

## **TYRONE AREA SD**

701 Clay Avenue

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

We establish high standards of learning and expect all students to achieve. Our goal is to facilitate collaboration among staff, parents, and community to create an environment that supports, engages, and challenges students to achieve high levels of success.

### **VISION STATEMENT**

**LEADERSHIP** District leaders promote a culture of learning, support and monitor use of best practices, and provide opportunities for professional growth. District leaders facilitate collaboration among all members of the school and community. **CLIMATE** Students are engaged. Teachers are motivating. Administrators are supportive. Parents and community members are involved. All members of the learning community feel safe, both physically and emotionally. Efforts and successes of students and staff are recognized and celebrated. **CURRICULUM & INSTRUCTION** High expectations are met by providing research-based, data-driven instruction that is aligned to the state standards. Curriculum and Instruction integrates technology to enhance teaching and learning. Curriculum and Instruction prepares and inspires students for future endeavors. **STUDENTS** Students take ownership of their learning through active participation. Students believe in themselves, put forth their best effort, and take pride in their abilities and achievements. **COMMUNITY PARTNERSHIPS** Parents, as the first and most influential teachers, are committed to their children's education. The District collaborates with local businesses and outside agencies to provide support and opportunities for students. All members of the school and community share the responsibility for student success through continued involvement and commitment to the educational process. **PERSONNEL** Staff recognizes a shared responsibility for enforcing and modeling school rules and increasing student achievement. Professional Learning Communities collaborate to make data-based decisions and implement best practices to enhance student success. Staff effectively communicates with parents and community to support student success. Staff takes ownership for their professional growth.



## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students take ownership of their learning through active participation. Students believe in themselves, put forth their best effort, and take pride in their abilities and achievements.

### **STAFF**

Staff recognizes a shared responsibility for enforcing and modeling school rules and increasing student achievement. Professional Learning Communities collaborate to make data-based decisions and implement best practices to enhance student success. Staff effectively communicates with parents and community to support student success. Staff takes ownership for their professional growth.

### **ADMINISTRATION**

District leaders promote a culture of learning, support and monitor use of best practices, and provide opportunities for professional growth. District leaders facilitate collaboration among all members of the school and community.

### **PARENTS**

Parents, as the first and most influential teachers, are committed to their children's education.

### **COMMUNITY**

The District collaborates with local businesses and outside agencies to provide support and opportunities for students. All members of the school and community share the responsibility for student success through continued involvement and commitment to the educational process.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Leslie Estep	Administrator	Tyrone Area School District
Kristen Pinter	Administrator	Tyrone Area School District
Kourtney Klock	Administrator	Tyrone Area School District
Jessica Anderson	Administrator	Tyrone Area School District
Shane Cowher	Administrator	Tyrone Area School District
Kristin Musselman	Administrator	Tyrone Area School District
Kristen Pinter	Parent	Tyrone Area School District
Lindsay Miksich	Parent	Tyrone Area School District
Chad Packer	Administrator	Tyrone Area School District
Amy Fleck	Staff Member	Tyrone Area School District
Laura Lake	Community Member	Tyrone Area School District
Kylie Capobianco	Parent	Tyrone Area School District
Matt Germino	Board Member	Tyrone Area School District

**Name**

**Position**

**Building/Group**

Kris Laird

Board Member

Tyrone Area School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A written curriculum for ELA and Math in grades K-6 needs to be developed and an aligned core curriculum implemented to guide instruction and ensure consistent instruction within and across grade levels.	English Language Arts  Mathematics
Poor attendance is an indicator of at-risk for dropping out of high school. Attendance of our high school students needs to improve.	Regular Attendance
Foundational skills need to be explicitly taught to mastery levels, with interventions being provided to students to who need more intensive instruction. Data analysis is still an emerging skill for teachers and is not yet being used effectively to set goals nor to drive instruction. Strategic data analysis needs to be used to drive instructional decisions and determine progress toward goals. Protocols for identifying students within the tiers of an MTSS framework should be established, and students at each tier should consistently receive the level of intervention needed.	Essential Practices 4: Implement Data-Driven Human Capital Strategies  Essential Practices 3: Provide Student- Centered

**Priority Statement**

**Outcome Category**

Support Systems

SPED teachers need to work with regular education to differentiate instruction, content, and products to meet student needs.

Essential Practices 1:  
Focus on Continuous Improvement of Instruction

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Standards-Based Curriculum

**Measurable Goals**

**Goal Nickname**

**Measurable Goal Statement (Smart Goal)**

Using a defined ELA curriculum to show progress toward ELA 2030 Targets

By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Using a defined curriculum to show progress toward Math 2030 Targets

By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively.

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

A team of teachers representing each grade K-6 will be selected to form an ELA Vertical Core Team.

2022-05-02 -  
2022-06-03

K. Pinter/Director of Curriculum & Instruction

Input from building principals

The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula

2022-06-13 -  
2022-06-16

K. Pinter/Dir. of Curriculum & Instruction

Budgeted money to pay teachers

Horizontal Teams, comprised of all grade level teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and implementing a new reading series.

2022-09-06 -  
2023-06-02

K. Pinter/Dir. of Curriculum & Instruction

subs for work during instructional days and time on in-service days

The ELA Vertical Core Team will meet bi-monthly to review drafts of each grade level.

2022-09-06 -  
2023-06-02

K. Pinter/Dir. of Curriculum & Instruction

subs and/or pay for Vertical Core Team work sessions

At the close of school year 2024-2025, a four year differentiated curriculum cycle will be developed to review, evaluate, revise, and refine the written ELA curricula.

