

WILSON AREA SD

2040 Washington Blvd

Comprehensive Plan | 2022 - 2025

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LEA Profile

The Wilson Area School District (WASD) is a small, diverse, inclusive school district that is committed to creating an equitable safe learning environment for all students and staff. The District is located in the southeastern corner of Northampton County in the eastern portion of the Lehigh Valley. The District covers 20.2 square miles and comprises four municipalities: the Boroughs of Wilson, West Easton, and Glendon as well as Williams Township. Located next to the City of Easton, the Wilson Area School District is within 75 miles of New York City and Philadelphia. Major highways provide easy access to these metropolitan areas. The District residents reside in a mixture of urban, suburban, and semi-rural areas. A population of approximately 15,700 lives within the community and exhibits great pride in its traditions and history. The long-time residents of the District are often quoted that “they bleed blue and gold.” Many of the community activities center around the schools.

The WASD has approximately 2200 students and consists of three community-based grades K-4 elementary schools (Wilson Borough, Avona, and Williams Township), one intermediate school (grades 5-8) and one high school (grades 9-12). The cultural and racial diversity of the District is steadily increasing with its 2200 students identifying approximately 4% Asian, 11% Black, 25% Hispanic, 8% Multi-racial, and 53% White. Approximately 50% of our students are considered economically disadvantaged, 17% receive Special Education services, and 5% are recognized as English Language Learners. Of our graduating seniors, approximately 38% go on to four-year universities, 33% to two-year or career institutes of higher learning, 3% enter the military, and 26% remain to enter the job force. Our students have performed well both in and out of the classroom and the District has been recognized by US News and World Reports and Niche.com as one of the top school districts in the Lehigh Valley.

The WASD has three neighborhood elementary schools with self-contained classrooms where students receive instruction in reading language arts, mathematics, social studies, science, social/emotional learning, and computer applications. Students also receive specialized instruction in music, art, physical education/health, and career and media arts. Each school operates a Response to Instruction and Intervention (RTII) program to address gaps or struggles in a child's learning. Special Education instruction occurs at Wilson Borough and Williams Township Elementary schools while English Language instruction takes place at Avona Elementary School.

The Wilson Area Intermediate School houses students in 5th through 8th grades. The fifth and sixth grades have classes in one wing of the building using an elementary school model. The seventh and eighth grades are in a different wing using a middle school model. Students receive core instruction in reading, language arts, mathematics, science, and social studies. Students also have encore classes in art, career and media arts (grade 5), computers, family and consumer science, health, music, physical education, physical wellness, and technology education. Intermediate School students can also participate in a variety of clubs and activities. Students in grades seven and eight can also participate on a variety of interscholastic athletic teams.

The Wilson Area High School has approximately 750 students in grades nine through twelve. Academic courses are offered in art, business, computers, English, family and consumer science, French, mathematics, music, physical education/health, science, social studies, Spanish, and technology education as well as special education and English language services. WASD high school students may also attend the Career Institute of Technology during grades 10-12. Fourteen different AP courses are available for students as well as dual enrollment college courses with Northampton Community College. Students have the opportunity to participate in over 20 clubs and activities which include band, chorus, debate, drama, and other co-curricular activities. Students may also participate in 16 different PIAA interscholastic athletic teams.

Mission and Vision

Mission

ENTER TO LEARN.....Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work together in partnership to prepare our students for tomorrow's challenges so that they may.....GO FORTH TO SERVE

Vision

We envision the Wilson Area School District to be comprised of outstanding student-centered schools which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will embrace diversity and become critical thinkers, quality collaborators, problem solvers, effective communicators, and 21st-century learners. To this end, students will become lifelong learners who embody the W.A.R.R.I.O.R. values. Our graduates will be responsible and productive citizens with a passion for excellence in a competitive global society.

Educational Value Statements

Students

We believe education is a shared responsibility of students, parents, faculty, community, and administration. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe an inspirational environment sets the foundation for lifelong learning. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn.

Staff

We believe education is a shared responsibility of students, parents, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe all students can be successful. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe people, not programs, determine the quality of a school. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe a safe, secure, and healthy environment is essential for students to learn. We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment. We believe an inclusive learning environment is respectful of and equitable for all students regardless of identities and embraces the unique contributions and attributions that each has to offer.

Administration

We believe education is a shared responsibility of students, parents, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe all students can be successful. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being. We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn.

