

Profile and Plan Essentials

LEA Type		AUN
Southern York County School District		112676503
Address 1		
3280 Fissels Church Road		
Address 2		
City	State	Zip Code
Glen Rock	PA	17327
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Dr. Kimberly Hughes		
Single Point of Contact Email		
Kimberly.Hughes@sycsd.org		
Single Point of Contact Phone Number		
1-717-235-4811		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Bryson	Superintendent	SYCSD Admin	robert.bryson@sycsd.org
Len Reppert	Assistant Superintendent	SYCSD Admin	len.reppert@sycsd.org
Kimberly Hughes	Director of Curriculum	SYCSD Admin	Kimberly.Hughes@sycsd.org
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Kelly Jarvis	Parent	Parent/Board Director (December 2019-November 2023)	Kelly.Jarvis@sycsd.org
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Joseph Wilson	Parent	Parent/Board Director (December 2023-present)	joseph.wilson@sycsd.org
Samantha Hall	Board Member	Parent/Board Director (December 2021-Present)	samantha.hall@sycsd.org

LEA Profile

Southern York County School District is comprised of both rural and suburban communities in Codorus Township, Glen Rock Borough, New Freedom Borough, Railroad Borough, Shrewsbury Borough, and Shrewsbury Township. It is situated in the south-central portion of York County along the Maryland border, covering an area of 66.2 square miles.

The district has a total population of approximately 2,836 with a student population of:

Southern Elementary School: Grades K-6, (568 students)

Friendship Elementary School: Grades K-6, (416 students)

Shrewsbury Elementary School: Grades K-6, (509 students)

Southern Middle School: Grades 7-8, (482 students)

Susquehannock High School: Grades 9-12, (911 students)

The district has little ethnic diversity seen through a population of 2,493 White, 121 African American, 113 Hispanic, 7 Indian, 3 Pacific Islander, 71 Multi-Racial, and 27 Asian students.

The District has a variety of learning environments which include both a traditional brick and mortar environment and a district-run Digital Academy with 27 of our students enrolled. In addition, there are 192 students that are homeschooled and 86 students in outside cyber charter placements. We have 71 students enrolled in an out of district placement.

The educational needs of 2,836 students in kindergarten through twelfth grade require the services of more than 238 professional and support employees. The professional staff, including 19 administrative and supervisory personnel, 238 teachers, 9 guidance counselors, 4 librarians, 6 nurses, 3 school psychologists, and 3 licensed social workers. Clerical, custodial and maintenance staff, cafeteria workers, and other support personnel account for the remainder.

The District has one of the lowest millage rates in York County and 27.61% of our students are reported as receiving free or reduced lunches.

Mission and Vision

Mission

The Southern York County School District, through a cooperative effort with the family and community, will provide a quality learning environment that promotes character, fosters responsibility and challenges students to achieve their potential.

Vision

Southern York County School District vision is that of a dynamic organization that will work in partnership with the family and community and will continuously strive to develop productive, contributing, responsible citizens capable of meeting the global challenges of the future.

Educational Values

Students

Learning is a lifelong process and everyone can learn. Every person is entitled to the equitable opportunity for education that transcends all barriers. Collaboration between students, staff, family, and community is essential for the social and academic education. Education includes intellectual, social, emotional, cultural and physical development of students. Students thrive in an environment where they feel safe, are connected, and where there is a respect for individual diversity and differences. Communication, collaboration, critical thinking, and creativity are the foundation of the learning process. There is value in diversity and each student has a unique and innate value. The Southern York County School District adopted Marzano's High Reliability Schools as a framework to drive permanent, positive, and significant impacts on student achievement. The district will focus on: Level 1 - Safe, Supportive and Collaborative Culture; Level 2 - Effective Teaching in Every Classroom; and Level 3 - Guaranteed and Viable Curriculum during the course the comprehensive plan with the goal to sustain all three levels by 2027.

Staff

The SYCSD Educational Value Statement was created in collaboration with representation from students, staff, administration, parents and community members; therefore, the statement is the same for all listed stakeholder groups.

Administration

The SYCSD Educational Value Statement was created in collaboration with representation from students, staff, administration, parents and community members; therefore, the statement is the same for all listed stakeholder groups.

Parents

The SYCSD Educational Value Statement was created in collaboration with representation from students, staff, administration, parents and community members; therefore, the statement is the same for all listed stakeholder groups.

