

**Steelton-Highspire SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>	AUN	
School District	115228003	
<b>Address 1</b>		
PO Box 7645		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Steelton	PA	17113
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr Michael Iskric		MIskric@shsd.k12.pa.us
<b>Single Point of Contact Name</b>		
Willie Slade		
<b>Single Point of Contact Email</b>		
Wslade@shsd.k12.pa.us		
<b>Single Point of Contact Phone Number</b>		
7177043800		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michael Iskric	Administrator	Steelton-Highspire SD	MIskric@shsd.k12.pa.us
Donna Moll	Instructional Coach	Steelton-Highspire SD	dmoll@shsd.k12.pa.us
Trevor Saylor	Other	Capital Area Intermediate Unit	tsaylor@caiu.org
Willie Slade	Administrator	Steelton-Highspire SD	wslade@shsd.k12.pa.us
Eleni Cordero	Administrator	Steelton-Highspire SD	ecordero@shsd.k12.pa.us
Sarah Kelly	Staff Member	Sarah Kelly Education Services LLC	SARAHKELLY@SKESLLC.COM
Keri Poston	Administrator	Special Education	kposton@shsd.k12.pa.us
Tarah Gross	Administrator	Steelton-Highspire SD	tgross@shsd.k12.pa.us
Mark Wise	Staff Member	Steelton-Highspire SD	mwise@shsd.k12.pa.us
Tiffany Robinson	Parent	Steelton-Highspire SD	queenlymom3@gmail.com
Megan Armstead	Administrator	Steelton-Highspire SD	marmstead@shsd.k12.pa.us
Ashley Ward-McMullen	Board Member	Steelton-Highspire SD	award102408@gmail.com

## LEA Profile

The Steelton-Highspire School District is a diminutive, urban public school district located in Dauphin County, Pennsylvania. It encompasses the boroughs of Steelton and Highspire, both industrial suburbs of the City of Harrisburg. The district encompasses approximately 2 square miles (5.2 km<sup>2</sup>) and is located on the eastern bank of the Susquehanna River.

Currently, Steelton-Highspire School District has roughly 1,300 students in Kindergarten through 12 grade enrolled in the district. We also experience a very transient population of students coming and going frequently throughout the school year. Many of our students come from single-parent households. Most students walk to school daily.

Community groups are supportive of the schools and provide assistance with resources that address the needs of individual students. Active community groups include faith-based organizations, Communities That Care, Steelton-Highspire Initiative Roll Together (SHIRT), Steelton Youth in Action (SYIA), Salvation Army, and YMCA/YWCA resources. Penn State Harrisburg has been an ongoing supportive resource for district programs and has been generous with funds earmarked for college tours. The Highspire Historical Society is available to serve as an educational resource.

Within the district's 3 square miles, a few small playgrounds and one baseball field is provided in each community, but there are no libraries or student centers available to provide after school programming.

## Mission and Vision

### **Mission**

Mission: Together, we work with members of the board, district staff and community to educate and develop the whole child to compete, produce, and lead in our ever-changing society.

### **Vision**

Steelton-Highspire School District is transforming to excellence in all services and for all students.

## Educational Values

### **Students**

As students: Everyone is treated with dignity and respected for their uniqueness.

### **Staff**

As a staff: Students are our primary focus and responsibility. Disciplined behavior and pro-social skills are basic to continued growth for all students.

### **Administration**

As an administration: Students are our primary focus and responsibility. A strong educational program supported by high-quality resources will enhance the education of our students. District programs are enhanced when supported by continuous training of staff.

### **Parents**

As parents: Cooperation among and commitment from students, parents, community, administration, faculty, and support staff are essential parts of our learning environment.

### **Community**

As a community: The Steelton-Highspire School District values relationships, tradition, competition, and our alumni.

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
2022-2023 ELA PVAAS Elementary	All student groups exceeded the standard of demonstrating growth.
2022-2023 Math PVAAS Elementary	All student groups met the standard of demonstrating growth.
2022-2023 ELA PSSA/Literature Keystone PVAAS High School	All student groups met the standard of demonstrating growth.
2022-2023 Math PSSA/Algebra 1 Keystone PVAAS High School	All student groups exceeded the standard of demonstrating growth.
2022-2023 Science PSSA/Biology Keystone PVAAS High School	All student groups met the standard of demonstrating growth.
2022-2023 ELA PSSA and Literature Keystone High School 2022-2023 Math PSSA and Algebra 1 Keystone High School 2022-2023 Science PSSA and Biology Keystone High School	The percentage of proficient or advanced increased slightly for all students, but did not meet the interim goal/improvement target.
2022-2023 ELA PSSA Elementary 2022-2023 Math PSSA Elementary 2022-2023 Science PSSA Elementary	The percentage of proficient or advanced increased slightly for all students, but did not meet the interim goal/improvement target.

#### Challenges

Indicator	Comments/Notable Observations
2022-2023 4-Year Graduation Rate	Steelton-Highspire's graduation rate fluctuated in the past five years. In 2018 and 2019, 69% of students graduated. However, the average graduation rate for Steelton-High School students, based on the three most recent years, dropped to 63%.
2022-2023 Science PVAAS Elementary	All student groups did not meet the standard for demonstrating growth.
2022-2023 Regular Attendance High School	All student groups did not meet the performance standard of regular attendance, at 30%.
2022-2023 Regular Attendance Elementary School	All student groups did not meet the performance standard of regular attendance, at 40%.