Parents

We believe education is a shared responsibility of students, parents, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe high expectations create high achievers. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn. We

believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment.

Community

We believe the school community values and respects diversity. We believe education is a shared responsibility of students, parents, faculty, community, and administration. We believe high expectations create high achievers. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being.

Other (Optional)

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Yes
Proficient or Advanced on Pennsylvania State Assessments	No
Meeting Annual Academic Growth Expectations (PVAAS)	No
Percent Four-Year Cohort Graduation	Yes
In the past, the schools at all levels have met or exceeded the state-wide expectations in ELA	No
In the past, the schools at all levels have met or exceeded the state-wide expectations in Math	No
In the past, the schools at all levels have met or exceeded the state-wide expectations in Science	No
Similar numbers of students at the Intermediate School met the career readiness expectations as in the past meeting the state-wide goal.	No
Prior to the pandemic, EL, IEP, economically disadvantaged students, and racial subgroups scored above the state average on PSSA/Keystone exams for comparable subgroups.	Yes
Prior to the pandemic, the two Title I Schools were above the state average regarding number of students at or above proficient on the PSSA exams.	Yes
Prior to the pandemic, 72.7% of elementary students met the English Language Growth and attainment goal in 2019-20, which is higher than the 2030 state-wide goal.	Yes

Challenges

Challenge	Consideration In Plan
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No
Regular attendance	Yes
Career Standards Benchmark	No
Students with disabilities have not met the state-wide expectations in ELA	No
Students with disabilities have not met the state-wide expectations in Math	No
At the secondary level, Hispanic students have not met the state-wide expectations for all students in Science.	No
A larger number of students than in the past did not complete the number of required career benchmark activities resulting in the school not meeting the state-wide goal.	No
According to the PAYS survey (2019-2020), an overall risk factor was a low commitment towards school, 53.3% students at risk and perceived risk of drug use, 51.6 % students at risk	Yes
According to the PAYS survey (2019-2020), an overall risk factor was low neighborhood attachment, 48.3% of students at risk	No
2021 PSSA and Keystone results are significantly lower than prior years with learning gaps within all of the specific sub-groups and subjects.	Yes
The sub-groups of IEP, EL, economically disadvantaged, Black, and Hispanic students have a lower percentage of students meeting proficient or higher on PSSA and Keystone exams.	Yes
2021 WIDA ACCESS results indicated a notable drop in students' English language speaking and listening.	Yes
Use the new educational technology efficiently for more effective teaching and student learning	Yes

Most Notable Observations/Patterns

Most notable needs were reducing the learning gaps, addressing factors that interfere with learning such as social, emotional, and mental health issues and safety concerns, ensuring the learning environment is welcoming and effective for all diverse student groups (special education, economically disadvantaged, racial groups, English Language, etc.), and effective use of the increased technology resources.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	
Percent Four-Year Cohort Graduation	
Prior to the pandemic, EL, IEP, economically disadvantaged students, and racial subgroups scored above the state average on PSSA/Keystone exams for comparable subgroups.	
Prior to the pandemic, the two Title I Schools were above the state average regarding number of students at or above proficient on the PSSA exams.	
Prior to the pandemic, 72.7% of elementary students met the English Language Growth and attainment goal in 2019-20, which is higher than the 2030 state-wide goal.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Regular attendance		No	
According to the PAYS survey (2019-2020), an overall risk factor was a low commitment towards school, 53.3% students at risk and perceived risk of drug use, 51.6 % students at risk		Yes	Provide an optimal learning environment to ensure all students can achieve and have opportunities to become engaged in the school community
2021 PSSA and Keystone results are significantly lower than prior		Yes	Eliminate learning gaps in all subject areas

years with learning gaps within all of the specific sub-groups and subjects.			
The sub-groups of IEP, EL, economically disadvantaged, Black, and Hispanic students have a lower percentage of students meeting proficient or higher on PSSA and Keystone exams.		Yes	Build a learning community that appreciates diversity, promotes equity, demonstrates inclusion, and creates an environment that fosters and values each person's contributions
2021 WIDA ACCESS results indicated a notable drop in students' English language speaking and listening.		No	
Use the new educational technology efficiently for more effective teaching and student learning		Yes	Expand educational systems to create an environment which supports the efficient and effective integration of technology in the teaching and learning process

