

## **DOWNINGTOWN AREA SD**

540 Trestle Place

Comprehensive Plan | 2021 - 2024

---

### **MISSION STATEMENT**

The mission of the Downingtown Area School District, proud of our tradition of excellence, is to educate all students to meet the challenges of a global society by providing an individually responsive learning environment characterized by outstanding academic and personal achievements in partnership with family, students, and community. The District has established an instructional vision based upon three prongs: Academic Rigor, Student Engagement, and Student Agency.

### **VISION STATEMENT**

For our future, we want our students to be career and/or college ready upon graduation. In order to be prepared for this challenge, our students will: Be self-directed, reflective learners who use data to foster learning and growth; Exhibit critical thinking and problem solving skills; Utilize technology in an appropriate manner to maximize learning; Act in a respectable manner as responsible, contributing citizens of the local, national and global society; Be innovators who use a wide range of techniques to elaborate, refine, analyze, and evaluate their own ideas in order to improve and make the best use of their creative efforts; Collaborate with peers and communicate efficiently and effectively across a variety of situations and environments; Be conscientious and informed consumers, who are fiscally aware of and responsive to current economic situations; Demonstrate an appreciation of an economically and culturally diverse community.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe that ... Every person has value; All children can learn but they learn at different rates and in different ways; Effort creates intelligence; Innovative, differentiated instructional strategies bolster students' innate desire to learn; An investment in education is an investment in Downingtown's future; Every high school graduate will be college and/or career ready; Collaboration, innovation, communication, and critical thinking are essential to 21st Century learning; We are educating students for jobs not yet in existence; Education is the shared responsibility of the student, family, school, and community; Recognition of economic and cultural diversity enriches our community and helps prepare students for a global democratic society; Our high school graduates will be responsible citizens capable of adapting to varied roles, job requirements, schedules, and contexts required for living and working in the 21st Century.

### **STAFF**

We believe that ... Every person has value; All children can learn but they learn at different rates and in different ways; Effort creates intelligence; Innovative, differentiated instructional strategies bolster students' innate desire to learn; An investment in education is an investment in Downingtown's future; Every high school graduate will be college and/or career ready; Collaboration, innovation, communication, and critical thinking are essential to 21st Century learning; We are educating students for jobs not yet in existence; Education is the shared responsibility of the student, family, school, and community; Recognition of economic and cultural diversity enriches our community and helps prepare students for a global democratic society; Our high school graduates will be responsible citizens capable of adapting to varied roles, job requirements, schedules, and contexts required for living and working in the 21st Century.

### **ADMINISTRATION**

We believe that ... Every person has value; All children can learn but they learn at different rates and in different ways; Effort creates intelligence; Innovative, differentiated instructional strategies bolster students' innate desire to learn; An investment in education is an investment in Downingtown's future; Every high school graduate will be college and/or career ready; Collaboration, innovation, communication, and critical thinking are essential to 21st Century learning; We are educating students for jobs not yet in existence; Education

is the shared responsibility of the student, family, school, and community; Recognition of economic and cultural diversity enriches our community and helps prepare students for a global democratic society; Our high school graduates will be responsible citizens capable of adapting to varied roles, job requirements, schedules, and contexts required for living and working in the 21st Century.

## **PARENTS**

We believe that ... Every person has value; All children can learn but they learn at different rates and in different ways; Effort creates intelligence; An investment in education is an investment in Downingtown's future; Every high school graduate will be college and/or career ready; Collaboration, innovation, communication, and critical thinking are essential to 21st Century learning; We are educating students for jobs not yet in existence; Education is the shared responsibility of the student, family, school, and community; Recognition of economic and cultural diversity enriches our community and helps prepare students for a global democratic society; Our high school graduates will be responsible citizens capable of adapting to varied roles, job requirements, schedules, and contexts required for living and working in the 21st Century.

## **COMMUNITY**

We believe that ... Every person has value; All children can learn but they learn at different rates and in different ways; Effort creates intelligence; An investment in education is an investment in Downingtown's future; Every high school graduate will be college and/or career ready; Collaboration, innovation, communication, and critical thinking are essential to 21st Century learning; We are educating students for jobs not yet in existence; Education is the shared responsibility of the student, family, school, and community; Recognition of economic and cultural diversity enriches our community and helps prepare students for a global democratic society; Our high school graduates will be responsible citizens capable of adapting to varied roles, job requirements, schedules, and contexts required for living and working in the 21st Century.