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

Indicator	Comments/Notable Observations
2022-2023 Math PVAAS <b>Grade Level(s) and/or Student Group(s)</b> Elementary - IEP	Students with disabilities exceeded the standard for demonstrating growth.

<p><b>Indicator</b> 2022-2023 Science PSSA <b>Grade Level(s) and/or Student Group(s)</b> Elementary - Black, ED</p>	<p><b>Comments/Notable Observations</b> Black and economically disadvantaged groups showed a significant increase in proficient/advanced (nearly doubled) from the prior year.</p>
<p><b>Indicator</b> 2022-2023 Regular Attendance <b>Grade Level(s) and/or Student Group(s)</b> Elementary - Black, ED, ELL</p>	<p><b>Comments/Notable Observations</b> Black, economically disadvantaged, and ELL groups showed an increase in regular attendance from the prior year.</p>
<p><b>Indicator</b> 2022-2023 ELA and Literature Keystone <b>Grade Level(s) and/or Student Group(s)</b> High School - White, ED, IEP</p>	<p><b>Comments/Notable Observations</b> White, economically disadvantaged, and IEP groups showed a slight increase in proficient/advanced.</p>
<p><b>Indicator</b> 2022-2023 Math and Algebra 1 Keystone <b>Grade Level(s) and/or Student Group(s)</b> High School - Black, Hispanic, White</p>	<p><b>Comments/Notable Observations</b> Black, Hispanic, and white groups showed a slight increase in proficient/advanced.</p>
<p><b>Indicator</b> 2022-2023 ELA/Literature PVAAS <b>Grade Level(s) and/or Student Group(s)</b> High School - Black</p>	<p><b>Comments/Notable Observations</b> This group exceeded the standard for demonstrating growth.</p>

### Challenges

<p><b>Indicator</b> 2022-2023 ELA PSSA <b>Grade Level(s) and/or Student Group(s)</b> Elementary - All groups</p>	<p><b>Comments/Notable Observations</b> While all students increased in the percentage of proficient/advanced to 16.8%, this is well below the state average of 54.5%.</p>
<p><b>Indicator</b> 2022-2023 Math PSSA <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b> While some student groups increased in the percentage of proficient/advanced, the all student group has only increased their proficient/advanced to 5.9%. This is well below the state average of 38.3%.</p>

Elementary - White, 2 or more races, IEP	
<b>Indicator</b> 2022-2023 Regular Attendance <b>Grade Level(s) and/or Student Group(s)</b> Elementary - Hispanic, white, 2 or more races, IEP	<b>Comments/Notable Observations</b> Hispanic, White, 2 or more races and IEP groups showed a decrease in regular attendance from the prior year, with 2 or More Races decreasing by 20%.
<b>Indicator</b> 2022-2023 ELA PSSA/Literature Keystone <b>Grade Level(s) and/or Student Group(s)</b> High School - Hispanic	<b>Comments/Notable Observations</b> The Hispanic group decreased in proficient/advanced from the prior year. While most groups saw no change or a slight increase, the percentage of proficient/advanced is 16.3%, which is well below the state average of 54.5%.
<b>Indicator</b> 2022-2023 Math PSSA/Algebra 1 Keystone <b>Grade Level(s) and/or Student Group(s)</b> High School - All groups	<b>Comments/Notable Observations</b> While all groups slightly increased in the percentage of proficient/advanced to 3.2%, this is well below the state average of 38.3%.
<b>Indicator</b> 2022-2023 Science PSSA/Biology Keystone <b>Grade Level(s) and/or Student Group(s)</b> High School - All groups	<b>Comments/Notable Observations</b> While all groups slightly increased in the percentage of proficient/advanced to 14.5%, this is well below the state average of 58.9%.
<b>Indicator</b> 2022-2023 ELA PSSA/Literature Keystone PVAAS <b>Grade Level(s) and/or Student Group(s)</b> High School - Hispanic	<b>Comments/Notable Observations</b> The Hispanic group did not meet the standard for demonstrating growth.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

2022-2023 ELA PVAAS Elementary 2022-2023 Math PVAAS Elementary
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2022-2023 ELA PSSA/Literature Keystone PVAAS High School 2022-2023 Math PSSA/Algebra 1 Keystone PVAAS High School 2022-2023 Science PSSA/Biology Keystone PVAAS High School
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### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

2022-2023 4-Year Graduation Rate
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2022-2023 Regular Attendance
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2022-2023 ELA PSSA and Literature Keystone 2022-2023 Math PSSA and Algebra 1 Keystone 2022-2023 Science PSSA and Biology Keystone
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The Hispanic group has seen a decrease in regular attendance, 4-year graduation rate, and PSSA/Keystone proficiency across the district.
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Exact Path	Exact Path continues to be administered and implemented for grades 7-9 during the school year.
CDTs CDTs 3rd-6th grade	CDTs continue to be administered to 10th and 11th grade students during the school year.
Acadience Data K-6	Above benchmark, on benchmark, below benchmark

### English Language Arts Summary

#### Strengths

Exact Path learning paths provide the remediation to students immediately after finishing their diagnostics. This has become a valuable tool in differentiation for ELA.
MTSS Core team meets once a month to discuss students' data, achievement, and growth. Based off the data, growth, or lack of growth, the team implements different interventions to address students' individual needs in ELA.
Small group instruction has been implemented with fidelity based on the data shared every 4 to 6 weeks at MTSS Core meetings and grade-level meetings in ELA.
Tier 2 and 3 interventions are mostly implemented in ELA.