Goal Setting

Priority: Provide an optimal learning environment to ensure all students can achieve and have opportunities to become engaged in the school community

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	On the 2023 and 2025 PAYS survey witness a decrease in the indicators representing mental health concerns and suicide risk as well as bullying and cyberbullying	Mental Health	SAP referrals indicate similar or less number of students experiencing mental health concerns from previous year	On the 2023 PAYS survey witness a decrease in the indicators representing mental health concerns and suicide risk as well as bullying and cyberbullying	On the 2023 and 2025 PAYS survey witness a decrease in the indicators representing mental health concerns and suicide risk as well as bullying and cyberbullying
School climate and culture	On the 2023 and 2025 PAYS survey show an increase in the percent of students that feel safe at their school at all grade levels and in students' commitment towards school	Commitment towards school	Attendance rate increases from previous year at all buildings	On the 2023 PAYS survey show an increase in the percent of students that feel safe at their school at all grade levels and in students' commitment towards school	On the 2023 and 2025 PAYS survey show an increase in the percent of students that feel safe at their school at all grade levels and in students' commitment towards school

Priority: Eliminate learning gaps in all subject areas

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	Eliminate learning gaps in all subject areas resulting in student achievement exceeding that of 2019	Eliminating Learning Gaps	Use data and evidence-based instructional practices resulting in improvement on benchmark assessments and PSSA/Keystone exams from prior year	Use data and evidence-based instructional practices resulting in improvement on benchmark assessments and PSSA/Keystone exams from prior year	Eliminate learning gaps in all subject areas resulting in student achievement exceeding that of 2019
Essential Practices 1: Focus on Continuous Improvement of Instruction	Develop and implement rigorous mathematics (grades 6-12) and science (grades K-8) curricula that meets the PA Core Mathematics and Science standards	Curriculum	Develop and implement rigorous science (grades K-5) curricula that meets the PA Core Science standards	Develop and implement rigorous mathematics (grades 6-12) curricula that meets the PA Core Mathematics standards	Develop and implement rigorous mathematics (grades 6-12) and science (grades K-8) curricula that meets the PA Core Mathematics and Science standards

Priority: Build a learning community that appreciates diversity, promotes equity, demonstrates inclusion, and creates an environment that fosters and values each person's contributions

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	All staff (professional, support, and athletic) and leadership will complete the Allyship training with over 80% finding the professional development to be of high quality and relevant to their teaching practice	Allyship training	All teachers and aides will participate in year one of the Allyship professional development	All teachers and aides will participate in year two of the Allyship professional development	All staff (professional, support, and athletic) and leadership will complete the Allyship training with over 80% finding the professional development to be of high quality and relevant to their teaching practice
School climate and culture	The 2023 and 2025 PAYS survey shows an increase in students' perceived importance of school.	Importance of school	The District establishes effective procedures that ensure family communications are in the parents' home language.	The 2023 PAYS survey shows an increase in students' perceived importance of school.	The 2023 and 2025 PAYS survey shows an increase in students' perceived importance of school.

Priority: Expand educational systems to create an environment which supports the efficient and effective integration of technology in the teaching and learning process

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	By 2025, expand educational systems to create an environment which supports the efficient and effective integration of technology in the teaching and learning process by meeting the six goals of the technology plan	Technology	Meet the milestones of year one of the technology plan	Meet the milestones of year two of the technology plan	By 2025, expand educational systems to create an environment which supports the efficient and effective integration of technology in the teaching and learning process by meeting the six goals of the technology plan

Action Plan

Action Plan for: Using Data and evidence-based instructional strategies to guide instruction

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Eliminating Learning Gaps Technology 			1. By 2025, student results on PSSA and Keystone Exams exceed 2019 results in all subjects, grade levels, and subgroups and exceed the State average. 2. Professional development assessment results show over 80% of participants find the professional development to be of high quality and relevant to their teaching practice. 3. By 2025, 90% of K-5 students meet benchmark on EOY Acadience assessment.		PSSA and Keystone exams, Acadience assessment, and professional development assessments	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Using data to guide core and intervention instruction	08/22/2022	06/13/2025	Building Principals	benchmark, diagnostic, progress monitoring, formative, and summative data for students and group of students	Yes	Yes
Implementation of effective instructional practices	08/22/2022	06/13/2025	Assistant Superintendent and Building Principals	Educational technology	Yes	No
Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6	08/22/2022	06/13/2025	Assistant Superintendent, Director of Student Services, Building Principals, RTII Interventionist	Intervention resources	Yes	Yes
Based on student data, provide additional after school tutoring/intervention and summer instructional programs for students not meeting the expected benchmark standards	06/06/2022	08/16/2024	Building Principals	Intervention resources, transportation	No	Yes