## STEERING COMMITTEE

Name	Position	Building/Group
Louis Chance	Assistant Superintendent	District Office
Diane Boff	Administrator	District Office
Kelly Byrne	Administrator	District Office
Jonathan Blow	Administrator	District Office
Troy Podell	Administrator	District Office
Kurt Barker	Administrator	Downingtown West
Paul Hurley	Administrator	Downingtown East
Jonathan Ross	Administrator	Lionville Middle School
Nicholas Indeglio	Administrator	Downingtown Middle School
Thomas Mulvey	Administrator	Marsh Creek 6th Grade Center
Shelda Perry	Administrator	Lionville Elementary
Travis Orth	Administrator	Pickering Valley Elementary
Melanie Susi	Administrator	Shamon Creek Elementary

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Gary Gittis	Staff Member	Downingtown Middle School
Nicole Stulak	Staff Member	Shamona Creek Elementary
Cristin Young	Staff Member	Beaver Creek Elementary
Sara Brosius	Staff Member	Downingtown East High School
Gina Conlen	Staff Member	Lionville Middle School
Greta Neff	Parent	Downingtown Middle School
Carrie Thorpe	Parent	Lionville Middle School
Jane Bertone	Board Member	Downingtown Area SD
Audrey Blust	Board Member	Downingtown Area SD
Linda MacNeal	Board Member	Downingtown Area SD
Robert Reed	Administrator	Downingtown Area SD

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
National data suggests a decrease in proficiency rates in mathematics during the middle level grade span. Math courses and course selection have been realigned to grade level content but the results of those changes have been determined as state wide assessments were not taken. Content skipping is no longer an option. The district needs to analyze the impacts of the middle level mathematics changes as it relates to high school mathematics course selection and math achievement.	Mathematics
The district need to evaluate our internal attendance collection methodologies as well further analysis of attendance data to clearly define the problem and create action steps for correction to achieve the performance standards for attendance.	Regular Attendance
The district has begun to establish best practices to implement K-12 performance standards for the career standards benchmark but further attention and focus is warranted to meet the benchmark.	Career Standards Benchmark

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Internal audit of attendance data collection and implementation of strategies to improve secondary student attendance.	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Secondary Attendance	Achieve the state required attendance rates for secondary students. The 18-19 benchmark was 94.1%.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate how attendance is calculated in the District's Student Information System - Infinite Campus.	2021-07-01 - 2021-10-30	Gary Mattei - Director of Technology Meghan Dennis - Pupil Services Robert Reed - Assistant Superintendent Jamie Nunery Secondary Principals	None
Identify areas that need to be changed or revised in the attendance data collection of Infinite Campus.	2021-10-30 - 2022-02-28	Gary Mattei - Director of Technology Meghan Dennis - Pupil Services Robert Reed - Assistant Superintendent Jamie Nunery Secondary Principals	None
Create and implement the plan to enhance secondary student attendance. The plan will include potential changes to data collection in Infinite Campus.	2022-03-01 - 2022-08-30	Gary Mattei - Director of Technology Meghan Dennis - Pupil Services Robert Reed - Assistant Superintendent Jamie Nunery Secondary Principals	None
The plans and strategies identified in action steps 1, 2, and 3 will be monitored throughout the school year with the anticipated results of achieving the statewide attendance benchmark.	2023-09-01 - 2024-06-28	Gary Mattei - Director of Technology Meghan Dennis - Pupil Services Robert Reed - Assistant Superintendent Jamie Nunery	None

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Secondary Principals	
Identify strategies to enhance and promote students to attend school.	2021-07-01 - 2024-06-28	Meghan Dennis - Pupil Services Secondary Principals Lou Chance - Assistant Superintendent Rob Reed - Assistant Superintendent Jamie Nunery	None

### Anticipated Outcome

The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

### Monitoring/Evaluation

The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.

### Evidence-based Strategy

Curriculum Evaluation for Middle Level Mathematics

### Measurable Goals



Goal Nickname	Measurable Goal Statement (Smart Goal)
Middle level mathematics	In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.	2022-07-01 - 2023-06-30	Lou Chance Kelly Byrne Middle Level Principals Jon Blow Math Curriculum Leader	K-12 Math Curriculum
District wide mathematics curriculum review including review of internal assessments, instructional resources, and intervention methods for students	2023-07-03 - 2024-06-28	Lou Chance Kelly Byrne K-12 Principals Jon Blow Math Curriculum Leader	K-12 Curriculum, internal assessments, instructional resources, and intervention strategies.

