elementary School
Wendy Mumma	Parent	Forbes Road Junior/Senior High School
Elizabeth Ballow	Staff Member	Forbes Road ELD/Road Junior/Senior High School

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The District's goal is to reimplement the STEM program plans that were set to begin prior to the COVID 19 pandemic. The plan is to expand on our current computer science course as well as begin the conceptual stages of a STEM maker space lab.	STEM
FRSD will work to develop a K-12 positive behavior intervention and support (PBIS) program to support its students and overall school climate.	School climate and culture
Trauma informed teaching practices will be introduced to all faculty and staff during in-services.	Essential Practices 3: Provide Student-Centered Support Systems
The District's goal is focus on implementation of equitable practices to increase positive outcomes for all students.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Positive Behavior Interventions and Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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PBIS Plan Design, Launch and Management	FRES and FRJSHS faculty, staff and students will develop age-appropriate PBIS plans for each building.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	2023-07-01 - 2026-06-30	Counselors	PBIS planning template, guidance from TIU 11 support staff and prizes/incentives.	
Anticipated Outcome				
Overall improved school climate and increased positive behaviors among tier 2 and tier 3 students.				
Monitoring/Evaluation				
Teacher and student survey; progress monitoring for tier 2 and tier 3 students.				
Evidence-based Strategy				
Defined Learning				
Measurable Goals				

Goal Nickname	Measurable Goal Statement (Smart Goal)
STEM Programming	FRES and FRJSHS faculty, staff and students will develop age appropriate STEM programming and activities that will be launched to establish and foster ingenuity and creativity, encourage teamwork, and develop problem solving skills in specific settings that include a maker space lab as well as use of technology applications and programs. By the end of year 3, all students in 4th through 8th grades will be provided with a STEM curriculum and have access to the makerspace lab and high school students will have at least one STEM elective course available.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Beginning with grade 7 and 8, a curriculum will be developed to guide instruction in the STEM Lab/MakerSpace.	2023-07-01 - 2025-06-30	Ramonda Zinobile/Principal Shane Thomas/Math Instructor	N/A

Anticipated Outcome

All students in grades 7 and 8 will receive makerspace lab time.

Monitoring/Evaluation

Administration, Annually, In-service agendas and lesson plans, sign in sheets.

Evidence-based Strategy

Trauma Informed Teaching Practice

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Trauma Informed
Teaching Practices

We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district. We will offer one onsite training annually.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Trauma informed practices from the classroom will be presented to teachers.

2023-11-01 -
2026-06-30

Ramonda Zinobile,
Courtney Hykes,
Brandi Robertson

Topics to be included: Define and identify trauma in the educational setting; how to work with students experiencing trauma.

Anticipated Outcome

Teachers will be able to identify different types of trauma and will be able to adjust their teaching to meet the needs of the students.

Monitoring/Evaluation

Administration, Annually, In-service agendas and lesson plans, sign in sheets.

Evidence-based Strategy

Teacher centered professional learning opportunities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Onsite training annually FRSD will have offered at least one onsite training each year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will learn how to use language and literacy acquisition skills when teaching in the content.

2023-10-01 -
2026-06-30

Ramonda
Zinobile

PowerPoint, computer,
activities, etc.

Teachers will be trained on the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension.

2023-10-01 -
2026-06-30

Ramonda
Zinobile

PowerPoint, computer,
activities, etc.

Teachers will be provided a training that will communicate high standards for ethical conduct in the teaching profession,

2023-10-01 -
2026-06-30

Ramonda
Zinobile

PowerPoint, computer,
activities, etc.

Teachers will be provided training that will promote equity for all students as well as the elimination of institutional racial and cultural barriers.

2023-10-01 -
2026-06-30

Ramonda
Zinobile

PowerPoint, computer,
activities, etc.

Anticipated Outcome

We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district.