Action Plan for: Develop and implement rigorous, high quality curriculum that meets PA Core standards

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Curriculum Importance of school Technology 			Board approved curricula developed for Mathematics (grades 6-8), Elective Mathematics (grades 11-12), Science (grades K-8), Biology (grade 9), Social Studies (grades 7 & 8), American Cultures 2 (grade 9), English/Language Arts (grades 9-12), and Digital Citizenship (grades K-12).		Principals through classroom walkthrough observations, feedback from teachers and students, PSSA and Keystone Exams	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Revise and implement the mathematics curriculum for grades 6-8	08/23/2022	06/14/2024	Assistant Superintendent, Department Chairperson, Curriculum Committees	PA Core standards, mathematics curricular materials	No	No
Revise and implement the High School elective math curricula (grades 11 and 12)	01/02/2024	06/13/2025	High School Mathematics Department Chairperson	PA Core standards, mathematics curricular materials	No	No
Revise and implement the Science curricula for grades K-8 and Biology (grade 9)	06/12/2022	06/13/2025	Assistant Superintendent, High School and Intermediate School Science Department Chairperson, Curriculum Committees, Building Principals	PA Core standards, Science curricular materials	No	No
Revise and implement the Social Studies curriculum for grades 7, 8 and 9	07/01/2022	06/09/2023	Assistant Superintendent, High School and Intermediate School Social Studies Department Chairperson	PA Core standards, Social Studies curricular materials	No	No
Revise and implement the English/Language Arts curriculum for grades 7-12	07/01/2022	06/09/2023	Assistant Superintendent, High School and Intermediate School ELA Department Chairperson	PA Core standards, English curricular materials	No	No
Revise and implement the Digital Citizenship curriculum for grades K-12	06/12/2022	06/07/2024	Assistant Superintendent, Building Principals	Digital Citizenship standards, Digital Citizenship curricular materials	No	No

Action Plan for: Develop and maintain a safe learning environment

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Mental Health Commitment towards school 			1. Board approved bullying curriculum created and implemented in grades K-8. 2. 2023 and 2025 PAYS surveys indicate a decrease in the number of students experiencing bullying and cyberbullying and an increase in the number of students that feel safe at school.		Discipline referrals, SAP referrals, PAYS Survey	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review and analyze school safety measures	08/22/2022	06/13/2025	Superintendent	District Safety and Security Committee Meetings	No	Yes
Revise and implement anti-bullying and cyber bullying curriculum in grades K-8	01/03/2023	06/12/2024	Assistant Superintendent/Building Principals	Anti-bullying curricular materials Anti-bully and cyberbullying curriculum committee	Yes	Yes

Action Plan for: Provide social, emotional, and mental health resources for students, especially those traditionally underserved

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Mental Health Commitment towards school 			1. Decrease in mental health concerns/risk assessments and students with risk of suicide/harming themselves. 2. Increase in number of students who feel safe at school. 3. Increase at all grade levels of students' commitment towards school. 4. Improvement from prior year of students with regular attendance.		2023 and 2025 PAYS Survey, SAP referrals, Counselor feedback, number and frequency of risk assessments, student and teacher feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide additional mental health resources for students within the school environment	07/05/2022	06/28/2024	Director of Student Services	Contracted mental health services	No	No
Provide additional family-based resources for students	07/05/2022	06/30/2025	Director of Student Services	Contracted providers of family-based mental health services	No	No
Increase health and welfare services for students	07/05/2022	06/30/2025	Director of Student Services	Community partners that provide health and welfare services in the community and school environment	No	Yes
Increase counseling services to elementary services	08/29/2022	06/13/2025	Director of Student Services/Building Principals	Additional Elementary School Counselor	No	No