**Anticipated Outcome**

Revised curriculum documents for K -1 2 mathematics.

**Monitoring/Evaluation**

Utilization of the curriculum review cycle to monitor progress and completion of the revised mathematics curriculum.



## Evidence-based Strategy

Course Sequencing for High School Students

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Middle level mathematics	In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Investigate all pathways for high school students to achieve high level mathematics courses.	2021-07-01 - 2023-06-30	Lou Chance Kelly Byrne High School Principals Math Curriculum Leader	Program of Study; Math Curriculum
Identify pathways for high school students to achieve high level mathematics courses.	2023-07-03 - 2024-06-28	Lou Chance Kelly Byrne High School Principals Math Curriculum Leader	Program of Study; Math Curriculum
Implement pathways for high school students to achieve high level mathematics courses.	2023-11-01 - 2024-06-30	Lou Chance Kelly Byrne High School Principals	Program of Study; Math Curriculum

## Anticipated Outcome

Implementation of pathways for high school students to achieve high level mathematics courses.

## Monitoring/Evaluation

Revised board approved Program of Study that identifies pathways for high school students to achieve high level mathematics courses.

### Evidence-based Strategy

Intervention and support mechanisms for mathematics

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Middle level mathematics	In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses.
--------------------------	--

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of universal screener for middle level mathematics (Aimswab).	2021-10-01 - 2024-06-28	Meghan Dennis Math Curriculum Leader Building Principals Kelly Byrne Jon Blow	Aimswab assessment access
Analyze entry and exit criteria for math intervention courses utilizing the data from Aimswab mathematics assessments.	2021-10-01 - 2024-06-28	Meghan Dennis Math Curriculum Leader Building Principals Kelly Byrne Jon Blow	Aimswab assessment results Middle Level MTSS teams
Investigate and review curricular expectations for math intervention courses.	2022-07-01 - 2024-06-28	Meghan Dennis Math Curriculum Leader Building Principals Kelly	TBD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Byrne Jon Blow			

### Anticipated Outcome

Implementation of a mathematics universal screener, revised entry and exit criteria for mathematics intervention courses, and review of curricular expectations for math intervention courses.

### Monitoring/Evaluation

The action steps will be completed through ongoing collaboration between administrators, the math curriculum leader, and mathematics intervention teachers at the middle level.

### Evidence-based Strategy

Integration with curriculum and implementation of instructional resource for career portfolio

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards	Achieve 100% compliance rate for the Career Education Work standards for K-12 schools.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Convening a committee and establishing criteria for resource adoption.	2021-07-01 - 2021-10-15	Meghan Dennis and Troy Podell	N/A
Evaluate instructional resources and select resource for career portfolio.	2021-10-18 - 2021-11-30	Meghan Dennis and Troy Podell	Samples of resources for evaluation and selection.
Planned adoption and implementation of the resource for career portfolio.	2021-12-01 - 2022-01-31	Meghan Dennis and Troy Podell	Access to selected resources.
Monitoring adoption and implementation of resource and ongoing support for staff and students.	2022-02-01 - 2025-06-30	Meghan Dennis and Troy Podell	Access to selected resource

### Anticipated Outcome

A fully implemented career portfolio resource.

### Monitoring/Evaluation

The action steps will be completed through ongoing collaboration and communication between administrators, school counselors, and teachers.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)	Curriculum Evaluation for Middle Level Mathematics	Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.	07/01/2022 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)	Intervention and support mechanisms for mathematics	Implementation of universal screener for middle level mathematics (Aimsweb).	10/01/2021 - 06/28/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)	Integration with curriculum and implementation of instructional resource for career portfolio	Planned adoption and implementation of the resource for career portfolio.	12/01/2021 - 01/31/2022



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)	Integration with curriculum and implementation of instructional resource for career portfolio	Monitoring adoption and implementation of resource and ongoing support for staff and students.	02/01/2022 - 06/30/2025

---

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)	Curriculum Evaluation for Middle Level Mathematics	Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.	07/01/2022 - 06/30/2023

---

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)	Course Sequencing for High School Students	Implement pathways for high school students to achieve high level mathematics courses.	11/01/2023 - 06/30/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)	Intervention and support mechanisms for mathematics	Implementation of universal screener for middle level mathematics (Aimsweb).	10/01/2021 - 06/28/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)	Integration with curriculum and implementation of instructional resource for career portfolio	Planned adoption and implementation of the resource for career portfolio.	12/01/2021 - 01/31/2022

## **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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

---

School Board Minutes or Affirmation Statement

2022-01-03

---

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

---

Chief School Administrator

Emilie Lonardi

2022-02-23

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

One of our elementary schools and one of our high schools are showing subgroup achievement data for economically disadvantaged students in ELA and Literature equal to our all student group.