#### Challenges

CDTs were administered inconsistently throughout the school year. There was no way to monitor or reliably track student growth or achievement.
Meeting the needs of our learning support students and achieving appropriate growth and/or ROI continues to be a challenge in ELA.
Implementing Tier 2 and 3 interventions in the learning support classrooms with fidelity continues to be a challenge in ELA.

### Mathematics

Data	Comments/Notable Observations
Exact Path	Exact Path continues to be administered and implemented for grades 7-9 during the school year.
CDTs CDTs 3rd-6th grade	CDTs continue to be administered to 10th and 11th grade students during the school year.
Acadience Data K-6	Above benchmark, on benchmark, below benchmark

### Mathematics Summary

#### Strengths

Analysis of Exact path diagnostic results in Math has become more pervasive and consistent, especially with attendance and behavior data at the high school.
A few years ago, SHES hired a math coach to help our endeavors by raising our overall math scores. This new hire has helped many teachers implement the best mathematical practices within their classrooms.

Our teachers have received much more math training this school year than we have had in the past at SHES.
SHES purchased a new math curriculum that is designed to meet the needs of individuals learners. SHES also purchased an intervention piece to go along with it. This helps track student data and planned specific instruction for students that are not on grade-level.

**Challenges**

Implementing Tier 2 and 3 interventions in Math continues to be a challenge at SHES.
Ensuring all students complete an Exact Path diagnostic or CDT in Math at least twice is vital in measuring growth throughout the school year.
Implementing small group/guided math instruction across the board continues to be a challenge at SHES.
Filling the large mathematic academic gaps seen across grade level bands continues to be a challenge at SHES.

**Science, Technology, and Engineering Education**

<b>Data</b>	<b>Comments/Notable Observations</b>
CDTs	CDTs continue to be administered to 10th and 11th grade students during the school year and at the elementary.

**Science, Technology, and Engineering Education Summary**

**Strengths**

The science department has spent considerable time examining and aligning curriculum to the new NGSS standards that will go into effect in 2023-2024 school year.
SHES had 18.5% percent of our students achieve Proficient on our PSSA Science scores in 21-22.
STEAM has been a much bigger focus at the elementary school and appropriate training has been offered to teachers to help them implement STEAM within their classroom.

**Challenges**

Data analysis was inconsistent after tests were administered at SHHS in Science.
Maintaining 12 percent proficiency in Science in the upcoming years and growing will be a challenge at SHES.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2022-2023 Career Standards Benchmark: Elementary Grade 5	80.6% All Student Group for Elementary Grade 5
2022-2023 Career Standards Benchmark: High School Grades 8 and 11	66.3% All Student Group for High School Grades 8 and 11 IEP group percentage decreased from prior year
2022-2023 Industry-Based Learning	The percentage of graduates competent or advanced on industry standards-based competency assessments increased from the prior. However, the percentage of 5.4% is well below the state average of 32.8%.
SmartFutures	Student evidence of completed activities in the portal

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Harrisburg Area Community College

**Agreement Type**

**Program/Course Area**

Dual Enrollment/College in the High School

**Uploaded Files**

HACC Dual Enrollment Agreement 2022-2023.pdf

**Partnering Institution**

Harrisburg University of Science and Technology

**Agreement Type**

**Program/Course Area**

Dual Enrollment/College in the High School

**Uploaded Files**

HACC Dual Enrollment Agreement 2022-2023\_643d2939.pdf

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

SHES purchased SmartFutures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands. Students are participating in Career Readiness lessons on a weekly basis and evidence is being collected in our SmartFutures portal.
Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.
We have placed a specific individual in the position of a career counselor to help us meet our goals, stay on track, and look at our SmartFutures data.
According to SHES SmartFutures data, over 75% of our students completed the appropriate amount of Career Readiness lessons for the 21-22 school year.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.

Continuing the momentum of implementing Career Readiness lessons in the following years to come with all the other strains and pressure to meet academic criteria is a challenge.

Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels, is a challenge.

Working with the career readiness counselor in the elementary building on a regular schedule. Having consistent meetings with the admin team and counselors is a challenge.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

While none of these groups are a focus of this plan, we continue to analyze local and statement assessment data to ensure equity.
Ensuring equity in education is a priority for SHSD.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

While none of these groups are a focus of this plan, progress monitoring of all groups through a district-wide MTSS model is critical for the success for every SHSD student.
An MTSS model is beginning to develop at the high school level, and will continue to be a challenge based on the school configuration, staff, scheduling, etc.
Large academic gaps in instruction between grade level bands is a challenge at SHES.
Engaging students through differentiation in all classrooms, school-wide, is a challenge at SHES.