Monitoring/Evaluation

Administration, Annually, In-service agendas and lesson plans, sign in sheets.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
FRES and FRJSHS faculty, staff and students will develop age-appropriate PBIS plans for each building. (PBIS Plan Design, Launch and Management)	Positive Behavior Interventions and Supports	PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	07/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district. We will offer one onsite training annually. (Trauma Informed Teaching Practices)	Trauma Informed Teaching Practice	Trauma informed practices from the classroom will be presented to teachers.	11/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
FRSD will have offered at least one onsite training each year. (Onsite training annually)	Teacher centered professional learning opportunities	Teachers will learn how to use language and literacy acquisition skills when teaching in the content.	10/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
FRES and FRJSHS faculty, staff and students will develop age-appropriate PBIS plans for each building. (PBIS Plan Design, Launch and Management)	Positive Behavior Interventions and Supports	PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	07/01/2023
			- 06/30/2026

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	Clint Heath	2023-06-06
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

FRES has exceeded the 2030 goal for mathematics.

FRJSHS students far exceeded both the statewide average growth score and the statewide growth standard for English language arts/literature.

FRES (K-2) students identified as struggling in reading according to aimswebPlus scores dropped 12% by following the prescribed ELA curriculum.

FRES (3-6) students who are identified as advanced increased by 12% in reading according to 2021-22 aimswebPlus data.

There was significant evidence that FRJSHS students met the standard for PA academic growth in ELA during 2021.

FRSD has recruited and retained fully credentialed, experienced, high-quality leaders and teachers.

There was evidence that only 14% of Kindergarten needed additional support according to 2021-22 aimswebPlus data.

According to 2021-22 aimswebPlus data, 90% of Kindergarten and first grade students are above or on grade level.

Challenges

FRES did not meet the growth score or statewide average growth for English language arts.

Economically disadvantaged FRJSHS students scored substantially lower than the "all student group" in mathematics/algebra.

The number grades 3-6 FRES students still needing reading interventions and supports remained consistent.

There was significant evidence that 40% of first grade FRES students are identified as needing remediation and support at the end of the 2021-22 school year according to aimswebPlus data.

There was evidence that 32% of third grade FRES students are identified as needing intervention and support at the end of the 2021-22 school year according to aimswebPlus data.

FRSD needs to establish and maintain a focused system for continuous improvement and ensure organizational coherence.

According to aimsweb progress monitoring data, the number of second grade students struggling and needing remediation in reading stayed the same.

Strengths

According to 2021-22 aimswebPlus data, 84% of Kindergarten through 6th grade students are on or above grade level

According to 2021-22 aimswebPlus data, 7-9th grade students are 93% are at or above grade level

According to 2021-22 aimswebPlus data, the number of students in grades 3-6 needing remediation in math decreased by 46%

12% of fourth grade FRES students tested advanced in science according to winter CDT scores for the 2021-22 school year.

78% of fourth grade FRES students tested proficient/advanced in science according to winter CDT scores for the 2021-22 school year.

FRJSJS students scored significantly higher than the statewide average in mathematics/algebra.

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

FRSD coordinates and monitors supports aligned with students' and families' needs.

Challenges

In second grade we still need 25% of students that still need math intervention at the end of the 2021-22 school year based on aimswebPlus data.

In third grade we still need 26% of students that still need math intervention at the end of the 2021-22 school year based on aimswebPlus data.

59% of 10th grade students FRJSHS students were still identified as struggling in biology according to winter CDT scores after the prescribed curriculum.

A district wide STEM program does not currently exist.

In eighth grade 13% of students still need math intervention at the end of the 2021-22 school year based on aimswebPlus data.

According to 2021-22 aimswebPlus data, fourth grade students needing remediation in math only decreased by 14%.

We have just began, and will continue to expand upon the STEM programming.

Continue to build the AutoTech program by obtaining additional equipment and increasing enrollment.

Strengths

FRES students with learning disabilities are benefitting from bi-weekly progress monitoring that informs tiered remediation in mathematics and reading.

FRJSHS students have extensive access to technology hardware and web-based programs to identify and fill learning gaps to improve academic achievement.

Students complete considerable research in career readiness at both FRES and FRJSHS

FRES students who are economically disadvantaged tend to perform about as well as their peers in mathematics assessments.

100% of FRJSHS students complete a career portfolio in grades 9-12.

