

## **PINE-RICHLAND SD**

702 Warrendale Rd

Comprehensive Plan | 2023 - 2026

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### **MISSION STATEMENT**

The mission of the Pine-Richland School District is to focus on learning for every student every day.

### **VISION STATEMENT**

The vision of the Pine-Richland School District is a picture developed by a student that captures the mission and provides a vivid reminder of the challenge and opportunity of our schools. That image will be further refined based on input from the school board, staff, and community through the town hall process. Some elements of the existing image will be modified. A new aspect of this image will focus on the future paths for students after graduation and the connection of those paths to our local and broader community (available upon request). As a method for defining learning, the image conveys the following: Learning is our primary purpose. Learning occurs inside and outside the classroom. Learning is measured as BOTH achievement AND growth. Learning happens differently for different people so flexibility and variation are needed in the approach. Learning requires effort and persistence. Learning is for all of us and requires the support of everyone (e.g., student, staff, and parents).

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The PRIDE values are consistent across all stakeholder groups: Personal Growth represents a belief in the whole child and development through the years at Pine-Richland. In addition to academic growth, this value is meant to represent social, emotional, and physical growth as well. Personal growth can also be applied to the staff. Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths." It was adapted from the American Psychological Association. We believe that students must be equipped to handle success and adversity in their lives. Innovation represents breakthrough change or new ways of performance in a discontinuous manner. Through the town hall discussions, innovation also signals an emphasis on problem-solving and critical thinking. Diverse Opportunities capture the importance of a wide range of choices in academics, athletics, arts, and activities. It acknowledges the fact that students have varied interests. Exposure to a wide variety of opportunities helps them achieve personal growth and potential areas of future interest. Engagement reflects the degree to which students, staff, parents, and community are part of the school district. It reflects engagement in the classroom for students as well as their connection to other aspects of student life. For our staff and community, engagement is a critical element of achieving our goals.

### **STAFF**

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## **ADMINISTRATION**

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## **PARENTS**

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## **COMMUNITY**

The PRIDE values are consistent across all stakeholder groups: Personal Growth represents a belief in the whole child and development through the years at Pine-Richland. In addition to academic growth, this value is meant to represent social, emotional, and physical growth as well. Personal growth can also be applied to the staff. Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths." It was adapted from the American Psychological Association. We believe that students must be equipped to handle success and adversity in their lives. Innovation represents breakthrough change or new ways of performance in a discontinuous manner. Through the town hall discussions, innovation also signals an emphasis on problem-solving and critical thinking. Diverse Opportunities capture the importance of a wide range of choices in academics, athletics, arts, and activities. It acknowledges the fact that students have varied interests. Exposure to a wide variety of opportunities helps them achieve personal growth and potential areas of future interest. Engagement reflects the degree to which students, staff, parents, and community are part of the school district. It reflects engagement in the classroom for students as well as their connection to other aspects of student life. For our staff and community, engagement is a critical element of achieving our goals.

## STEERING COMMITTEE

Name	Position	Building/Group
Brian R. Miller	Administrator	Pine-Richland School District
Michael Pasquinelli	Administrator	Pine-Richland School District
Kristen Justus	Administrator	Pine-Richland School District
Noel Hustwit	Administrator	Pine-Richland School District
Dana Kirk	Administrator	Pine-Richland School District
Brian Glickman	Administrator	Pine-Richland School District
Shawn Stoebener	Administrator	Pine-Richland School District
Erin Hasinger	Administrator	Pine-Richland School District
Barbara Williams	Administrator	Pine-Richland School District
Christina Brussalis	Board Member	Pine-Richland School District
Lisa Hillman	Board Member	Pine-Richland School District
Matthew Mehalik	Board Member	Pine-Richland School District
Carla Meyer	Board Member	Pine-Richland School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Chris Vins	Staff Member	Pine-Richland School District
Susan Duffy	Staff Member	Pine-Richland School District

## ESTABLISHED PRIORITIES

### Priority Statement

PRSD will continue to foster a safe and inclusive school culture while also strengthening the learning system (i.e., model for teaching and learning; multi-tier system of supports, and the continuum of services).

### Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

PRSD will strengthen the instructional strategies approach in the general education Tier 1 classroom along with opportunities for intervention/extension in Tier 2 and Tier 3.

Essential Practices 3: Provide Student-Centered Support Systems

PRSD will utilize classroom-based assessments and other standardized screening tools, such as STAR 360, to drive instructional decisions.

Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Understanding by Design

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

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

Curriculum Revision and Alignment

All teachers will review and revise the unit-based curriculum for 100% of courses or intervention programs to reinforce standards-alignment including non-course based planned instruction (e.g., Career Education and Work, School Counseling, and Safety).

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

Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.

2023-07-01 -  
2026-06-30

Assistant Superintendents for  
Secondary and Elementary  
Education and Curriculum

PRSD Unit-Based Curriculum PDE  
SAS PDE Academic Standards  
National Standards as applicable

**Anticipated Outcome**

Fully aligned and revised PRSD unit-based curriculum that meets or exceeds PDE requirements

**Monitoring/Evaluation**

Relevant senior leadership, building principals, department chairpersons (ALCs), and teachers will evaluate progress annually through an ongoing unit-based curriculum audit.

**Evidence-based Strategy**

Lesson Study and Best Practices Sharing

**Measurable Goals**



Goal Nickname	Measurable Goal Statement (Smart Goal)
Differentiated Instruction (Content, Process, Product)	All teachers will develop weekly lesson plans demonstrating evidence of process, content, and product differentiation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a systematic process to identify best practices for differentiation across grade levels and content areas and provide professional development in horizontal and vertical teams using the lesson study process.	2023-07-01 - 2026-06-30	Assistant Superintendents for Secondary and Elementary Education and Curriculum Building Principals and Assistant Principals Department Chairpersons (ALCs)	Danielson Framework The New Classroom Instruction that Works (Goodwin & Rouleau, 2023) The New Art and Science of Teaching (Marzano, 2017) Leaders of Learning (Dufour & Marzano, 2011)

**Anticipated Outcome**  
 Strategies for differentiated instruction (Content, Process, Product) will be Embedded in the Weekly Lesson Plan Template Requirements

**Monitoring/Evaluation**  
 Building Principals will review lesson plans on a weekly basis.



## Evidence-based Strategy

Analyzing Formative and Summative Assessments

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Assessment Data and Information for Action

Relevant staff will conduct a post-assessment analysis session seven times annually to drive instruction as appropriate (i.e., four common assessments and three STAR universal screeners for ELA/Math) .

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Develop a systematic process for relevant teacher teams to analyze results from STAR 360 (if applicable) and local, common assessments to drive decisions related to instruction (at grade level, enrichment, and/or remediation)

2023-07-01 -  
2026-06-30

Assistant Superintendents for Secondary and Elementary Education and Curriculum Building Principals and Assistant Principals Department Chairpersons (ALCs)

Understanding by Design (Three Circle Audit) Webb's Depth of Knowledge PRSD Academic Achievement and Growth Report STAR 360 Student Information System and Data Warehouse

## Anticipated Outcome

Instructional decisions (learning goals and learning activities) informed by data and information reflected through the weekly lesson plan

## Monitoring/Evaluation

Teacher Teams (horizontal and vertical) Building Principals will review lesson plans on a weekly basis. Common Assessment Results Spreadsheets



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All teachers will review and revise the unit-based curriculum for 100% of courses or intervention programs to reinforce standards-alignment including non-course based planned instruction (e.g., Career Education and Work, School Counseling, and Safety). (Curriculum Revision and Alignment)	Understanding by Design	Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.	07/01/2023 - 06/30/2026