Action Plan for: Increase student engagement of all students

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Mental Health Commitment towards school Importance of school 			1. Decrease in mental health concerns/risk assessments and students with risk of suicide/harming themselves. 2. Increase in number of students feel safe at school. 3. Increase at all grade levels of students' commitment towards school. 4. Improvement from prior year of students with regular attendance.		2023 and 2025 PAYS Survey, SAP referrals, Counselor feedback, student and teacher feedback, Participation in - out-of-school time activities by students	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide additional out-of-school time opportunities that are inclusive and responsive to the experiences and needs of the District's diverse student population	06/12/2022	06/30/2025	Building Principals	Staff and materials for out-of-school time activities and opportunities	No	Yes
Provide opportunities within instruction for students to be engaged with higher level thinking skills	08/22/2023	06/13/2025	Assistant Superintendent/Building Principals	Classroom materials for higher-level thinking instructional activities	Yes	No
Effectively implement trauma-informed practices	08/22/2023	06/13/2025	Building Principals	Professional Learning Communities and collaboration on Trauma informed practices	Yes	No
Implement MTSS program at the Intermediate School to also address behavioral concerns	08/22/2023	06/13/2025	Assistant Superintendent/Building Principal	RTII/MTSS interventionist at Intermediate School	Yes	Yes
Develop and implement an attendance improvement plan at the Intermediate and High School levels focusing on reducing the number of students who are chronically absent	06/12/2022	06/12/2024	Building Assistant Principals	Evidence-based practices to reduce truancy and absenteeism, collaboration with District Magistrate, collaboration with school-based social worker	No	No

Action Plan for: Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Commitment towards school Allyship training Importance of school 			1. All staff (professional, support, and athletic) and leadership receives Allyship training and 80% or more find the professional development to be of high quality and relevant to their teaching practice. 2. The District establishes effective procedures that ensure that family communications are in the parents' home language. 3. An increase in students' perceived importance of school.		Professional development evaluations, 2023 and 2025 PAYS surveys, student, parent, and community feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide Allyship training for all staff and leadership	06/12/2022	06/13/2025	Superintendent/Assistant Superintendent/Building Allyship Teams	DEI Training materials	Yes	Yes
Provide Allyship Training to students	08/26/2024	06/13/2025	Building Principals/Allyship Team	Training Materials	Yes	Yes
Research and implement evidence-based "best practices" regarding equity and diversity utilized by other districts and organizations with success	08/22/2022	06/13/2025	Superintendent, Assistant Superintendent, District Allyship Committee		Yes	Yes
Translate District Publications into Spanish and other languages (parents' home language)	07/01/2022	06/12/2023	Superintendent/Technology Coordinator	application that translates documents to multiple languages	No	No

Action Plan for: Customize learning for each student's strengths, needs, skills, interests, and aspirations

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Eliminating Learning Gaps Technology 			1. Students use technology devices to participate in instruction, practice, and assessment differentiated for the students' needs. 2. By 2025, student results on PSSA and Keystone Exams exceed 2019 results in all subjects, grade levels, and subgroups and exceed the State average. 3. Students are participating in new authentic learning opportunities.		PSSA, Keystone Exams, benchmark and diagnostic assessment, student and teacher feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement differentiated instruction, practice, and assessments	08/23/2022	06/14/2024	Assistant Superintendent/Building Principals	student data, student devices, computer applications to allow for differentiated learning pathways for instruction, practice, and assessment	Yes	No
Create community partnerships, authentic learning opportunities, and alternative course options	08/20/2024	06/13/2025	Assistant Superintendent/Building Principals	CIT Foundation, local companies and organizations, workforce investment board	No	Yes

Action Plan for: Critical systems are updated to ensure district operations remain accessible, operational, and secure

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Technology 			Upgrades are completed on network switches, phone system, and security camera system that improves technology usage, safety, and security within the District		Effective network switches (2022-2023), telephone system (2023-2024), and security camera system (2024-2025) that are in operation for the beginning of each school year.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Upgrade network switches	06/13/2022	08/19/2022	Technology Coordinator	Contracted vendor to perform switch upgrade	No	No
Upgrade telephone systems	07/05/2022	08/18/2023	Technology Coordinator	Contracted vendor to perform telephone system upgrade	No	No
Upgrade security camera system	07/03/2023	08/16/2024	Technology Coordinator	Contracted vendor to perform security camera system upgrade	No	No

Action Plan for: Enhance learning experiences through the use of technological teaching and learning materials