## Designated Schools

### Steelton-Highspire HS

Priority Challenge	Comments and Notable Observations
During the 2021-2022 school year, the percentage of proficient or advanced of all students on the PSSAs: 14.9% English Language Arts/Literature 1.6% Mathematics/Algebra 11.6% Science/Biology	If the instruction is aligned, coordinated and evidence-based, it will impact the achievement and growth in the instructional areas identified by the school as challenges
During the 2020-2021 school year, regular student attendance was 38.2%.	Challenges with accurately tracking and monitoring attendance. Staff unaware of strategies to increase attendance.
CDTs were administered inconsistently throughout the school year. There was no way to monitor or reliably track student growth or achievement.	
Data analysis was inconsistent after tests were given and data was collected.	

### Steelton-Highspire El Sch

Priority Challenge	Comments and Notable Observations
Tier 2 and 3 interventions for students struggling in mathematics is a challenge.	Tier 2 and 3 interventions need to be implemented with fidelity across the board
Attendance needs to raise above 90% at SHES.	

Systemic LEA Challenges
The protocols of a systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, along with consistent data monitoring is a challenge for SHSD.
Holding students accountable for attendance and working with families to help bridge gaps and barriers continues to be a challenge in SHSD.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Considered in Forming plan
Title 1 Program	NA
Student Services	Considered in forming plan
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

SHSD always places high priority on our student services plan.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

At this time, no other plans would have an impact on achieving the mission and vision.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Not Yet Evident
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Not Yet Evident
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Not Yet Evident

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Not Yet Evident
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Not Yet Evident

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Not Yet Evident
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Not Yet Evident

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Not Yet Evident
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Not Yet Evident

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Foster a vision and culture of high expectations for success for all students, educators, and families. Establish and maintain a focused system for continuous improvement and ensure organizational coherence. Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. 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.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of various data. Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
2022-2023 ELA PVAAS Elementary 2022-2023 Math PVAAS Elementary	True
2022-2023 ELA PSSA/Literature Keystone PVAAS High School 2022-2023 Math PSSA/Algebra 1 Keystone PVAAS High School 2022-2023 Science PSSA/Biology Keystone PVAAS High School	True
Exact Path learning paths provide the remediation to students immediately after finishing their diagnostics. This has become a valuable tool in differentiation for ELA.	True
MTSS Core team meets once a month to discuss students' data, achievement, and growth. Based off the data, growth, or lack of growth, the team implements different interventions to address students' individual needs in ELA.	False
The science department has spent considerable time examining and aligning curriculum to the new NGSS standards that will go into effect in 2023-2024 school year.	True
SHES purchased SmartFutures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands. Students are participating in Career Readiness lessons on a weekly basis and evidence is being collected in our SmartFutures portal.	False
Analysis of Exact path diagnostic results in Math has become more pervasive and consistent, especially with attendance and behavior data at the high school.	False
Small group instruction has been implemented with fidelity based on the data shared every 4 to 6 weeks at MTSS Core meetings and grade-level meetings in ELA.	False
Tier 2 and 3 interventions are mostly implemented in ELA.	False
A few years ago, SHES hired a math coach to help our endeavors by raising our overall math scores. This new hire has helped many teachers implement the best mathematical practices within their classrooms.	False
Our teachers have received much more math training this school year than we have had in the past at SHES.	False
SHES purchased a new math curriculum that is designed to meet the needs of individuals learners. SHES also purchased an intervention piece to go along with it. This helps track student data and planned specific instruction for students that are not on grade-level.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	True
While none of these groups are a focus of this plan, we continue to analyze local and statement assessment data to ensure equity.	False
SHSD always places high priority on our student services plan.	False
Ensuring equity in education is a priority for SHSD.	False

Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.	False
SHES had 18.5% percent of our students achieve Proficient on our PSSA Science scores in 21-22.	False
STEAM has been a much bigger focus at the elementary school and appropriate training has been offered to teachers to help them implement STEAM within their classroom.	False
We have placed a specific individual in the position of a career counselor to help us meet our goals, stay on track, and look at our SmartFutures data.	False
According to SHES SmartFutures data, over 75% of our students completed the appropriate amount of Career Readiness lessons for the 21-22 school year.	False
	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
2022-2023 4-Year Graduation Rate	False
2022-2023 Regular Attendance	False
2022-2023 ELA PSSA and Literature Keystone 2022-2023 Math PSSA and Algebra 1 Keystone 2022-2023 Science PSSA and Biology Keystone	False
The Hispanic group has seen a decrease in regular attendance, 4-year graduation rate, and PSSA/Keystone proficiency across the district.	False
CDTs were administered inconsistently throughout the school year. There was no way to monitor or reliably track student growth or achievement.	False
Data analysis was inconsistent after tests were administered at SHHS in Science.	False
Meeting the needs of our learning support students and achieving appropriate growth and/or ROI continues to be a challenge in ELA.	False
Ensuring all students complete an Exact Path diagnostic or CDT in Math at least twice is vital in measuring growth throughout the school year.	False
Implementing Tier 2 and 3 interventions in Math continues to be a challenge at SHES.	False
Implementing Tier 2 and 3 interventions in the learning support classrooms with fidelity continues to be a challenge in ELA.	False
	False
Implementing small group/guided math instruction across the board continues to be a challenge at SHES.	False
Foster a vision and culture of high expectations for success for all students, educators, and families. Establish and maintain a focused system for continuous improvement and ensure organizational coherence. Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	True
Coordinate and monitor supports aligned with students' and families' needs.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of various data. Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True
A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.	False
An MTSS model is beginning to develop at the high school level, and will continue to be a challenge based on the school configuration, staff, scheduling, etc.	False
At this time, no other plans would have an impact on achieving the mission and vision.	False
While none of these groups are a focus of this plan, progress monitoring of all groups through a district-wide MTSS model is critical for the success for every SHSD student.	False
Continuing the momentum of implementing Career Readiness lessons in the following years to come with all the other strains and pressure to meet academic criteria is a challenge.	False
Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels, is a challenge.	False
Working with the career readiness counselor in the elementary building on a regular schedule. Having consistent meetings with the admin team and counselors is a challenge.	False
Large academic gaps in instruction between grade level bands is a challenge at SHES.	False
Engaging students through differentiation in all classrooms, school-wide, is a challenge at SHES.	False
Filling the large mathematic academic gaps seen across grade level bands continues to be a challenge at SHES.	False
Maintaining 12 percent proficiency in Science in the upcoming years and growing will be a challenge at SHES.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

In fall 2023, Dr. Jennifer Reinhart of the Pennsylvania Statewide team for school improvement conducted a series of interviews and surveys of district stakeholders. Data gathered from this has a significant impact on the challenges that are checked for consideration for the comprehensive plan.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Foster a vision and culture of high expectations for success for all students, educators, and families. Establish and maintain a focused system for continuous improvement and ensure organizational coherence. Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.</p>	<p>The current comprehensive plan does not include specific measurements to track over time. Based on central office interviews, the goals are shared in general terms, and there is no system in place to monitor progress on goal attainment. Data conversations are not taking place at the district level. Students were unable to identify goals for academics and behavior. Specifically, high school students shared that there are low academic expectations when compared to neighboring districts.</p>	<p>True</p>
<p>Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.</p>	<p>The 6-year curriculum review cycle documents lists general steps to be taken in each year of the cycle. During interviews with district and school leaders, individuals are unclear as to who is responsible for each step for reviewing and for approving the updated curriculum. The curriculum documents vary in organization and quality. Overall, proficiency rates in ELA/Literature and Math/Algebra are significantly lower than the state average. Staff identified challenges in accessing data. There is inconsistent access to standards aligned assessments at the high school. There is no district process for analyzing data or monitoring progress on district goals.</p>	<p>True</p>
<p>Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.</p>	<p>There is no plan to systematically evaluate professional learning. During interviews, staff's understanding of plans to evaluate professional learning effectiveness varied across levels. Recruitment strategies for positions include posting openings on the district website and relying on local networking. The process for posting, interviewing, hiring and firing had various levels of understanding across individuals interviewed.</p>	<p>True</p>
<p>Coordinate and monitor supports aligned with students' and families' needs.</p>		<p>False</p>
<p>Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of various data. Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.</p>	<p>There is not a clear process for requesting or accessing funds from educational items. Resources needed to support school plans were not paid for and may not be available in upcoming months. There is a perception that fund allocation is not based on data or student need. There is also a perception that funding for athletics supersedes funding</p>	<p>True</p>

	for academics. A consistent budget deficit for over 14 years, lack of supportive tax revenue, and double-digit percentage of students attending charter schools continues to be a major challenge.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	
The science department has spent considerable time examining and aligning curriculum to the new NGSS standards that will go into effect in 2023-2024 school year.	
2022-2023 ELA PVAAS Elementary 2022-2023 Math PVAAS Elementary	Substantial growth across all subjects was evident.
2022-2023 ELA PSSA/Literature Keystone PVAAS High School 2022-2023 Math PSSA/Algebra 1 Keystone PVAAS High School 2022-2023 Science PSSA/Biology Keystone PVAAS High School	Substantial growth across all subjects was evident.
Exact Path learning paths provide the remediation to students immediately after finishing their diagnostics. This has become a valuable tool in differentiation for ELA.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we set measurable goals, monitor specific data points, and communicate expectations clearly to stakeholders, we can foster a culture of high expectations and continuous improvement, ensuring organizational coherence and meaningful engagement for district-wide student success.
	If we refine our curriculum and assessment processes, we can enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.
	If we create a targeted professional learning plan that fosters leadership, we can attract and keep qualified staff while delivering relevant professional development aligned with our goals.
	If we establish transparent budgeting, we can distribute resources efficiently, based on data, to support district goals by aligning local, state, and federal funds.

## Goal Setting

Priority: If we refine our curriculum and assessment processes, we can enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of 2026-2027, we will have refined our curriculum and assessment processes to enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Curriculum and Assessment Processes		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of 2024-2025, a detailed curriculum review and renewal process and an assessment calendar will be adopted.	By the end of 2025-2026, administrators will strengthen their capacity as instructional leaders through monitoring of assessment data and supervision of curricular changes.	By the end of 2026-2027, we will have refined our curriculum and assessment processes to enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.