The district's Asian subgroup in all but one school performed the same as or better than the all student group in ELA and Mathematics.

District wide, 3rd grade ELA proficiency rates for black/African American, Hispanic/Latino, and IEP students are above the statewide average.

When compared to PA results, all DASD schools have higher proficiency rates for ELA and Math.

All elementary schools and two of the three middle level schools met the performance standard for attendance.

The all student group at nine DASD schools met or exceeded the performance standard for career standards benchmark.

Supporting the instructional leadership of our school leaders and teachers through the provision of curriculum leaders and

### Challenges

District wide, black/African-American students are not meeting proficiency rates in mathematics and are one of the lowest achieving subgroups in the district.

District wide, IEP students have the lowest proficiency rates in ELA and mathematics.

We did not identify any "Not Yet Evident" or "Emerging" essential practices.

PSSA results indicate a decrease in the percentage of advanced ELA students.

Economically disadvantaged students academic growth at the middle level in both ELA and mathematics are not meeting the standard for PA Academic growth.

All three high schools and one middle school did not meet performance standards for attendance.

Grades 6, 7, and 8 are not meeting the standard for PA Academic growth in ELA.

Keystone Algebra I results for historically underperforming

## Strengths

instructional coaches.

Continued use of data to determine our most efficient allocation of human and material resources.

Complete standards aligned curriculum and assessment K - 12.

Three years of proficiency results for ELA are 23% higher than the statewide average.

DASD first time Keystone Literature test takers are 22% higher in proficiency than the statewide average.

The three year average for grades 4 and 5 ELA and Keystone Literature showed significant evidence of exceeding the standard for PA Academic growth.

Almost all elementary schools had percent advanced results at least twice that of PA for grade level bands for mathematics. A few are about 3 times as great.

Most elementary schools and all high schools exceeded the growth expectation for at least ELA or Math or both.

All Student Groups at seven of ten DASD elementary schools exceeded the Performance Standard for this College and Career Measure while one school's All Student Group met the Standard.

## Challenges

students indicate 33% proficiency compared to 66% for 'all students'.

ELA PSSA results for historically underperforming students are 27% lower than all student groups.

Keystone Literature results for historically underperforming students indicate 4.2% advanced compared to 23.5% advanced for 'all students'.

PSSA mathematics proficiency rates decrease from grades 5 to 6, 6 to 7, and 7 to 8. Proficiency rates move closer to the statewide average during that span.

Students in grades 6, 7, and 8 as well as Algebra I Keystone students showed significant evidence that students did not meet the standard for PA Academic Growth.

Historically underperforming proficiency rate for science PSSA is 19.2% lower than that of the All Student group. There is a considerable decrease in proficiency rates from grade 4 to grade 8 with a slightly greater decrease than the state's decline in results.

Keystone biology results show historically underperforming students achieved a 45.7% proficiency compared to 78.6% of all students.



## Strengths

74.3% of the All Student Group at Downingtown East and 68.9% of West participate in Rigorous Courses of Study. 100% of the students at STEM participate in Rigorous Courses of Study.

PSSA mathematics proficiency results over a 3 year period are 23.5% higher than the PA average.

DASD first time Keystone Algebra I test takers are 17.4% higher in proficiency than the statewide average.

The three year average for grades 4 and 5 Math showed significant evidence of exceeding the standard for PA Academic growth.

PSSA Science proficiency rates are 18% higher than the statewide average.

DASD's first time Biology testers' proficiency rate is 23.2% better than PA's result.

The three-year average for grade 4 science and Biology Keystone Exam showed significant evidence of exceeding the standard for PA Academic Growth.