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All teachers will develop weekly lesson plans demonstrating evidence of process, content, and product differentiation. (Differentiated Instruction (Content, Process, Product))	Lesson Study and Best Practices Sharing	Develop a systematic process to identify best practices for differentiation across grade levels and content areas and provide professional development in horizontal and vertical teams using the lesson study process.	07/01/2023 - 06/30/2026

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All teachers will review and revise the unit-based curriculum for 100% of courses or intervention programs to reinforce standards-alignment including non-course based planned instruction (e.g., Career Education and Work, School Counseling, and Safety). (Curriculum Revision and Alignment)	Understanding by Design	Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.	07/01/2023 - 06/30/2026

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## **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

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Achievement levels on the PSSA and Keystone Exams exceed the state average for most student groups with overall aggregate results near or within the top decile in Pennsylvania.

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

The learning system at PRSD includes the model for teaching and learning (i.e., curriculum, instruction and assessments), multi-tier system of supports (i.e., academic and behavioral), and a full continuum of services (i.e., FAPE in LRE).

The PRSD in-depth program review process that includes a study phase and implementation phase helps ensure the continued refinement of the learning system with updated resources and professional development.

The learning system at PRSD includes the model for teaching and learning (i.e., curriculum, instruction and assessments), multi-tier system of supports (i.e., academic and behavioral), and a full continuum of services (i.e., FAPE in LRE).

### Challenges

Growth levels are inconsistent on the PSSA as reported through PVAAS particularly in the third, fourth and fifth quintiles.

While students with an IEP are exceeding the average score for all students at the state level, achievement levels for economically disadvantaged students are an area of focus.

Given PDE resources such as Assessment Anchors, Eligible Content, and Released Items, PRSD will focus on ensuring tight alignment between content, process (e.g., question format and computer testing methodology) and motivation (e.g., student engagement and relevant connection to the performance results).

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## Strengths

The PRSD in-depth program review process that includes a study phase and implementation phase helps ensure the continued refinement of the learning system with updated resources and professional development.

The learning system at PRSD includes the model for teaching and learning (i.e., curriculum, instruction and assessments), multi-tier system of supports (i.e., academic and behavioral), and a full continuum of services (i.e., FAPE in LRE).

The PRSD in-depth program review process that includes a study phase and implementation phase helps ensure the continued refinement of the learning system with updated resources and professional development.

Each program or focus area is addressed through a systematic PRSD in-depth program review process that includes both a study phase and implementation phase.

Achievement levels on the PSSA and Keystone Exams far exceed the state average with results near or within the top decile in Pennsylvania.

All student groups exceed performance standards for attendance compared to the statewide average and statewide standard.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to

## Challenges

engagement and relevant connection to the performance results).

Program recommendations from the systematic PRSD in-depth program review process are designed to sustain strengths and address opportunities for improvement.

Growth levels are inconsistent on the PSSA as reported through PVAAS particularly in the third, fourth and fifth quintiles.

While students with an IEP are exceeding the average score for all students at the state level, achievement levels for economically disadvantaged students are an area of focus.

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

Foster a vision and culture of high expectations for success for all students, educators, and families.

The PRSD in-depth program review process that includes a study phase and implementation phase helps ensure the continued refinement of the learning system with updated resources and professional development. The implementation plan is designed to address opportunities for improvement.

## Strengths

rigorous, standards-aligned instruction

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

The PRSD in-depth program review process that includes a study phase and implementation phase helps ensure the continued refinement of the learning system with updated resources and professional development. The implementation plan is designed to sustain existing strengths.

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## Most Notable Observations/Patterns

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## Challenges

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

Foster a vision and culture of high expectations for success for all students, educators, and families.