2024-05-01 -  
2024-05-30

K. Pinter/Dir. of Curriculum & Instruction

Completed draft of ELA curriculum



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Before and during school year 2022-2023, a selection committee of teachers from grades K-8 will conduct a gap and needs analysis on the current K-8 math series and curriculum using diary mapping and data from the 18-19, 20-21, and 21-22 school years. They will also compare our research-based math programs to the current math series (Go Math) to see if that series is best serving our needs.</p>	<p>2022-08-12 - 2023-05-01</p>	<p>K. Pinter/Dir. of Curriculum &amp; Instruction S. Cowher and K. Musselman/building principals</p>	<p>1) Data from identified years 2) Diary maps and training 3) Programs to compare and explore</p>
<p>Teachers will implement a new math series or receive PD on the incumbent math series to implement with fidelity.</p>	<p>2023-08-18 - 2024-05-31</p>	<p>K. Pinter/Dir. of Curriculum &amp; Instruction</p>	<p>PD on new series or incumbent series</p>
<p>Before and during school year 2024-2025, K-8 math teachers will develop, evaluate, and revise the math curriculum based on needs and, if it was needed, a series change.</p>	<p>2024-08-20 - 2025-05-30</p>	<p>K. Pinter/Dir. of Curriculum &amp; Instruction</p>	<p>1) Curriculum template 2) Subs for curriculum work</p>

### Anticipated Outcome

1) List of ELA Vertical Core Team members 2) Training materials from Curriculum Clinic 3) Agenda and notes from work sessions 4) Draft of ELA curriculum 5) Four year planned curriculum cycle for ELA 6) Review materials and timeline for math series review 7) Curriculum template and existing curriculum documents for math K-8

### Monitoring/Evaluation

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023 2. Math series review materials 3. PD notes on math series

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## Evidence-based Strategy

MTSS Framework and Intervention Implementation

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Developing and Implementing a Comprehensive MTSS Framework

Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3.

Continuum of Interventions

By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Tiers defined by cut scores of assessments

2022-06-13 -  
2022-08-12

S. Cowher and K. Musselman/building principals

Assessment list Pre-determined cut scores, if available

Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.

2022-09-12 -  
2022-09-16

S. Cowher and K. Musselman/building principals

Goal setting PD Root causes of data and data analysis PD

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Based on data analysis of mid-year data, all students in grades K-6 will be placed into Tier, 1, 2 or 3 for reading and math according to academic data.	2023-01-16 - 2023-01-20	S. Cowher and K. Musselman/building principals Grade level teachers	Data from assessments Definition of Tiers 1,2,3 Subs for data meetings
Review and classification by skill and Tier of available interventions and purchase of additional interventions	2022-06-13 - 2023-06-02	S. Cowher and K. Musselman/building principals Reading Specialists Grade level teachers	Interventions and budget to purchase needed interventions
Students will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3.	2022-09-19 - 2023-06-02	S. Cowher and K. Musselman/building principals	Schedule and staff to deliver interventions
Using data analysis on the beginning of the year data, interventions will be determined for specific skill improvement and used until middle of the year assessments.	2022-08-18 - 2023-02-06	S. Cowher and K. Musselman/building principals	Data Interventions
At the middle of the year point, data analysis will confirm or deny the effectiveness of intervention. New interventions will be determined for use either for continued work on the unimproved skill or a newly identified skill deficit.	2023-02-06 - 2023-02-17	S. Cowher/K. Musselman	Data Interventions
End of year data analysis will determine which interventions to continue to next year and which to shelve.	2023-05-01 - 2023-05-26	S. Cowher and K. Musselman/building	Data Interventions

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

1) List of Tiers, defined by cut scores of assessments 2) BOY and MOY student Tier lists 3) List of Interventions, categorized by skill and Tier 4) Schedule and staff list of intervention delivery

**Monitoring/Evaluation**

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1 2) 2022 PVAAS scores showing positive correlation with Tier lists 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

**Evidence-based Strategy**

Common Planning and Collaboration

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Students with Disabilities meet PVAAS expectations	On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Content area and SPED teachers will use weekly time to collaborate on lesson plans, content, and assessments.	2022-08-18 - 2023-06-02	S. Cowher and K. Musselman/building principals	Common time within the instructional day or after-school
According to their academic needs and their IEP goals, K-6 special education students will be clustered in classrooms supported by SPED teachers for reading and math.	2022-08-11 - 2022-08-19	S.Cowher and K.Musselman/building principals and J. Anderson/Dir. of SPED	1) Caseload information 2) Schedule information
Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions.	2022-09-06 - 2022-06-03	Building principals/Dir. of SPED	Time

### Anticipated Outcome

1) Cluster-grouped students 2) Schedule that includes common planning time for SPED and regular education teachers.

### Monitoring/Evaluation

1) Increase in SPED scores on benchmark assessments used by district



## Evidence-based Strategy

Differentiation

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Students with Disabilities meet PVAAS expectations

On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions. An additional Elementary School SPED position will be created.

2022-04-12 -  
2022-06-07

S. Cowher and K. Musselman/building principals J. Anderson/Dir. of SPED

1) applicants for new position

Content area teachers will be trained on differentiating instruction, content, and assessments.

2022-08-18 -  
2025-06-03

K. Pinter/Dir. of Curriculum & Instruction  
S.Cowher and K. Musselman/building principals

PD on DI

Each SPED teacher will have a plan to access and progress monitor

2022-08-18 -

Dir. of SPED

Meeting time with SPED

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students on their case loads.	2022-08-22		teachers to review plans 2) Schedules

### Anticipated Outcome

SPED in classes with clustered groups of students with IEPs and 504s. Process, instruction, and assessment differentiated for student group needs.