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Eliminating Learning Gaps Importance of school Technology 			1. Students are participating in new authentic learning opportunities. 2. Professional development assessment results show over 80% of participants find the professional development to be of high quality and relevant to their teaching practice. 3. Teachers and students effectively use the instructional resources resulting in greater engagement and student achievement.		PSSA, Keystone Exam, benchmark and diagnostic assessments, professional development evaluations, teacher and student feedback, and classroom observations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Analyze current instructional resources and their effectiveness in grades K-12	07/05/2022	06/16/2023	Assistant Superintendent/Building Principals/Technology Coordinator	Summary of current resources with student and teacher usage	No	No
Personalized professional development on effective uses of current and new instructional resources	07/05/2023	06/14/2024	Assistant Superintendent/Building Principals/Technology Coordinator	Digital access to instructional resources	Yes	No

Action Plan for: Provide individualized professional learning opportunities

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Technology 			By 2025, over 50% of teachers participate in some level of personalized professional development.		Professional development evaluations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Research and create a personalized professional learning district plan	07/05/2022	06/30/2023	Assistant Superintendent , Building Administrators, Technology Coordinator, Personalized Professional Learning Committee	Personalized Professional Learning Committee meetings	No	Yes
Implement personalized learning opportunities with a pilot cohort of teachers	06/13/2023	08/16/2024	Assistant Superintendent/Building Principals	Variety of professional personalized learning opportunities	Yes	Yes
Implement personalized learning opportunities with all teaching staff	07/01/2024	06/30/2025	Assistant Superintendent/Building Principals	Variety of professional personalized learning opportunities	Yes	Yes

Action Plan for: Revise technology staff roles and responsibilities and analyze how best to support teaching and learning and assist in diagnosing, repairing and maintaining District technology

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Technology 			IT Department has revised roles and responsibilities and effectively and efficiently supports the instructional technology uses in the District.		Assistant Superintendent evaluation of Technology department and teacher and student feedback	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assess and analyze IT department to determine needs to fully support District's instructional technology	07/01/2022	06/16/2023	Technology Coordinator	Formalized system to evaluate components of the technology department	No	No
Provide additional training and implement support needed to meet IT departments needs	06/05/2023	06/30/2025	Technology Coordinator	Supports and trainers based on needs assessment from year one	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using Data and evidence-based instructional strategies to guide instruction	<ul style="list-style-type: none"> Using data to guide core and intervention instruction Implementation of effective instructional practices Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6
Develop and maintain a safe learning environment	<ul style="list-style-type: none"> Revise and implement anti-bullying and cyber bullying curriculum in grades K-8
Increase student engagement of all students	<ul style="list-style-type: none"> Provide opportunities within instruction for students to be engaged with higher level thinking skills Effectively implement trauma-informed practices Implement MTSS program at the Intermediate School to also address behavioral concerns
Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion	<ul style="list-style-type: none"> Provide Allyship training for all staff and leadership Provide Allyship Training to students Research and implement evidence-based “best practices” regarding equity and diversity utilized by other districts and organizations with success
Customize learning for each student’s strengths, needs, skills, interests, and aspirations	<ul style="list-style-type: none"> Implement differentiated instruction, practice, and assessments
Enhance learning experiences through the use of technological teaching and learning materials	<ul style="list-style-type: none"> Personalized professional development on effective uses of current and new instructional resources
Provide individualized professional learning opportunities	<ul style="list-style-type: none"> Implement personalized learning opportunities with a pilot cohort of teachers Implement personalized learning opportunities with all teaching staff
Revise technology staff roles and responsibilities and analyze how best to support teaching and learning and assist in diagnosing, repairing and maintaining District technology	<ul style="list-style-type: none"> Provide additional training and implement support needed to meet IT departments needs

Professional Development Activities

Using Data and evidence-based instructional strategies to guide instruction

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"> Using data to guide core and intervention instruction Implementation of effective instructional practices Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6 Implement differentiated instruction, practice, and assessments 	Classroom Teachers, Special Education Teachers, Interventionists, Paraprofessionals	(1) Analyzing various data sources; (2) Using technology to differentiate learning pathways based on student data; (3) Developing core instructional and intervention plans from student data; (4) Differentiating learning pathways; (5) Implementing effective evidence-based instructional strategies; (6) Implementing an MTSS program in grades 5 & 6; (7) Flexible intervention groups based on diagnostic and progress monitoring data	(1) Differentiated instructional practices; (2) Flexible intervention groups based on diagnostic and progress monitoring data; (3) Tiered instructional and behavioral interventions in grades K-6; (4) Students respond to intervention and instruction	Building Principals	08/22/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3-4 times during the semester	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 	Teaching Diverse Learners in an Inclusive Setting
Inservice day	2 days each year	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	Teaching Diverse Learners in an Inclusive Setting