Priority: If we set measurable goals, monitor specific data points, and communicate expectations clearly to stakeholders, we can foster a culture of high expectations and continuous improvement, ensuring organizational coherence and meaningful engagement for district-wide student success.

<b>Outcome Category</b>		
Essential Practices 2: Empower Leadership		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of 2026-2027, we will set clear, measurable goals, effectively monitor specific data points and communicate expectations consistently to foster a culture of high expectations and continuous improvement, and ensure organizational coherence and meaningful engagement for district-wide student success.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Data Monitoring and Communication		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of 2024-2025, communication of measurable goals and their progress will be delivered to stakeholders.	By the end of 2025-2026, communication of measurable goals and their progress, along with building an effective message of expectations of all stakeholders, will be emerging.	By the end of 2026-2027, we will set clear, measurable goals, effectively monitor specific data points and communicate expectations consistently to foster a culture of high expectations and continuous improvement, and ensure organizational coherence and meaningful engagement for district-wide student success.

Priority: If we create a targeted professional learning plan that fosters leadership, we can attract and keep qualified staff while delivering relevant professional development aligned with our goals.

<b>Outcome Category</b>		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of 2026-2027, we will implement a differentiated professional learning plan for current SHSD educators that includes leadership development.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Skilled, Effective Educators		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of 2024-2025, central office will have identified and provided current educators professional development targeted to their needs.	By the end of 2025-2026, central office and building leaders will develop a learning plan for staff interested in leadership.	By the end of 2026-2027, we will implement a differentiated professional learning plan for current SHSD educators that includes leadership development.

Priority: If we establish transparent budgeting, we can distribute resources efficiently, based on data, to support district goals by aligning local, state, and federal funds.

<b>Outcome Category</b>		
Essential Practices 5: Allocate Resources Strategically and Equitably		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 2026-2027, we will develop transparent budgeting and spending plans that enable the allocation of resources based on data analysis resulting in an improvement in resource utilization efficiency, as measured by financial reports and stakeholder feedback, while ensuring alignment with local, state, and federal program requirements.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Resource Alignment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of 2024-2025, a transparent budgeting and spending plan will be developed.	By the end of 2025-2026, a balanced budget and spending plan will be developed with resources being allocated based on needs and program requirements.	By the end of the 2026-2027, we will develop transparent budgeting and spending plans that enable the allocation of resources based on data analysis resulting in an improvement in resource utilization efficiency, as measured by financial reports and stakeholder feedback, while ensuring alignment with local, state, and federal program requirements.

## Action Plan

### Measurable Goals

Curriculum and Assessment Processes	Data Monitoring and Communication
Skilled, Effective Educators	Resource Alignment

### Action Plan For: Comprehensive Curriculum Program Cycle

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of 2026-2027, we will have refined our curriculum and assessment processes to enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.</li> <li>By the end of the 2026-2027, we will develop transparent budgeting and spending plans that enable the allocation of resources based on data analysis resulting in an improvement in resource utilization efficiency, as measured by financial reports and stakeholder feedback, while ensuring alignment with local, state, and federal program requirements.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop a detailed Curriculum Review and Renewal Process based on the current 6-year curriculum cycle		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent/Business Manager	SAS, assessment data, consultants, teachers/instructional coach/training and coaching	No	No
Action Step		Anticipated Start/Completion Date	
Strengthen job embedded coaching to support curriculum		2025-07-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent	PDESAS, assessment data, consultants, teachers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Currently, there is a 6-year curriculum cycle listing the phase and steps for Math, Social Studies, Science, ELL/Foreign Language/Health, ELA, Music/Art/Library/Computer Science. The anticipated output of this action plan is to provide a detailed plan for what occurs during a curriculum review and renewal process.	The Assistant to the Superintendent will reflect on the process after the first year of implementation and determine any changes (what went well, what steps are necessary, what needs to be changed). New courses and purchases of new materials will be brought to the Board.

## Action Plan For: Annual Assessment Calendar and Data Monitoring

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of 2026-2027, we will have refined our curriculum and assessment processes to enhance evidence-based teaching and bolster instructional leadership, ensuring high-quality, standards-aligned education for all students.</li> <li>By the end of 2026-2027, we will set clear, measurable goals, effectively monitor specific data points and communicate expectations consistently to foster a culture of high expectations and continuous improvement, and ensure organizational coherence and meaningful engagement for district-wide student success.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop an assessment calendar every year that includes the type of assessment and dates		2024-07-31	2027-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Coordinator/Assistant to the Superintendent	assessment dates, assessment programs	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop a data collection plan and timeline to evaluate the effectiveness of instruction and/or assessment type		2024-07-31	2027-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals/Assistant to the Superintendent	assessment data, assessment calendar	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output will include an annual assessment calendar posted on the district website. Additionally, the data coordinator or assistant to the superintendent will collect and analyze assessment data and meet with building leaders to share results and next steps in adjusting instruction.	The data coordinator or the assistant to the superintendent will provide the calendar prior to the start of the school year. The number of times data will be collected and analyzed is dependent on the school/assessment frequency.