### Monitoring/Evaluation

PD agendas examples of DI Improved student scores

### Evidence-based Strategy

Trauma-Skilled Schools

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase High School Attendance Rates of Sub-Groups	By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete Trauma-Skilled certification of district SEL team and district training	2022-08-22 - 2023-05-26	K. Pinter/Dir. of Curriculum & Instruction	IU08 Cohort for certification of SEL team
Implement SEL strategies district-wide for Tier 1	2022-08-19 - 2025-06-14	K.Pinter/Dir. of Curriculum & Instruction	Committee and SEL team for decisions about strategies and implementation steps
Administration of the PASS at the beginning of the year and end of the year	2022-09-12 - 2023-05-19	K. Pinter/Dir. of Curriculum & Instruction	budget for survey PASS materials

**Anticipated Outcome**

District SEL team certified in Trauma-Skilled Schools through the National Center for the Prevention of Drop-Out District trained by SEL team Survey results showing improvement Increased attendance at all three buildings

**Monitoring/Evaluation**

Certification completed Training of district completed PASS pre and post surveys indicate improvement in 5 identified areas of Resiliency

**Evidence-based Strategy**

Improve advisory program in high school



## Measurable Goals

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Increase High School Attendance Rates of Sub-Groups	By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Career artifacts more applicable and timely	2022-09-06 - 2025-06-03	K. Klock/School Psychologist and School Counselors	Meeting time to develop curriculum

## Anticipated Outcome

## Monitoring/Evaluation

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	<p>Standards-Based Curriculum</p>	<p>The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula</p>	<p>06/13/2022 - 06/16/2022</p>
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>			

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<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	Standards-Based Curriculum	Horizontal Teams, comprised of all grade level	09/06/2022 - 06/02/2023
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>		teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and implementing a new reading series.	

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<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.</p>	<p>09/12/2022 - 09/16/2022</p>
<p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Differentiation	Content area teachers will be trained on differentiating instruction, content, and assessments.	08/18/2022 - 06/03/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)	Standards-Based Curriculum	The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula	06/13/2022 - 06/16/2022
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By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)			

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<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>		conduct a gap and needs analysis on the current K-8 math series and curriculum using diary mapping and data from the 18-19, 20-21, and 21-22 school years. They will also compare our research-based math programs to the current math series (Go Math) to see if that series is	

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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best serving our  
needs.

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)	MTSS Framework and Intervention Implementation	Tiers defined by cut scores of assessments	06/13/2022 - 08/12/2022
By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)	MTSS Framework and Intervention Implementation	Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.	09/12/2022 - 09/16/2022
By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	MTSS Framework and Intervention Implementation	Based on data analysis of mid-year data, all students in grades K-6 will be placed into Tier, 1, 2 or 3 for reading and math according to academic data.	01/16/2023 - 01/20/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Review and classification by skill and Tier of available interventions and purchase of additional interventions</p>	<p>06/13/2022 - 06/02/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Students will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3.</p>	<p>09/19/2022 - 06/02/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Using data analysis on the beginning of the year data, interventions will be determined for specific skill improvement and used until middle of the year assessments.</p>	<p>08/18/2022 - 02/06/2023</p>
<p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>At the middle of the year point, data analysis will confirm or deny the effectiveness of intervention. New interventions will be determined for use either for continued work on the unimproved skill or a newly identified skill deficit.</p>	<p>02/06/2023 - 02/17/2023</p>
<p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)	MTSS Framework and Intervention Implementation	End of year data analysis will determine which interventions to continue to next year and which to shelve.	05/01/2023 - 05/26/2023
By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)			



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Common Planning and Collaboration	Content area and SPED teachers will use weekly time to collaborate on lesson plans, content, and assessments.	08/18/2022 - 06/02/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Common Planning and Collaboration	According to their academic needs and their IEP goals, K-6 special education students will be clustered in classrooms supported by SPED teachers for reading and math.	08/11/2022 - 08/19/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Common Planning and Collaboration</p>	<p>Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions.</p>	<p>09/06/2022 - 06/03/2022</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Differentiation	Content area teachers will be trained on differentiating instruction, content, and assessments.	08/18/2022 - 06/03/2025

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Differentiation</p>	<p>Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions. An additional Elementary School SPED</p>	<p>04/12/2022 - 06/07/2022</p>

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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position will be  
created.

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Differentiation	Each SPED teacher will have a plan to access and progress monitor students on their case loads.	08/18/2022 - 08/22/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Trauma-Skilled Schools	Complete Trauma-Skilled certification of district SEL team and district training	08/22/2022 - 05/26/2023



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Trauma-Skilled Schools	Implement SEL strategies district-wide for Tier 1	08/19/2022 - 06/14/2025

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Trauma-Skilled Schools	Administration of the PASS at the beginning of the year and end of the year	09/12/2022 - 05/19/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Improve advisory program in high school	Career artifacts more applicable and timely	09/06/2022 - 06/03/2025

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

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

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

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Chief School Administrator

Leslie A Estep

2022-10-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The 43% enrolled in an industry-based program closely correlates to the 49.6% entering the workforce.

83% of students passed the Civics test, 16% scored 100%

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Coordinate and monitor supports aligned with students' and families' needs

43.7% of HS students are enrolled in an Industry-based program, including 41.5% and 42% Economically Disadvantaged and Students with Disabilities, respectively.

Grades K-2 showed an increase on the Phonics Screener from the beginning of the year to the middle of the year (SY 21-22)

4th, 5th, and 6th grades have averages Above the Benchmark on the Acadience Concepts and Application assessment.

### Challenges

Only 21.5% of students enrolled earned a industry-recognized credential

On the 18-19 Future Ready Index, the Middle School did not meet the standard for the Career Standards Benchmark.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

All grades assessed on Oral Reading Fluency and Oral Reading Accuracy measures (grades 2-4) had average scores at the Below Benchmark level, indicating a need for intensive instruction.

Ensure effective, standards-aligned curriculum and assessment

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

Grades 3-5 for the Math and ELA PSSA, and grade 4 for the Science PSSA did not meet growth expectations.