## Challenges

Neither Downingtown East nor West met the Performance Standard for Career Standards and Benchmarks

About 54% of economically disadvantaged students and about 44% of students with disabilities participated in Rigorous Courses of Study at both east and west high schools. At West, 50% of Black students participate in such course work.

The three-year average for value-added, grade 8 Science showed significant evidence of not meeting the standard for PA Academic Growth.

The all student group at six DASD schools did not meet the performance standard for career standards benchmark.

Subgroup growth for mathematics at our middle level schools are not meeting growth expectations. Two of the three middle level schools are not meeting growth expectations in ELA.



## Most Notable Observations/Patterns

---

---

---

### Challenges

### Discussion Point

### Priority for Planning

PSSA mathematics proficiency rates decrease from grades 5 to 6, 6 to 7, and 7 to 8. Proficiency rates move closer to the statewide average during that span.

Sixth grade is the point at which two things begin to happen in DASD. First, it is the point at which historically students have had the option to take Algebra I based on their demonstrated readiness. Second, it is the point at which we begin to homogeneously group students in math. Each of these structural factors could be contributing to our diminishing proficiency. We also need to examine instructional practices in math at the middle level.

Students in grades 6, 7, and 8 as well as Algebra I Keystone students showed significant evidence that students did not meet the standard for PA Academic Growth.

In the last several years, we have seen students accelerating faster and faster to Algebra in middle school. As a result, we believe that students may be missing key mathematical concepts aligned to grade level standards which may be contributing to the lack of growth. We recently made changes to our math course sequence at the middle level to address this issue but will need also to examine instructional practices.

Neither Downingtown East nor West met the Performance Standard for Career Standards and Benchmarks

There is an inadequate system of data collection and implementation of the portfolio requirements.

All three high schools and

We have slowly begun to make changes to our attendance systems as a result of the

**Challenges****Discussion Point****Priority for Planning**

one middle school did not meet performance standards for attendance.

recent change to the attendance law and measurement definitions, but continued work is needed. We need to examine not only how we are calculating absences at the secondary level, but also account for tracking mechanisms, disciplinary practices, and intervention for students who are exhibiting school refusal behaviors.

The all student group at six DASD schools did not meet the performance standard for career standards benchmark.

While we have incorporated career readiness activities and artifacts into some of our core curriculum, the majority of these activities exist apart from typical classroom assignments. Further work needs to be done to make career readiness a part of our regular instruction including the logistics of identifying and maintaining completed artifacts for each student.

---

## ADDENDUM B: ACTION PLAN

**Action Plan: Internal audit of attendance data collection and implementation of strategies to improve secondary student attendance.**

Action Steps	Anticipated Start/Completion Date
Evaluate how attendance is calculated in the District's Student Information System - Infinite Campus.	07/01/2021 - 10/30/2021

Monitoring/Evaluation	Anticipated Output
The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.	The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

Material/Resources/Supports Needed	PD Step	Comm Step
None	no	no



**Action Steps****Anticipated Start/Completion Date**

Identify areas that need to be changed or revised in the attendance data collection of Infinite Campus.

10/30/2021 - 02/28/2022

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.

The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

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

None

no

no



**Action Steps****Anticipated Start/Completion Date**

Create and implement the plan to enhance secondary student attendance. The plan will include potential changes to data collection in Infinite Campus.

03/01/2022 - 08/30/2022

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.

The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

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

None

no

no



**Action Steps****Anticipated Start/Completion Date**

The plans and strategies identified in action steps 1, 2, and 3 will be monitored throughout the school year with the anticipated results of achieving the statewide attendance benchmark.

09/01/2023 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.

The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

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

None

no

no



**Action Steps**

**Anticipated Start/Completion Date**

Identify strategies to enhance and promote students to attend school.

07/01/2021 - 06/28/2024

**Monitoring/Evaluation**

**Anticipated Output**

The action steps will be completed by a collaborative team of administrators identified as leads in the action steps as well as secondary administrators.

The team will evaluate how our student information system is calculating attendance data and identify areas of needed change in the data collection. The identified areas of needed change will be implemented in target year 2 with the anticipated results of achieving the state required attendance rates in year 3.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

None

no

no

**Action Plan: Curriculum Evaluation for Middle Level Mathematics**



**Action Steps****Anticipated Start/Completion Date**

Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.

07/01/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Utilization of the curriculum review cycle to monitor progress and completion of the revised mathematics curriculum.

Revised curriculum documents for K -1 2 mathematics.