Professional Learning Community (PLC)	2-3 times a marking period	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction 	Teaching Diverse Learners in an Inclusive Setting
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Develop and Maintain a Safe Learning Environment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All teachers and paraprofessionals of students in grades K-8	Bullying and cyberbullying prevention curriculum and evidence-based prevention strategies	Effective implementation/revision of bullying and cyberbullying prevention curricula	Building Principals	01/03/2023	06/12/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	once a month through second semester and then throughout the summer	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 	
Inservice day	once	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 	
Professional Learning Community (PLC)	once a month	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 	

Increase Student Engagement of all Students

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"> Provide opportunities within instruction for students to be engaged with higher level thinking skills Effectively implement trauma-informed practices Implement MTSS program at the Intermediate School to also address behavioral concerns 	Teachers and support staff	(1) Implementing evidence-based strategies to improve students' higher level thinking skills; (2) Implementing trauma-informed strategies within the classroom; (3) MTSS framework and using tiered system of support with behavioral and academic concerns	(1) Increased level of student participation and engagement in classes; (2) Increase attendance rates; (3) Teacher observations indicate greater amount of higher level questioning and engagement of students	Building Principals	08/22/2023	

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-4 days	<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 	Trauma Informed Training (Act 18)
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2-3 times a marking period	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students 	Trauma Informed Training (Act 18)

		<ul style="list-style-type: none"> • 3c: Engaging Students in Learning 	
Professional Learning Community (PLC)	1 x a month	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3c: Engaging Students in Learning 	Teaching Diverse Learners in an Inclusive Setting

Build a Learning Community that appreciates diversity, promotes equity, and demonstrates inclusion

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"> • Provide Allyship training for all staff and leadership • Provide Allyship Training to students • Research and implement evidence-based “best practices” regarding equity and diversity utilized by other districts and organizations with success 	Teachers, Support Staff, and Administrators	(1) Developing and building Allyship; (2) How to help students to be an ally with each other; (3) Evidence-based best practices to promote allyship in the classroom	(1) Teachers find the Allyship training to be of high quality and relevant to their teaching practices; (2) Students have a higher perception of the importance of school; (3) Decrease in discipline referrals related to disrespect and insubordination	Building Allyship Team	06/12/2022	06/13/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 days and follow-up day	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally 	
Professional Learning Community (PLC)	monthly	<ul style="list-style-type: none"> • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 3a: Communicating with Students • 2a: Creating an Environment of Respect and 	

		Rapport	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Twice a semester	<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students 	

Enhance Learning Experiences through the use of technological teaching and learning materials

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"> Personalized professional development on effective uses of current and new instructional resources 	Teachers and paraprofessionals	Technology resources and use in the classroom to provide authentic learning opportunities	(1) Students participating in new authentic learning opportunities that directly relate to rigorous course content; (2) Teachers evaluate the professional development to be of high quality and relevant to their teaching practices	Assistant Superintendent, Building Principal, Technology Coordinator	07/05/2023	06/14/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 	

Individualized Professional Learning Opportunities						
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"> Implement personalized learning opportunities with a pilot cohort of teachers Implement personalized learning opportunities with all teaching staff 	Teachers	Professional personalized learning opportunities	Completion of the personalized learning opportunity and description of how will implement in the classroom	Assistant Superintendent and Building Principals	06/01/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Independent study	once a year		<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 			

Supporting teaching and learning through assisting in diagnosing, repairing, and maintaining District technology						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	IT Staff	Supporting teachers with new and current technology	IT department provides more efficient ways to support teaching and learning	Technology Coordinator	06/05/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	1-2 times a year		<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 			