## Action Plan For: Differentiated Professional Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2026-2027, we will develop transparent budgeting and spending plans that enable the allocation of resources based on data analysis resulting in an improvement in resource utilization efficiency, as measured by financial reports and stakeholder feedback, while ensuring alignment with local, state, and federal program requirements.</li> <li>By the end of 2026-2027, we will implement a differentiated professional learning plan for current SHSD educators that includes leadership development.</li> </ul>

Action Step	Anticipated Start/Completion Date

Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs		2024-08-01	2027-08-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant to the Superintendent/Business Manager	Professional goals/PDESAS	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Educators at SHSD will participate in professional development grounded in the district and school priorities and differentiated based on need.	Building principals/Assistant to the Superintendent/annual/ACT 48 hours

### Action Plan For: Leadership Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of 2026-2027, we will implement a differentiated professional learning plan for current SHSD educators that includes leadership development.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administrators will develop a future leadership mentoring program to create a leadership pipeline		2025-07-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent/Assistant Superintendent	Future leadership/mentoring programs and research/timelines/PD schedules	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The purpose of this step is to retain employees at SHSD and building a leadership program within the district is a strategy that can keep teachers from leaving the district, which is a current issue.	Annual evaluation/building leaders/reporting annually on current staff in the program

### Action Plan For: Communication and a Unified Purpose

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of 2026-2027, we will set clear, measurable goals, effectively monitor specific data points and communicate expectations consistently to foster a culture of high expectations and continuous improvement, and ensure organizational coherence and meaningful engagement for district-wide student success.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Strengthen and encourage student responsibility through goal setting, self-reflection, self-advocacy, and connecting their learning to the mission and vision of SHSD		2024-09-01	2027-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Student Services/Guidance	goal writing template	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Strengthen existing communications and identify new ways to communicate student academic success and progress to families		2024-09-01	2027-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Community relations	social media/parents	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All members of the SHSD community are aware of the expectations set forth to create a unified purpose. Increasing ways to share student success, especially in academics, will provide a culture of respect.	Educator and student goal setting will be aligned with the district mission and vision and examples of academic success will be highlighted through various forms of media.

### Action Plan For: Transparent Budgeting and Spending Plans

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2026-2027, we will develop transparent budgeting and spending plans that enable the allocation of resources based on data analysis resulting in an improvement in resource utilization efficiency, as measured by financial reports and stakeholder feedback, while ensuring alignment with local, state, and federal program requirements.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Establish a clear budget and spending plan to share with all stakeholders. This will include: 1. Assessing current processes and identifying areas where transparency is lacking. 2. Defining goals and objectives aligned with district priorities and goals. 3. Involve key stakeholders, including building leaders and gathering feedback on the transparency of processes. 4. Establish procedures and guidelines while documenting processes. 5. Evaluate current budgeting software (if necessary) and make adjustments.	2024-06-01	2024-08-01

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Business Manager	accounting software, current budgeting process	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continue to communicate regularly the goals and progress of the updated, transparent budgeting initiative		2024-08-01	2027-08-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
business manager	stakeholder feedback	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All stakeholders, including building leaders, will know what spending can be done each year and provide the resources to educators that area aligned with student needs	every 3 months for the first year; board meetings; building and central office leaders

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Differentiated Professional Development	Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs

### Penn Literacy Network

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
Secondary teachers		
<b>Topics to be Included</b>		
literacy strategies		
<b>Evidence of Learning</b>		
final project submitted to receive credit; lesson plans		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal	2023-09-01	2024-05-15

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	5 days/year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Focus on Belief Systems

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>
<b>Audience</b>
Math and Science secondary teachers
<b>Topics to be Included</b>
Understanding of student achievement and engagement
<b>Evidence of Learning</b>

project based learning activities		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chad Frye, Messiah College	2023-09-13	2025-05-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	3 days
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Collins Writing

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
Grade 7-12 teaching staff		
<b>Topics to be Included</b>		
Introduction to Collins Writing		
<b>Evidence of Learning</b>		
Implementation of ideas taught in professional development		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building administration	2023-09-01	2024-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	3 times a year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Attendance

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
Overview of the attendance taking process and how we will keep track of student data; District-wide attendance policies and procedures SAIC meetings Truancy		
<b>Evidence of Learning</b>		
Powerschool documentation and parent communication documentation.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Administration	2024-08-14	2027-08-20

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	1x during inservice and throughout the year as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>4b: Maintaining Accurate Records</li> <li>4c: Communicating with Families</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Trauma Informed Learning

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
Secondary staff		
<b>Topics to be Included</b>		
strategies focused to support students who have endured trauma		
<b>Evidence of Learning</b>		
reflections; implementation of strategies when needed		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building administrators	2024-08-30	2024-09-01

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
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Inservice day	1 time a year; this will be completed on an annual basis for new staff
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

### Walkthrough Tool Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
Building principals		
<b>Topics to be Included</b>		
developing a walkthrough tool in order to collect evidence and determine if teachers are implementing effective, research-based instructional strategies; how to support struggling teachers; feedback		
<b>Evidence of Learning</b>		
walkthrough tool, data collection of observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal/Devopar Consulting	2023-08-01	2024-12-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-5 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Instructional & Active Engagement