Beginning to middle year Acadience Reading Composite averages are Below Benchmark for all grades K-4. The iReady

## Strengths

Students in K-7 have a technology class.

Our district has a comprehensive screening, identification, and evaluation plan for gifted learners.

Our district has a comprehensive Plan for the Education of English Learners, updated to include 2020 ELD standards.

The Economically Disadvantaged subgroup met the Growth Standard for all three SY 18-19 Keystone Assessments: Biology, Literature, and Algebra.

Students with Disabilities in grades 3-4 met the growth standard in SY 18-19 for the Math and ELA PSSA.

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

Overall Percent Proficient/Advanced on the Elementary Grades Math, ELA, and Science PSSAs, the Middle Grades ELA and Science, and all Keystones are above the state average.

All Keystone subjects and Middle School ELA and Science met or exceeded the growth expectations.

## Challenges

School overview shows 43% of TAES and 22% of TAMS students are one grade level below in reading. 13% of TAES and 33% of TAMS students are 2-3 grade levels below in Reading.

Grades K - 2 had low sight word assessment scores.

63% of 3rd graders are proficient on a phonics screener at the mid-year point.

More than 51% of students at each grade are Below or Well Below the Acadience math benchmark composite score. K, 2, 3, 6 grades have middle year Acadience Math Composite averages in the Below Benchmark range.

A more streamlined tracking system for the Career Standards Benchmark is needed.

Percent Proficient/Advanced for the Students with Disabilities subgroup is well below the All Student subgroup in all subjects at both the Elementary and Middle School buildings. Only 27.6% of middle school Students with Disabilities scored Proficient/Advanced in ELA and only 7.8% in Math. The Economically Disadvantaged subgroup at the Elementary building is below the growth standard for ELA and well-below in Science.

## Strengths

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All subgroups taking the Biology and Algebra Keystone exams met the Growth Standard. With the exception of Students with Disabilities, all subgroups met the growth standard for the Literature Keystone.

Student with IEPs and the lowest 33% subgroups in grades 3-4 met the growth standard for the Math and ELA PSSA.

Middle School students in the Economically Disadvantaged group met the growth standard for the Math PSSA.

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## Challenges

High school students in the Economically Disadvantaged and Students with Disabilities subgroups have 10% lower attendance than the All Student Group and are well-below the annual growth progress target.

Students with IEPs in the middle school scored 27.6% and 7.8% in ELA and Math, respectively. The All student group scored 66.4% and 31.6%, respectively.

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## Most Notable Observations/Patterns

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A comprehensive look at data indicates that student performance in grades K-8 has been declining in the past two years. Math scores are below 2030 interim targets at the elementary and middle schools, with subgroups far below in 2020 and 2021. While data in 18-19 showed reading scores above the state average and meeting growth expectations, the data from the most recent 2021 assessments show a decline. In 2020 the elementary met each of the subgroups' 2030 target goals and the middle school met the All-Student group 2030 target goals. In 2021, no subgroups met the 2030 targets at either school, and only the elementary met the All-Student goal. Scores on the Keystone exams continue to exceed state averages, even during the pandemic years. All three Keystone content areas have already met the 2030 targets. However, overall student attendance at the high school is not on track for 2030 state targets, and student subgroup attendance is lower than the All Student group.

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Challenges	Discussion Point	Priority for Planning
<p>Grades 3-5 for the Math and ELA PSSA, and grade 4 for the Science PSSA did not meet growth expectations.</p>		
<p>Students with IEPs in the middle school scored 27.6% and 7.8% in ELA and Math, respectively. The All student group scored 66.4% and 31.6%, respectively.</p>		
<p>Beginning to middle year Acadience Reading Composite averages are Below Benchmark for all grades K-4. The iReady School overview shows 43% of TAES and 22% of TAMS students are one grade level below in reading. 13% of TAES and 33% of TAMS students are 2-3 grade levels below in Reading.</p>	<p>A written curriculum for ELA and Math in grades K-6 needs to be developed and an aligned core curriculum implemented to guide instruction and ensure consistent instruction within and across grade levels.</p>	
<p>More than 51% of students at each grade are Below or Well Below the Acadience math benchmark composite score. K, 2, 3, 6 grades have middle year Acadience Math Composite averages in the Below Benchmark range.</p>	<p>Foundational skills need to be explicitly taught to mastery levels, with interventions being provided to students to who need more intensive instruction. Data analysis is still an emerging skill for teachers and is not yet being used effectively to set goals nor to drive instruction. An MTSS framework needs to be more effectively used to identify students and needs at each tier and to determine the effectiveness of core and intervention instruction.</p>	
<p>Percent Proficient/Advanced for the Students</p>	<p>SPED teachers and regular education teachers do not have</p>	



**Challenges**

with Disabilities subgroup is well below the All Student subgroup in all subjects at both the Elementary and Middle School buildings. Only 27.6% of middle school Students with Disabilities scored Proficient/Advanced in ELA and only 7.8% in Math. The Economically Disadvantaged subgroup at the Elementary building is below the growth standard for ELA and well-below in Science.

High school students in the Economically Disadvantaged and Students with Disabilities subgroups have 10% lower attendance than the All Student Group and are well-below the annual growth progress target.

Ensure effective, standards-aligned curriculum and assessment

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

**Discussion Point**

opportunities to plan and collaborate to effectively modify curriculum, instruction, and assessments to meet all students' needs. Students with IEPs in the middle school scored 27.6% and 7.8% in ELA and Math, respectively. The All student group scored 66.4% and 31.6%, respectively. Block scheduling has made pulling students for direct instruction difficult without missing key instruction. Special education staff has been reassigned to support grade levels in the 2021-22 school year to match common planning times.

Attendance has shown to be a factor for students who are at-risk for dropping out. Attendance of our high school students need to improve.