## Discussion Point

Differentiation in Tier 1  
Academics and PLCs

## Priority for Planning

Challenges	Discussion Point	Priority for Planning
	Development of Tier 1 - 3 Portrait of a Graduate	
Growth levels are inconsistent on the PSSA as reported through PVAAS particularly in the third, fourth and fifth quintiles.	Data-for-Action with Use of Multiple Data Points (STAR 360 and Classroom-Based Assessment)	
Growth levels are inconsistent on the PSSA as reported through PVAAS particularly in the third, fourth and fifth quintiles.		
While students with an IEP are exceeding the average score for all students at the state level, achievement levels for economically disadvantaged students are an area of focus.		
Given PDE resources such as Assessment Anchors, Eligible Content, and Released Items, PRSD will focus on ensuring tight alignment between content, process (e.g., question format and computer testing methodology) and motivation (e.g., student engagement and relevant connection to the performance results).	Content Alignment, Process Experience/Preparation, and Motivation	
Program recommendations from the systematic PRSD in-depth program review process are designed to sustain strengths and address opportunities for improvement.		

## ADDENDUM B: ACTION PLAN

### Action Plan: Understanding by Design

Action Steps	Anticipated Start/Completion Date
Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Relevant senior leadership, building principals, department chairpersons (ALCs), and teachers will evaluate progress annually through an ongoing unit-based curriculum audit.	Fully aligned and revised PRSD unit-based curriculum that meets or exceeds PDE requirements

Material/Resources/Supports Needed	PD Step	Comm Step
PRSD Unit-Based Curriculum PDE SAS PDE Academic Standards National Standards as applicable	yes	yes



## Action Plan: Lesson Study and Best Practices Sharing

Action Steps	Anticipated Start/Completion Date	
Develop a systematic process to identify best practices for differentiation across grade levels and content areas and provide professional development in horizontal and vertical teams using the lesson study process.	07/01/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Building Principals will review lesson plans on a weekly basis.	Strategies for differentiated instruction (Content, Process, Product) will be Embedded in the Weekly Lesson Plan Template Requirements	
Material/Resources/Supports Needed	PD Step	Comm Step
Danielson Framework The New Classroom Instruction that Works (Goodwin & Rouleau, 2023) The New Art and Science of Teaching (Marzano, 2017) Leaders of Learning (Dufour & Marzano, 2011)	yes	yes
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## Action Plan: Analyzing Formative and Summative Assessments

Action Steps	Anticipated Start/Completion Date	
Develop a systematic process for relevant teacher teams to analyze results from STAR 360 (if applicable) and local, common assessments to drive decisions related to instruction (at grade level, enrichment, and/or remediation)	07/01/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Teacher Teams (horizontal and vertical) Building Principals will review lesson plans on a weekly basis. Common Assessment Results Spreadsheets	Instructional decisions (learning goals and learning activities) informed by data and information reflected through the weekly lesson plan	
Material/Resources/Supports Needed	PD Step	Comm Step
Understanding by Design (Three Circle Audit) Webb's Depth of Knowledge PRSD Academic Achievement and Growth Report STAR 360 Student Information System and Data Warehouse	yes	yes
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<hr style="border-top: 1px dashed #ccc;"/>		

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All teachers will review and revise the unit-based curriculum for 100% of courses or intervention programs to reinforce standards-alignment including non-course based planned instruction (e.g., Career Education and Work, School Counseling, and Safety). (Curriculum Revision and Alignment)</p>	<p>Understanding by Design</p>	<p>Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.</p>	<p>07/01/2023 - 06/30/2026</p>
<p>All teachers will develop weekly lesson plans demonstrating evidence of process, content, and product differentiation. (Differentiated Instruction (Content, Process, Product))</p>	<p>Lesson Study and Best Practices Sharing</p>	<p>Develop a systematic process to identify best practices for differentiation across grade levels and content areas and provide professional development in horizontal and vertical teams using the lesson study process.</p>	<p>07/01/2023 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Relevant staff will conduct a post-assessment analysis session seven times annually to drive instruction as appropriate (i.e., four common assessments and three STAR universal screeners for ELA/Math) . (Assessment Data and Information for Action)</p>	<p>Analyzing Formative and Summative Assessments</p>	<p>Develop a systematic process for relevant teacher teams to analyze results from STAR 360 (if applicable) and local, common assessments to drive decisions related to instruction (at grade level, enrichment, and/or remediation)</p>	<p>07/01/2023 - 06/30/2026</p>