Communications Action Steps

Evidence-based Strategy	Action Steps
Using Data and evidence-based instructional strategies to guide instruction	<ul style="list-style-type: none"> • Using data to guide core and intervention instruction • Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6 • Based on student data, provide additional after school tutoring/intervention and summer instructional programs for students not meeting the expected benchmark standards
Develop and maintain a safe learning environment	<ul style="list-style-type: none"> • Review and analyze school safety measures • Revise and implement anti-bullying and cyber bullying curriculum in grades K-8
Provide social, emotional, and mental health resources for students, especially those traditionally underserved	<ul style="list-style-type: none"> • Increase health and welfare services for students
Increase student engagement of all students	<ul style="list-style-type: none"> • Provide additional out-of-school time opportunities that are inclusive and responsive to the experiences and needs of the District's diverse student population • Implement MTSS program at the Intermediate School to also address behavioral concerns
Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion	<ul style="list-style-type: none"> • Provide Allyship training for all staff and leadership • Provide Allyship Training to students • Research and implement evidence-based "best practices" regarding equity and diversity utilized by other districts and organizations with success
Customize learning for each student's strengths, needs, skills, interests, and aspirations	<ul style="list-style-type: none"> • Create community partnerships, authentic learning opportunities, and alternative course options
Provide individualized professional learning opportunities	<ul style="list-style-type: none"> • Research and create a personalized professional learning district plan • Implement personalized learning opportunities with a pilot cohort of teachers • Implement personalized learning opportunities with all teaching staff

Communications Activities

Using Data to Guide Instruction

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Using data to guide core and intervention instruction Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6 Based on student data, provide additional after school tutoring/intervention and summer instructional programs for students not meeting the expected benchmark standards Implement MTSS program at the Intermediate School to also address behavioral concerns 	Teachers, Students, Families	(1) Results of benchmark, diagnostic, progress monitoring, formative and summative data for students; (2) Revisions to the RTII process; (3) MTSS program specifics; (4) Opportunity of after-school tutoring and summer instructional programs for students	Assistant Superintendent and Building Principals	06/13/2022	06/13/2025

Communications

Type of Communication	Frequency
Email	monthly
Presentation	annually
Newsletter	once a marking period
Other	As needed for designated students and families

Safe Learning Environment					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Review and analyze school safety measures Revise and implement anti-bullying and cyber bullying curriculum in grades K-8 	Students, Families, Professional Staff, Support Staff, Administrators	(1) School Safety; (2) Bullying and Antibullying Prevention Curriculum	Superintendent, Assistant Superintendent, and Building Principals	08/22/2022	06/13/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Annual		
Email			Annual		
Presentation			Annual		

Social, Emotional, and Mental Health Resources					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Increase health and welfare services for students 	Students and Families	Mental Health and Counseling Services	Director of Student Services	07/05/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Other			As needed based on individual student's needs		
Posting on district website			Quarterly		

Student Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide additional out-of-school time opportunities that are inclusive and responsive to the experiences and needs of the District's diverse student population 	Students and Families	Diverse Out-of-School Time Opportunities	Building Principals	06/12/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Newsletter			Quarterly		
Posting on district website			Quarterly		

Building a Learning Community that Appreciates Diversity, Promotes Equity, and Demonstrates Inclusion

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Provide Allyship training for all staff and leadership • Provide Allyship Training to students • Research and implement evidence-based “best practices” regarding equity and diversity utilized by other districts and organizations with success 	Students, Families, Professional Staff, Support Staff, Administrators, Community	(1) Best Practices to implement Diversity, Equity, and Inclusion Practices in the Classroom; (2) How to be an Ally to Your Students; (3) Allyship Training for Students	Superintendent, Assistant Superintendent, Building Allyship Teams, District Allyship Committee	06/12/2022	06/13/2025
Communications					
Type of Communication			Frequency		
Email			Annual		
Presentation			Monthly		
Posting on district website			Quarterly		
Public service announcement			Monthly via student TV broadcasts		

Customize Learning for Students' Strengths, Needs, Skills, Interests, and Aspirations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Community, Students, and Families	(1) Community Partnerships; (2) Authentic Learning Opportunities; (3) Alternative Course Offerings	Assistant Superintendent and Building Principals	08/20/2024	06/13/2025
Communications					
Type of Communication			Frequency		
Email			Quarterly		
Posting on district website			Quarterly		
Other			Initially weekly, then Annually		

Individualized Professional Learning Opportunities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Research and create a personalized professional learning district plan Implement personalized learning opportunities with a pilot cohort of teachers Implement personalized learning opportunities with all teaching staff 	Teachers	Personalized Professional Learning Opportunities	Assistant Superintendent	07/05/2023	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			Annually		
Email			Quarterly		