**Priority for Planning**

## ADDENDUM B: ACTION PLAN

### Action Plan: Standards-Based Curriculum

Action Steps	Anticipated Start/Completion Date
A team of teachers representing each grade K-6 will be selected to form an ELA Vertical Core Team.	05/02/2022 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023 2. Math series review materials 3. PD notes on math series	1) List of ELA Vertical Core Team members 2) Training materials from Curriculum Clinic 3) Agenda and notes from work sessions 4) Draft of ELA curriculum 5) Four year planned curriculum cycle for ELA 6) Review materials and timeline for math series review 7) Curriculum template and existing curriculum documents for math K-8

Material/Resources/Supports Needed	PD Step	Comm Step
Input from building principals	no	no

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

The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula

06/13/2022 - 06/16/2022

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

Budgeted money to pay teachers

yes

yes



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

Horizontal Teams, comprised of all grade level teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and implementing a new reading series.

09/06/2022 - 06/02/2023

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

subs for work during instructional days and time on in-service days

yes

yes



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

The ELA Vertical Core Team will meet bi-monthly to review drafts of each grade level.

09/06/2022 - 06/02/2023

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

subs and/or pay for Vertical Core Team work sessions

no

yes



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

At the close of school year 2024-2025, a four year differentiated curriculum cycle will be developed to review, evaluate, revise, and refine the written ELA curricula.

05/01/2024 - 05/30/2024

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

Completed draft of ELA curriculum

no

yes



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

Before and during school year 2022-2023, a selection committee of teachers from grades K-8 will conduct a gap and needs analysis on the current K-8 math series and curriculum using diary mapping and data from the 18-19, 20-21, and 21-22 school years. They will also compare our research-based math programs to the current math series (Go Math) to see if that series is best serving our needs.

08/12/2022 - 05/01/2023

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

1) Data from identified years  
 2) Diary maps and training  
 3) Programs to compare and explore

no

yes



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

Teachers will implement a new math series or receive PD on the incumbent math series to implement with fidelity.

08/18/2023 - 05/31/2024

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

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023  
 2. Math series review materials  
 3. PD notes on math series

1) List of ELA Vertical Core Team members  
 2) Training materials from Curriculum Clinic  
 3) Agenda and notes from work sessions  
 4) Draft of ELA curriculum  
 5) Four year planned curriculum cycle for ELA  
 6) Review materials and timeline for math series review  
 7) Curriculum template and existing curriculum documents for math K-8

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

PD on new series or incumbent series

yes

yes





**Action Steps**

**Anticipated Start/Completion Date**

Before and during school year 2024-2025, K-8 math teachers will develop, evaluate, and revise the math curriculum based on needs and, if it was needed, a series change.

08/20/2024 - 05/30/2025

**Monitoring/Evaluation**

**Anticipated Output**

1) Progress toward completed draft – progress defined as two marking period drafts completed by Nov. 2022, one by March 2023, and one by May 2023 2. Math series review materials 3. PD notes on math series

1) List of ELA Vertical Core Team members 2) Training materials from Curriculum Clinic 3) Agenda and notes from work sessions 4) Draft of ELA curriculum 5) Four year planned curriculum cycle for ELA 6) Review materials and timeline for math series review 7) Curriculum template and existing curriculum documents for math K-8

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

1) Curriculum template 2) Subs for curriculum work

no

yes

**Action Plan: MTSS Framework and Intervention Implementation**

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

Tiers defined by cut scores of assessments

06/13/2022 - 08/12/2022

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Assessment list Pre-determined cut scores, if available

no

yes



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

Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.

09/12/2022 - 09/16/2022

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Goal setting PD Root causes of data and data analysis PD

yes

yes



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

Based on data analysis of mid-year data, all students in grades K-6 will be placed into Tier, 1, 2 or 3 for reading and math according to academic data.

01/16/2023 - 01/20/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Data from assessments  
 Definition of Tiers 1,2,3  
 Subs for data meetings

no

yes



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

Review and classification by skill and Tier of available interventions and purchase of additional interventions

06/13/2022 - 06/02/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Interventions and budget to purchase needed interventions

no

yes

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

Students will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3.

09/19/2022 - 06/02/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Schedule and staff to deliver interventions

no

yes



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

Using data analysis on the beginning of the year data, interventions will be determined for specific skill improvement and used until middle of the year assessments.

08/18/2022 - 02/06/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
2) 2022 PVAAS scores showing positive correlation with Tier lists  
3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
2) BOY and MOY student Tier lists  
3) List of Interventions, categorized by skill and Tier  
4) Schedule and staff list of intervention delivery

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

Data Interventions

no

yes



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

At the middle of the year point, data analysis will confirm or deny the effectiveness of intervention. New interventions will be determined for use either for continued work on the unimproved skill or a newly identified skill deficit.

02/06/2023 - 02/17/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Data Interventions

no

yes





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

End of year data analysis will determine which interventions to continue to next year and which to shelve.

05/01/2023 - 05/26/2023

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

1) List showing at least 20% of students have moved from Tier 3 to Tier 2 and from Tier 2 to Tier 1  
 2) 2022 PVAAS scores showing positive correlation with Tier lists  
 3) PVAAS scores showing green growth across all grades and subgroups in ELA and Math in grades K-6

1) List of Tiers, defined by cut scores of assessments  
 2) BOY and MOY student Tier lists  
 3) List of Interventions, categorized by skill and Tier  
 4) Schedule and staff list of intervention delivery

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

Data Interventions

no

yes

**Action Plan: Common Planning and Collaboration**

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

Content area and SPED teachers will use weekly time to collaborate on lesson plans, content, and assessments.

08/18/2022 - 06/02/2023

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

1) Increase in SPED scores on benchmark assessments used by district

1) Cluster-grouped students 2) Schedule that includes common planning time for SPED and regular education teachers.