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

K-12 Math Curriculum

yes

yes



**Action Steps****Anticipated Start/Completion Date**

District wide mathematics curriculum review including review of internal assessments, instructional resources, and intervention methods for students

07/03/2023 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Utilization of the curriculum review cycle to monitor progress and completion of the revised mathematics curriculum.

Revised curriculum documents for K-1 2 mathematics.

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

K-12 Curriculum, internal assessments, instructional resources, and intervention strategies.

no

no

**Action Plan: Course Sequencing for High School Students**

**Action Steps****Anticipated Start/Completion Date**

Investigate all pathways for high school students to achieve high level mathematics courses.

07/01/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Revised board approved Program of Study that identifies pathways for high school students to achieve high level mathematics courses.

Implementation of pathways for high school students to achieve high level mathematics courses.

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

Program of Study; Math Curriculum

no

no



**Action Steps****Anticipated Start/Completion Date**

Identify pathways for high school students to achieve high level mathematics courses.

07/03/2023 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Revised board approved Program of Study that identifies pathways for high school students to achieve high level mathematics courses.

Implementation of pathways for high school students to achieve high level mathematics courses.

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

Program of Study; Math Curriculum

no

no



**Action Steps****Anticipated Start/Completion Date**

Implement pathways for high school students to achieve high level mathematics courses.

11/01/2023 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

Revised board approved Program of Study that identifies pathways for high school students to achieve high level mathematics courses.

Implementation of pathways for high school students to achieve high level mathematics courses.

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

Program of Study; Math Curriculum

no

yes

**Action Plan: Intervention and support mechanisms for mathematics**

**Action Steps****Anticipated Start/Completion Date**

Implementation of universal screener for middle level mathematics (Aimsweb).

10/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration between administrators, the math curriculum leader, and mathematics intervention teachers at the middle level.

Implementation of a mathematics universal screener, revised entry and exit criteria for mathematics intervention courses, and review of curricular expectations for math intervention courses.

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

Aimsweb assessment access

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Analyze entry and exit criteria for math intervention courses utilizing the data from Aimsweb mathematics assessments.

10/01/2021 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration between administrators, the math curriculum leader, and mathematics intervention teachers at the middle level.

Implementation of a mathematics universal screener, revised entry and exit criteria for mathematics intervention courses, and review of curricular expectations for math intervention courses.

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

Aimsweb assessment results Middle Level MTSS teams

no

no



**Action Steps**

**Anticipated Start/Completion Date**

Investigate and review curricular expectations for math intervention courses.

07/01/2022 - 06/28/2024

**Monitoring/Evaluation**

**Anticipated Output**

The action steps will be completed through ongoing collaboration between administrators, the math curriculum leader, and mathematics intervention teachers at the middle level.

Implementation of a mathematics universal screener, revised entry and exit criteria for mathematics intervention courses, and review of curricular expectations for math intervention courses.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

TBD

no

no

**Action Plan: Integration with curriculum and implementation of instructional resource for career portfolio**



**Action Steps****Anticipated Start/Completion Date**

Convening a committee and establishing criteria for resource adoption.

07/01/2021 - 10/15/2021

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration and communication between administrators, school counselors, and teachers.

A fully implemented career portfolio resource.

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

N/A

no

no



**Action Steps****Anticipated Start/Completion Date**

Evaluate instructional resources and select resource for career portfolio.

10/18/2021 - 11/30/2021

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration and communication between administrators, school counselors, and teachers.

A fully implemented career portfolio resource.

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

Samples of resources for evaluation and selection.

no

no



**Action Steps****Anticipated Start/Completion Date**

Planned adoption and implementation of the resource for career portfolio.

12/01/2021 - 01/31/2022

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration and communication between administrators, school counselors, and teachers.

A fully implemented career portfolio resource.

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

Access to selected resources.

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Monitoring adoption and implementation of resource and ongoing support for staff and students.

02/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

The action steps will be completed through ongoing collaboration and communication between administrators, school counselors, and teachers.

A fully implemented career portfolio resource.