95% FRES students met/exceeded the performance benchmark for career standards.

Economically disadvantaged FRES students currently have tiered remediation in both mathematics and reading as needed.

Challenges

FRSD needs to engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .

FRJSHS students with learning disabilities do not currently have tiered remediation in mathematics and reading.

FRES students need robust instruction in writing skills.

There was significant evidence that 5th grade FRES mathematics students did not meet the standard for PA academic growth when measuring a three-year average.

Continue to build the Welding program by obtaining additional equipment and maintaining maximum enrollment.

Addressing a possible need for moving our Welding program to a more optimal location.

Economically disadvantaged FRJSHS students do not have tiered remediation in mathematics and reading.

FRSD needs to ensure effective, standards-aligned curriculum and assessment that is accessible to and meets the needs of all students.

FRSD does not have a positive behavior intervention and support (PBIS) plan/program in place to support and promote a healthy

Challenges

school environment.

FRSD has not recently conducted formal trauma informed training.

Most Notable Observations/Patterns

A professional and competent faculty/staff is in place, however there is still a need for a clear standards aligned curriculum that spans all grade levels.

Challenges	Discussion Point	Priority for Planning
FRSD needs to establish and maintain a focused system for continuous improvement and ensure organizational coherence.		
FRSD needs to engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .		
FRSD needs to ensure effective, standards-aligned curriculum and assessment that is accessible to and meets the needs of all students.		✓
FRJSHS students with learning disabilities do not currently have tiered remediation in mathematics and reading.		
We have just began, and will continue to expand upon the STEM programming.		✓
Economically disadvantaged FRJSHS students do not have tiered remediation in mathematics and reading.		
FRSD does not have a positive behavior intervention and support (PBIS) plan/program in place to support and promote a healthy school environment.		✓
FRSD has not recently conducted formal trauma informed training.		✓

ADDENDUM B: ACTION PLAN

Action Plan: Positive Behavior Interventions and Supports

Action Steps	Anticipated Start/Completion Date
PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher and student survey; progress monitoring for tier 2 and tier 3 students.	Overall improved school climate and increased positive behaviors among tier 2 and tier 3 students.

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS planning template, guidance from TIU 11 support staff and prizes/incentives.	yes	yes

Action Plan: Defined Learning

Action Steps	Anticipated Start/Completion Date
Beginning with grade 7 and 8, a curriculum will be developed to guide instruction in the STEM Lab/MakerSpace.	07/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Administration, Annually, In-service agendas and lesson plans, sign in sheets.	All students in grades 7 and 8 will receive makerspace lab time.

Material/Resources/Supports Needed	PD Step	Comm Step
N/A	no	no

Action Plan: Trauma Informed Teaching Practice

Action Steps	Anticipated Start/Completion Date
Trauma informed practices from the classroom will be presented to teachers.	11/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Administration, Annually, In-service agendas and lesson plans, sign in sheets.	Teachers will be able to identify different types of trauma and will be able to adjust their teaching to meet the needs of the students.

Material/Resources/Supports Needed	PD Step	Comm Step
Topics to be included: Define and identify trauma in the educational setting; how to work with students experiencing trauma.	yes	no

Action Plan: Teacher centered professional learning opportunities

Action Steps	Anticipated Start/Completion Date
Teachers will learn how to use language and literacy acquisition skills when teaching in the content.	10/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Administration, Annually, In-service agendas and lesson plans, sign in sheets.	We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district.

Material/Resources/Supports Needed	PD Step	Comm Step
PowerPoint, computer, activities, etc.	yes	no

Action Steps		Anticipated Start/Completion Date	
Teachers will be trained on the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension.		10/01/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Administration, Annually, In-service agendas and lesson plans, sign in sheets.		We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district.	
Material/Resources/Supports Needed		PD Step	Comm Step
PowerPoint, computer, activities, etc.		yes	no

Action Steps		Anticipated Start/Completion Date	
Teachers will be provided a training that will communicate high standards for ethical conduct in the teaching profession,		10/01/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Administration, Annually, In-service agendas and lesson plans, sign in sheets.		We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district.	
Material/Resources/Supports Needed		PD Step	Comm Step
PowerPoint, computer, activities, etc.		yes	no

Action Steps	Anticipated Start/Completion Date
Teachers will be provided training that will promote equity for all students as well as the elimination of institutional racial and cultural barriers.	10/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Administration, Annually, In-service agendas and lesson plans, sign in sheets.	We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district.