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

Common time within the instructional day or after-school

no

yes



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

According to their academic needs and their IEP goals, K-6 special education students will be clustered in classrooms supported by SPED teachers for reading and math.

08/11/2022 - 08/19/2022

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

1) Increase in SPED scores on benchmark assessments used by district

1) Cluster-grouped students 2) Schedule that includes common planning time for SPED and regular education teachers.

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

1) Caseload information 2) Schedule information

no

yes



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

Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions.

09/06/2022 - 06/03/2022

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

1) Increase in SPED scores on benchmark assessments used by district

1) Cluster-grouped students 2) Schedule that includes common planning time for SPED and regular education teachers.

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

Time

no

yes

**Action Plan: Differentiation**

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

Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions. An additional Elementary School SPED position will be created.

04/12/2022 - 06/07/2022

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

PD agendas examples of DI Improved student scores

SPED in classes with clustered groups of students with IEPs and 504s. Process, instruction, and assessment differentiated for student group needs.

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

1) applicants for new position

no

yes



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

Content area teachers will be trained on differentiating instruction, content, and assessments.

08/18/2022 - 06/03/2025

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

PD agendas examples of DI Improved student scores

SPED in classes with clustered groups of students with IEPs and 504s. Process, instruction, and assessment differentiated for student group needs.

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

PD on DI

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Each SPED teacher will have a plan to access and progress monitor students on their case loads.

08/18/2022 - 08/22/2022

**Monitoring/Evaluation**

**Anticipated Output**

PD agendas examples of DI Improved student scores

SPED in classes with clustered groups of students with IEPs and 504s. Process, instruction, and assessment differentiated for student group needs.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Meeting time with SPED teachers to review plans 2) Schedules

no

yes

**Action Plan: Trauma-Skilled Schools**

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

Complete Trauma-Skilled certification of district SEL team and district training

08/22/2022 - 05/26/2023

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

Certification completed Training of district completed PASS pre and post surveys indicate improvement in 5 identified areas of Resiliency

District SEL team certified in Trauma-Skilled Schools through the National Center for the Prevention of Drop-Out District trained by SEL team Survey results showing improvement Increased attendance at all three buildings

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

IU08 Cohort for certification of SEL team

yes

yes





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

Implement SEL strategies district-wide for Tier 1

08/19/2022 - 06/14/2025

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

Certification completed Training of district completed  
 PASS pre and post surveys indicate improvement in 5  
 identified areas of Resiliency

District SEL team certified in Trauma-Skilled Schools through the National Center  
 for the Prevention of Drop-Out District trained by SEL team Survey results showing  
 improvement Increased attendance at all three buildings

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

Committee and SEL team for decisions about strategies and implementation steps

yes

yes



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

Administration of the PASS at the beginning of the year and end of the year

09/12/2022 - 05/19/2023

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

Certification completed Training of district completed PASS pre and post surveys indicate improvement in 5 identified areas of Resiliency

District SEL team certified in Trauma-Skilled Schools through the National Center for the Prevention of Drop-Out District trained by SEL team Survey results showing improvement Increased attendance at all three buildings

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

budget for survey PASS materials

no

yes



## Action Plan: Improve advisory program in high school

### Action Steps

### Anticipated Start/Completion Date

Career artifacts more applicable and timely

09/06/2022 - 06/03/2025

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

### Comm Step

Meeting time to develop curriculum

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula	06/13/2022 - 06/16/2022
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	Horizontal Teams, comprised of all grade level teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and	09/06/2022 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	Standards-Based Curriculum	implementing a new reading series.	08/18/2023 - 05/31/2024
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	Teachers will implement a new math series or receive PD on the incumbent math series to implement with fidelity.	08/18/2023 - 05/31/2024
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p>	MTSS Framework and Intervention Implementation	Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.	09/12/2022 - 09/16/2022
<p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	MTSS Framework and Intervention Implementation	Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.	09/12/2022 - 09/16/2022
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	Differentiation	Content area teachers will be trained on	08/18/2022 - 06/03/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		differentiating instruction, content, and assessments.	
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Trauma-Skilled Schools	Complete Trauma-Skilled certification of district SEL team and district training	08/22/2022 - 05/26/2023
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	Trauma-Skilled Schools	Implement SEL strategies district-wide for Tier 1	08/19/2022 - 06/14/2025

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum Microcourse	Participating Vertical Core team of teachers and administrators	Defining curriculum, decoding standards, developing instructional outcomes
<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Completion of course	06/13/2022 - 06/17/2022	K. Pinter/Dir. of Curriculum & Instruction

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

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

- 1c: Setting Instructional Outcomes
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 1e: Designing Coherent Instruction
- 4e: Growing and Developing Professionally
- 4a: Reflecting on Teaching
- 4d: Participating in a Professional Community
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes
- 4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Introduction and comprehensive overview/training on new Math series

Math teachers grades K-8

Effective instructional strategies, implementing the program with fidelity



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observations, walk-throughs, and PLCs about correct implementation of program	08/18/2023 - 05/31/2024	K. Pinter/Dir. of Curriculum & Instruction

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

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

- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Root cause analysis	Teachers in grades K-6	Examining data for root causes, SAS data analysis resources

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Defined items to address through instruction	09/06/2022 - 09/30/2022	S.Cowher and K. Musselman/building principals

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1b: Demonstrating Knowledge of Students	
4b: Maintaining Accurate Records	
4d: Participating in a Professional Community	
2b: Establishing a Culture for Learning	
3d: Using Assessment in Instruction	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Goal setting	All teachers in grades K-6	Creating SMART goals, progress monitoring goals, working with students to set goals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Goals set for each student and overall for each class	09/12/2022 - 06/02/2025	K. Pinter/Dir. of Curriculum & Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	
3a: Communicating with Students	
4b: Maintaining Accurate Records	
1b: Demonstrating Knowledge of Students	