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

Access to selected resource

yes

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)</p>	<p>Curriculum Evaluation for Middle Level Mathematics</p>	<p>Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.</p>	<p>07/01/2022 - 06/30/2023</p>
<p>In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)</p>	<p>Intervention and support mechanisms for mathematics</p>	<p>Implementation of universal screener for middle level mathematics (Aimsweb).</p>	<p>10/01/2021 - 06/28/2024</p>
<p>Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)</p>	<p>Integration with curriculum and implementation of instructional resource for career portfolio</p>	<p>Planned adoption and implementation of the resource for career portfolio.</p>	<p>12/01/2021 - 01/31/2022</p>
<p>Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)</p>	<p>Integration with curriculum and</p>	<p>Monitoring adoption and</p>	<p>02/01/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	implementation of instructional resource for career portfolio	implementation of resource and ongoing support for staff and students.	06/30/2025

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Intervention and support mechanisms for mathematics	Middle level building administration; reading specialists; math intervention teachers; middle level mathematics teacher	Administration of the universal screener and interpretation of student results

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Comprehension of student results through data meetings and participation in data meetings	10/01/2021 - 06/28/2024	Building Principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum evaluation for middle level mathematics	K-12 mathematics teachers	Curriculum writing; curriculum delivery; math instruction and assessment

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Revised curriculum documents, updated assessments, and implementation of new curriculum	07/03/2023 - 06/28/2024	Kelly Byrne Jon Blow Math Curriculum Leader Building Principals

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Training school counselors and students on the career portfolio resource.	School counselors and students	How to access and properly use the digital resource for career portfolios.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Successful access, implementation and usage of resource.	01/03/2022 - 06/30/2022	Meghan Dennis and Troy Podell

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

---

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Integration with curriculum and implementation of instructional resource for career portfolio	Teachers and school counselors	How to access and properly use the digital resource for career portfolios.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Continued successful access, implementation and usage of resource.	09/01/2022 - 06/28/2024	Meghan Dennis and Troy Podell



**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

---

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

---

---

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)</p>	<p>Curriculum Evaluation for Middle Level Mathematics</p>	<p>Curriculum for K-12 mathematics will be evaluated along with the scope and sequence.</p>	<p>2022-07-01 - 2023-06-30</p>
<p>In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)</p>	<p>Course Sequencing for High School Students</p>	<p>Implement pathways for high school students to achieve high level mathematics courses.</p>	<p>2023-11-01 - 2024-06-30</p>
<p>In order to improve growth and proficiency rates, the district will evaluate intervention and support mechanisms for mathematics, mathematics curriculum and assessments, and mathematics instructional practices. Implement pathways for high school students to access higher level mathematics courses. (Middle level mathematics)</p>	<p>Intervention and support mechanisms for mathematics</p>	<p>Implementation of universal screener for middle level mathematics (Aimsweb).</p>	<p>2021-10-01 - 2024-06-28</p>
<p>Achieve 100% compliance rate for the Career Education Work standards for K-12 schools. (Career Standards)</p>	<p>Integration with curriculum and</p>	<p>Planned adoption and</p>	<p>2021-12-01 - 2022-01-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	implementation of instructional resource for career portfolio	implementation of the resource for career portfolio.	31

---

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Evaluation for middle level mathematics	School board and community	Revised math curriculum documents created for board approval

Anticipated Timeframe	Frequency	Delivery Method
07/03/2023 - 06/28/2024	1 time	Presentation

Lead Person/Position
Lou Chance Kelly Byrne

---

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Course sequencing for high school students	School board, community, teachers, school counselors, and students	Revised program of study with identified course sequence for advancement

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
10/03/2022 - 06/28/2024	1 time per identified stakeholder group	Presentation

<b>Lead Person/Position</b>
Kelly Byrne Lou Chance Math Curriculum leader Building Principals

---

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Intervention and support mechanisms for mathematics	Students and parents	Assessment results and analysis

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
10/01/2021 - 06/28/2024	1 time per year per student	Letter

**Lead Person/Position**

Building principals Math Curriculum Leader Kelly Byrne

**Communication Step**

**Audience**

**Topics/Message of Communication**

Integration with curriculum and implementation of instructional resource for career portfolio

Students and parents

Resource name, how to access, rationale, and usage.

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

01/03/2022 - 06/30/2022

1 time

Email

**Lead Person/Position**

Troy Podell

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Presentation	Process and Goal Identification	Board Presentation	Community and staff	October 2021
Comprehensive Plan Public Review	Plan will be posted for public review	Website posting	Community and staff	October to November 2021
Communication of Final Approved Plan	Communication of Plan Approval by Board of Directors	Website posting	Community and staff	November 2021 through 2024