Material/Resources/Supports Needed	PD Step	Comm Step
PowerPoint, computer, activities, etc.	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
FRES and FRJSHS faculty, staff and students will develop age-appropriate PBIS plans for each building. (PBIS Plan Design, Launch and Management)	Positive Behavior Interventions and Supports	PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	07/01/2023 - 06/30/2026
We will offer PD opportunities to meet the needs of all staff, faculty and administration within the district. We will offer one onsite training annually. (Trauma Informed Teaching Practices)	Trauma Informed Teaching Practice	Trauma informed practices from the classroom will be presented to teachers.	11/01/2023 - 06/30/2026
FRSD will have offered at least one onsite training each year. (Onsite training annually)	Teacher	Teachers will	10/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	centered professional learning opportunities	learn how to use language and literacy acquisition skills when teaching in the content.	- 06/30/2026
FRSD will have offered at least one onsite training each year. (Onsite training annually)	Teacher centered professional learning opportunities	Teachers will be trained on the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension.	10/01/2023 - 06/30/2026
FRSD will have offered at least one onsite training each year. (Onsite training annually)	Teacher centered professional learning opportunities	Teachers will be provided a training that will communicate high standards for ethical conduct in the teaching	10/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
FRSD will have offered at least one onsite training each year. (Onsite training annually)	Teacher centered professional learning opportunities	profession,	
		Teachers will be provided training that will promote equity for all students as well as the elimination of institutional racial and cultural barriers.	10/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	Teacher team and all faculty and staff.	Teacher/student incentives, Tiered fidelity, Tier 2 training, Tier 3 training, Data review.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data.	08/23/2023 - 06/30/2026	Ramonda Zinobile, Brandi Detwiler, Courtney Hykes

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in Inclusive Settings

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

Teacher centered professional learning opportunities

All teaching staff.

Overview of disciplinary literacy, disciplinary skill and discipline specific literacy.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Teachers incorporating information into daily instruction.

08/15/2023 - 06/30/2026

Ramonda Zinobile

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

Professional Development Step	Audience	Topics of Prof. Dev
Teacher centered professional learning opportunities	All teaching staff.	Understanding the PA code' ability to understand their responsibility to their profession, students and school community; responsible and ethical use of technology.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will understand and apply expectations of professional ethics in their daily instruction and interaction with the school community.	08/15/2023 - 06/30/2026	Ramonda Zinobile, Courtney Hykes, Brandi Robertson

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

Professional Development Step	Audience	Topics of Prof. Dev
Culturally/Relevant and Sustaining Education	All teaching staff.	Approaches to mental wellness, trauma informed approaches, technological and virtual engagement and cultural awareness.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher instruction and environment will provide equitable access for all District students and families.	08/15/2023 - 06/30/2026	Ramonda Zinobile, Courtney Hykes, Brandi Robertson

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
FRES and FRJSHS faculty, staff and students will develop age-appropriate PBIS plans for each building. (PBIS Plan Design, Launch and Management)	Positive Behavior Interventions and Supports	PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	2023-07-01 - 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PBIS	All faculty and staff, School Board, Student Body	Data updates, incetives/rewards, and tiered fidelity status.
Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 06/30/2026	Annually and more frequently as needed.	Presentation
Lead Person/Position		
Ramonda Zinobile, Brandi Detwiler and Courtney Hykes		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
PBIS staff team will conduct regular meetings with stakeholders to design a PBIS plan for both FRES and FRJSHS to improve the school climate by identifying and promoting positive behaviors in specific settings.	Data updates, incentives/rewards, and tiered fidelity status.	Presentation	All faculty and staff, School Board, Student Body	8/23/23 - 6/30/26