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Professional Development Step	Audience	Topics of Prof. Dev
Training about Differentiating to meet students' needs	All Teachers grades K-6	Differentiating process, content, assessments; what DI is and isn't; using instructional outcomes to differentiate

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Differentiation written into lesson plans, differentiated materials being used	08/18/2022 - 05/23/2025	K. Pinter/Dir. Curriculum & Instruction

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	
4e: Growing and Developing Professionally	
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	
2b: Establishing a Culture for Learning	
1d: Demonstrating Knowledge of Resources	
3e: Demonstrating Flexibility and Responsiveness	
1c: Setting Instructional Outcomes	

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

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

- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 2a: Creating an Environment of Respect and Rapport
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 3d: Using Assessment in Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Training about Trauma-Skilled Schools

All district educators

Trauma Knowledge, Building a Culture of Resiliency, Skills Acquisition, Prevention Self-care, Autonomy, Connection and Belonging

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Knowledge checks on each topic (an 80% is required)

09/23/2022 - 05/24/2024

K. Pinter/Dir. Curriculum & Instruction

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

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

2d: Managing Student Behavior

Trauma Informed Training (Act 18)

3a: Communicating with Students

4d: Participating in a Professional Community

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Trauma-Informed Practices and SEL Purposeful Practices

All District staff

Defining and implementing purposeful practices, research-based strategies for SEL

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Standardized and consistent District-wide SEL practices

08/18/2022 - 05/30/2025

K. Pinter/Dir. Curriculum & Instruction

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

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

2d: Managing Student Behavior

Trauma Informed Training (Act 18)

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

4d: Participating in a Professional Community

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Training on new Reading series K-6

K-6 teachers

Overview of series, integration of components, using assessment info, structuring class time

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Walk-throughs, observations, discussions, PLCs

05/27/2022 - 03/14/2023

K. Pinter/Dir. Curriculum & Instruction

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

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

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2c: Managing Classroom Procedures

Language and Literacy Acquisition for All Students

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

2e: Organizing Physical Space

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

3a: Communicating with Students

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	The ELA Vertical Core Team will participate in a Curriculum Clinic to learn about what curriculum is and how it is developed, and to create a template for the TASD K-6 ELA and Math Curricula	2022-06-13 - 2022-06-16
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	Horizontal Teams, comprised of all grade level teachers, will work with the ELA Vertical Core team members to begin drafting a curriculum and	2022-09-06 - 2023-06-02

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	<p>Standards-Based Curriculum</p>	<p>implementing a new reading series.</p>	<p>2022-09-06 - 2023-06-02</p>
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	<p>Standards-Based Curriculum</p>	<p>The ELA Vertical Core Team will meet bi-monthly to review drafts of each grade level.</p>	<p>2022-09-06 - 2023-06-02</p>
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	<p>Standards-Based Curriculum</p>	<p>At the close of school year 2024-2025, a four year differentiated curriculum cycle will be developed to review, evaluate, revise, and refine the written ELA curricula.</p>	<p>2024-05-01 - 2024-05-30</p>
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	<p>Standards-Based Curriculum</p>	<p>At the close of school year 2024-2025, a four year differentiated curriculum cycle will be developed to review, evaluate, revise, and refine the written ELA curricula.</p>	<p>2024-05-01 - 2024-05-30</p>
<p>By the close of school year 2024-2025, both the middle school and elementary</p>	<p>Standards-</p>	<p>Before and during</p>	<p>2022-08-12</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p>	<p>Based Curriculum</p>	<p>school year 2022-2023, a selection committee of teachers from grades K-8 will conduct a gap and needs analysis on the current K-8 math series and curriculum using diary mapping and data from the 18-19, 20-21, and 21-22 school years. They will also compare our research-based math programs to the current math series (Go Math) to see if that series is best serving our needs.</p>	<p>- 2023-05-01</p>
<p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	<p>Standards-Based</p>	<p>Teachers will implement a new</p>	<p>2023-08-18 - 2024-05-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Curriculum	<p>math series or receive PD on the incumbant math series to implement with fidelity.</p>	31
<p>By the close of school year 2024-2025, both the middle school and elementary school students will meet the 2025 target goal of 74%. (Using a defined ELA curriculum to show progress toward ELA 2030 Targets)</p> <p>By the close of school year 2024-2025, middle school and elementary school will have closed the pandemic learning loss gap and will meet the math 2025 interim goal of 55% and 61%, respectively. (Using a defined curriculum to show progress toward Math 2030 Targets)</p>	Standards-Based Curriculum	<p>Before and during school year 2024-2025, K-8 math teachers will develop, evaluate, and revise the math curriculum based on needs and, if it was needed, a series change.</p>	2024-08-20 - 2025-05-30
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions</p>	MTSS Framework and Intervention Implementation	Tiers defined by cut scores of assessments	2022-06-13 - 2022-08-12

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)			
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Teachers will be shown how to analyze the data to determine possible root causes and how to set goals with and for students.</p>	<p>2022-09-12 - 2022-09-16</p>
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>Based on data analysis of mid-year data, all students in grades K-6 will be placed into Tier, 1, 2 or 3 for reading and math according to academic data.</p>	<p>2023-01-16 - 2023-01-20</p>
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic</p>	<p>MTSS Framework and</p>	<p>Review and classification by</p>	<p>2022-06-13 - 2023-06-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	Intervention Implementation	skill and Tier of available interventions and purchase of additional interventions	02
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	MTSS Framework and Intervention Implementation	Students will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3.	2022-09-19 - 2023-06-02
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions</p>	MTSS Framework and Intervention Implementation	Using data analysis on the beginning of the year data, interventions will be determined for specific skill	2022-08-18 - 2023-02-06