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>	
<b>Audience</b>	
Elementary staff; done yearly	
<b>Topics to be Included</b>	
Powerschool attendance Powerschool log enteries	
<b>Evidence of Learning</b>	
Completion of parent phone calls and log enteries	

<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal	2023-08-28	2027-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Professional development during inservice and throughout the year as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Progress Monitoring

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
All elementary staff and para-educators		
<b>Topics to be Included</b>		
Interventions Progress Monitoring		
<b>Evidence of Learning</b>		
Acadience, walkthroughs and observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Instructional Coach	2023-08-28	2027-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Data-Driven Instruction

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>	
<b>Audience</b>	
Elementary staff	

<b>Topics to be Included</b>		
Data driven instruction and instructional groupings		
<b>Evidence of Learning</b>		
Small group learning		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Instructional Coach	2023-08-28	2027-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Smart Futures

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Identify specific needs and interests for staff aligned with district policies and PDE requirements, and allot fiscal resources to meet professional needs</li> </ul>		
<b>Audience</b>		
Elementary classroom teachers		
<b>Topics to be Included</b>		
Smart Futures tutorial and career readiness standards		
<b>Evidence of Learning</b>		
Student activity logged on Smart Futures		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Counselors	2023-08-28	2025-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 4b: Maintaining Accurate Records</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Annual Assessment Calendar and Data Monitoring	Develop an assessment calendar every year that includes the type of assessment and dates
Annual Assessment Calendar and Data Monitoring	Develop a data collection plan and timeline to evaluate the effectiveness of instruction and/or assessment type
Communication and a Unified Purpose	Strengthen and encourage student responsibility through goal setting, self-reflection, self-advocacy, and connecting their learning to the mission and vision of SHSD
Communication and a Unified Purpose	Strengthen existing communications and identify new ways to communicate student academic success and progress to families
Transparent Budgeting and Spending Plans	Continue to communicate regularly the goals and progress of the updated, transparent budgeting initiative

### Assessment Calendar

Action Step		
<ul style="list-style-type: none"> <li>Develop an assessment calendar every year that includes the type of assessment and dates</li> <li>Develop a data collection plan and timeline to evaluate the effectiveness of instruction and/or assessment type</li> <li>Strengthen and encourage student responsibility through goal setting, self-reflection, self-advocacy, and connecting their learning to the mission and vision of SHSD</li> <li>Strengthen existing communications and identify new ways to communicate student academic success and progress to families</li> <li>Continue to communicate regularly the goals and progress of the updated, transparent budgeting initiative</li> </ul>		
Audience		
District staff and parents		
Topics to be Included		
Assessment dates, data monitoring and collection plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-07-01	2024-08-01

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Email	yearly

### Communication

Type of Communication	Frequency
Email	yearly

### Communication

Type of Communication	Frequency
Other	board meetings

### Roller Pride

Action Step		
<ul style="list-style-type: none"><li>• Develop an assessment calendar every year that includes the type of assessment and dates</li><li>• Develop a data collection plan and timeline to evaluate the effectiveness of instruction and/or assessment type</li><li>• Strengthen and encourage student responsibility through goal setting, self-reflection, self-advocacy, and connecting their learning to the mission and vision of SHSD</li><li>• Strengthen existing communications and identify new ways to communicate student academic success and progress to families</li><li>• Continue to communicate regularly the goals and progress of the updated, transparent budgeting initiative</li></ul>		
Audience		
Other than the school board, this will be communicated to building principals		
Topics to be Included		
Annual budget allowances for professional development, supplies, etc		
Lead Person/Position	Anticipated Start	Anticipated Completion
Business Manager and Superintendent	2024-08-01	2027-06-30

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Email	yearly

### Communication

Type of Communication	Frequency
Email	yearly

### Communication

Type of Communication	Frequency
Other	board meetings

### District Budget

Action Step		
<ul style="list-style-type: none"><li>• Develop an assessment calendar every year that includes the type of assessment and dates</li><li>• Develop a data collection plan and timeline to evaluate the effectiveness of instruction and/or assessment type</li><li>• Strengthen and encourage student responsibility through goal setting, self-reflection, self-advocacy, and connecting their learning to the mission and vision of SHSD</li><li>• Strengthen existing communications and identify new ways to communicate student academic success and progress to families</li><li>• Continue to communicate regularly the goals and progress of the updated, transparent budgeting initiative</li></ul>		
Audience		
Other than the school board, this will be communicated to building principals		
Topics to be Included		
Annual budget allowances for professional development, supplies, etc		
Lead Person/Position	Anticipated Start	Anticipated Completion
Business Manager and Superintendent	2024-08-01	2027-06-30

### Communication

Type of Communication	Frequency
Posting on district website	yearly

### Communication

Type of Communication	Frequency
Posting on district website	yearly

Communication

Type of Communication	Frequency
Posting on district website	yearly

Communication

Type of Communication	Frequency
Email	yearly

Communication

Type of Communication	Frequency
Email	yearly

Communication

Type of Communication	Frequency
Other	board meetings

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>