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Plan In-Service Sessions	All teachers and administrators	PRSD unit-based curriculum framework (i.e., unit, pacing, big ideas, learning goals, learning activities, standards-alignment, materials/resources, and assessments), lesson study and differentiated instructional approach, assessment analysis using the PRSD 3 Big Ideas of Assessment to drive curricular and instructional improvements.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Horizontally and vertically aligned curriculum that meets or exceeds PDE Academic Standards, national standards (where appropriate) or local standards; common assessment data in aggregated reports with identified areas of relative strength and opportunity; revisions to curriculum, instructional approach including evidence of differentiation in weekly lesson plans, and revisions to common assessments to strengthen utility of data gleaned.	07/01/2023 - 06/30/2026	Assistant Superintendents for Secondary and Elementary Education and Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting Language and Literacy Acquisition for All Students

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

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

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1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

2e: Organizing Physical Space

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

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

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

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3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3a: Communicating with Students

4b: Maintaining Accurate Records

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>All teachers will review and revise the unit-based curriculum for 100% of courses or intervention programs to reinforce standards-alignment including non-course based planned instruction (e.g., Career Education and Work, School Counseling, and Safety). (Curriculum Revision and Alignment)</p>	<p>Understanding by Design</p>	<p>Review relevant state and/or national standards to ensure PRSD curriculum meets or exceeds requirements.</p>	<p>2023-07-01 - 2026-06-30</p>
<p>All teachers will develop weekly lesson plans demonstrating evidence of process, content, and product differentiation. (Differentiated Instruction (Content, Process, Product))</p>	<p>Lesson Study and Best Practices Sharing</p>	<p>Develop a systematic process to identify best practices for differentiation across grade levels and content areas and provide professional development in horizontal and vertical teams using the lesson study process.</p>	<p>2023-07-01 - 2026-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Relevant staff will conduct a post-assessment analysis session seven times annually to drive instruction as appropriate (i.e., four common assessments and three STAR universal screeners for ELA/Math) . (Assessment Data and Information for Action)	Analyzing Formative and Summative Assessments	Develop a systematic process for relevant teacher teams to analyze results from STAR 360 (if applicable) and local, common assessments to drive decisions related to instruction (at grade level, enrichment, and/or remediation)	2023-07-01 - 2026-06-30

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## COMMUNICATIONS PLAN



<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Professional Development Committee	PDE Committee comprised of required stakeholders	The entire professional development plan - with all related in-service training topics - is reviewed along with the session evaluation metrics that are aligned to the Kirkpartrick Model for Training Evaluation.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
07/01/2023 - 06/30/2026	Twice Per Year	Presentation Letter

<b>Lead Person/Position</b>
Assistant Superintendent for Elementary Education and Curriculum

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Strategic Plan Implementation	All Stakeholders	Strategic Plan Implementation (Key and Other Initiatives)

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
07/01/2023 - 06/30/2026	Four times per year	Posting on district website

**Lead Person/Position**

Senior Leadership Team

**Communication Step**

**Audience**

**Topics/Message of Communication**

Strategic Plan and Professional Development Program

Professional Staff and Administrators

Planning for all professional development in-service and/or implementation of strategic action plans is conducted at meetings of principals, assistant principals, supervisors and/or department chairpersons (Academic Leadership Council). Plans are then disseminated to all relevant staff via email at least one week in advance and posted in an internal website. Follow-up evaluation surveys aligned with the Kirkpatrick Model for Training Evaluation are also conducted.

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

07/01/2023 - 06/30/2026

Blog

**Lead Person/Position**

Senior Leadership Team Principals, Assistant Principals and Supervisors Department Chairpersons



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