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)		improvement and used until middle of the year assessments.	
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier 3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>At the middle of the year point, data analysis will confirm or deny the effectiveness of intervention. New interventions will be determined for use either for continued work on the unimproved skill or a newly identified skill deficit.</p>	<p>2023-02-06 - 2023-02-17</p>
<p>Within the first month of school year 2024-25, and again after mid-year data collection, all K-6 students will be identified as needing Tier 1, 2, or 3 academic support for both reading and math and will receive no less than weekly research-based interventions in Tier 2 and research-based daily intensive interventions in Tier</p>	<p>MTSS Framework and Intervention Implementation</p>	<p>End of year data analysis will determine which interventions to</p>	<p>2023-05-01 - 2023-05-26</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>3. (Developing and Implementing a Comprehensive MTSS Framework)</p> <p>By the close of 2024-2025, a continuum of vetted and research-based interventions for both ELA and Math will be available to increase student achievement by at least one proficiency level on district assessment data. (Continuum of Interventions)</p>		<p>continue to next year and which to shelve.</p>	
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Common Planning and Collaboration</p>	<p>Content area and SPED teachers will use weekly time to collaborate on lesson plans, content, and assessments.</p>	<p>2022-08-18 - 2023-06-02</p>
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Common Planning and Collaboration</p>	<p>According to their academic needs and their IEP goals, K-6 special education students will be clustered in classrooms supported by SPED teachers for reading and math.</p>	<p>2022-08-11 - 2022-08-19</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Common Planning and Collaboration	Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions.	2022-09-06 - 2022-06-03
On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)	Differentiation	Content area teachers will be trained on differentiating instruction, content, and	2022-08-18 - 2025-06-03

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Differentiation</p>	<p>assessments. Blocked schedules for Math and ELA at both the elementary and middle school will be reviewed by administration and SPED teachers to determine a schedule and/or protocol which will allow SPED teachers to meet with students on their case load for progress monitoring and interventions. An additional Elementary School SPED position will be created.</p>	<p>2022-04-12 - 2022-06-07</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>On the end of year 2024-2025 3rd - 8th grade PSSAs, the Students with Disabilities sub-group will meet PVAAS expectations and/or be no more than 3% behind the All Student sub-group. (Students with Disabilities meet PVAAS expectations)</p>	<p>Differentiation</p>	<p>Each SPED teacher will have a plan to access and progress monitor students on their case loads.</p>	<p>2022-08-18 - 2022-08-22</p>
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	<p>Trauma-Skilled Schools</p>	<p>Complete Trauma-Skilled certification of district SEL team and district training</p>	<p>2022-08-22 - 2023-05-26</p>
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)</p>	<p>Trauma-Skilled Schools</p>	<p>Implement SEL strategies district-wide for Tier 1</p>	<p>2022-08-19 - 2025-06-14</p>
<p>By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%.</p>	<p>Trauma-Skilled Schools</p>	<p>Administration of the PASS at the</p>	<p>2022-09-12 - 2023-05-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)		beginning of the year and end of the year	19
By the end of SY 2024-2025, attendance rates for the grades 9-12 "All Student" sub-group will increase by 6% over the 20-21 school year percentage of 89.3% to 95.3%. The attendance rates for the grades 9-12 "Students with Disabilities" sub-group and the "Economically Disadvantaged" student sub-group will increase by 12% over the SY 20-21 school percentage (76.5% and 79.7% respectively) to 88.5% and 91.7% respectively. (Increase High School Attendance Rates of Sub-Groups)	Improve advisory program in high school	Career artifacts more applicable and timely	2022-09-06 - 2025-06-03

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Math Series	Parents	Parent perspective about math series

**Anticipated Timeframe****Frequency****Delivery Method**

09/06/2022 - 05/23/2023

Once during the selection process

Presentation  
Posting on district website**Lead Person/Position**

K. Pinter/Dir. Curriulum &amp; Instruction

**Communication Step****Audience****Topics/Message of Communication**

Curriculum Development

Parents/community

Transparency of ELA curriculum

**Anticipated Timeframe****Frequency****Delivery Method**

09/06/2022 - 09/09/2024

BOY, MOY, EOY

Posting on district website  
Webinar**Lead Person/Position**

K. Pinter

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Trauma-Skilled Schools	Parents/Community/District	Completion of SEL team certification

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
06/03/2022 - 06/02/2023	Upon team's completion of certification	Posting on district website

<b>Lead Person/Position</b>
K. Pinter/Dir. of Curriculum & Instruction

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
MTSS Framework and Interventions	Parents	Student Tier, intervention being used, and goal

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/06/2022 - 06/02/2025	Whenever a student is placed in Tier 2 or 3 and begins interventions	Letter

**Lead Person/Position**

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Building Principals

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review Draft of Comprehensive Plan prior to Board and public review period	Overview of Draft Comprehensive Plan	Flipsnak presentation presented and posted on district website	Board members and public	June 2022 Board meeting
Review of State comments and proposed revisions for Final Comprehensive Plan	Review of State comments and proposed revisions for Final Comprehensive Plan	presentation and upload to website	Administration and Board members	when returned from submission
Progress Update	Progress toward Year 1 Targets	presentation to Board and upload to district website	All stakeholders	Periodically through school year and at the end of SY 22-23
Progress Update	Progress toward Year 2 Targets	presentation to Board and upload to district website	All stakeholders	Periodically through school year and at the end of SY 23-24
Progress Update	Progress toward Year 3 Targets	presentation to Board and upload to district website	All stakeholders	Periodically through school year and at the end of SY 24-25
Final report on progress	Outcomes of goals and suggestions for next 3 yr. cycle	presentation and upload to district website	All stakeholders	August 2025 (after state test scores received)