Community

The SYCSD Educational Value Statement was created in collaboration with representation from students, staff, administration, parents and community members; therefore, the statement is the same for all listed stakeholder groups.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA proficient or advanced state average 54.5%	Academic Achievement for all students group above state average of 54.5%: FES: 55.3%, SHR: 60.9%, SES: 69.7%, SMS: 63.4%, SHS: 78.8%
Math proficient or advanced state average 38.3%	Academic Achievement for all students group above state average of 38.3%: FES: 47.4%, SHR: 57%, SES: 62.7%, SHS: 47.4%
Science proficient or advanced state average 58.9%	Academic Achievement for all student group above state average of 58.9%: FES 64%, SHR: 85.2%, SES: 79.5%, SMS: 63.8%, SHS: 60%
Growth in ELA- state average 75.4	Friendship Elementary 77, Shrewsbury Elementary 89, Southern Elementary 100, Susquehannock High School 100
Growth in Math- state average 74.9	Friendship Elementary 77, Shrewsbury Elementary 100, Southern Elementary 96, Susquehannock High School 82
Growth in Science- state average 74.7	Shrewsbury Elementary 100, Susquehannock High School 100
Above State Average as Advanced In ELA of 15.0%	SHR: 21.5% SES: 21.1% SMS: 18.2% SHS: 17%
Above State Average as Advanced in Math of 14%	FES: 15.8% SHR: 21.5% SES: 21% SHS: 20%
Above State Average as Advanced in Science of 26%	ALL Schools FES: 30% SHR: 43.2% SES: 50% SMS: 31.5% SHS: 30.8%
College and Career Readiness Indicator	FES: 100% SES: 100%
Graduation Rate for SHS	SHS 95% for 4-year cohort
Industry	SHS 24.4%
Attendance 2021-2022	SHR: 84.7% SES: 85.5% SMS: 85.5% Defined by PDE Attendance Formula: This indicator is the percentage of students enrolled in a school for 90 or more days and present 90 percent or more of these school days. This is a lagging indicator indicating data is from the year prior to the reporting year.

Challenges

Indicator	Comments/Notable Observations
Advanced or Proficient in ELA- state average 54.5%	All Student Group did not meet interim goal/improvement target: FES: 55.3% SHR: 60.9% SMS: 63.4%
Advanced or Proficient in Math- state average 38.3%	All Student Group did not meet interim goal/improvement target FES: 47.4% SMS: 35.1% SHS: 47.4%
Advanced or Proficient in Science- state average 58.9%	All Student Group did not meet interim goal/improvement target FES: 64% SMS: 63.8% SHS: 60%
Growth in ELA state average 75.4	SMS: 50
Growth in Math state average 74.9	SMS: 50
Growth in Science state average 74.7	FES: 61, SMS: 56
Above State Average for Advanced in ELA	FES: 14.7%
Above State Average for Advanced in Math	SMS: 12%
Attendance 2021-2022	ES: 80.5% SHS: 78% Defined by PDE Attendance Formula: This indicator is the percentage of students enrolled in a school for 90 or more days and present 90 percent or more of these school days. This is a lagging indicator indicating data is from the year prior to the reporting year.

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

Strengths

Indicator ELA Proficient or Advanced and growth Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations Academic Achievement: Scores that increased by student group SHR: Increased performance for Economically Disadvantaged Student group 48.6% SES: Increased performance for the following student groups: Black: 70.0%, White: 70.6%, Economically Disadvantaged 58.3%, students with disabilities 19.6% SMS: Increased performance for black student group: 61.9% SHS: Increased performance for economically disadvantaged 65.1% and students with disabilities 41% Growth: Scores that increased by student group SYCSD is growing all student group in ELA. FES: Green 77, SHR: Blue 89, SES: Blue 100, SHS: Blue 100 SES: White 100, economically disadvantaged 99, and students with disabilities 100 SHS: White 100, economically disadvantaged 90 and students with disabilities 84
Indicator Math proficient or advanced and growth Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations Academic Achievement: scores that increased by student group FES: Increased performance for student groups- white: 49%, economically disadvantaged: 28.9%, students with disabilities 20.8% SHR: Increased performance for student groups- white 60.1% and economically disadvantaged 41.4% SES: Increased performance for student groups- black 50%, white 65.3%, economically disadvantaged 47.6% and students with disabilities 23.9% SMS: Increased performance for student groups- black 38.1% and students with disabilities 13.1% Growth: Growth scores that increased by student group SYCSD Is growing all student groups in Math. FES: Green 77, SHR: Blue 100, SES: Blue 96, SHS: Blue 82 SES: white 89, economically disadvantaged 95 and students with disabilities 95

	SHS: white 8, economically disadvantaged 74 and students with disabilities 71
Indicator Career Indicators Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations FES: Blue 100% SHR: Blue 98.7% SES: Blue 100% SMS: Blue 99.1% SHS: Green 97.1%
Indicator Graduation rate Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations 95%
Indicator Science proficient or advanced and growth Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations Academic Achievement: Scores increased by student group SHR: Increased performance for student groups- white 85.7% and economically disadvantaged 85% SES: Increased performance for student group- white 83.3% SMS: Increased performance for students with disabilities 34% Growth: Scores increased by student group. FES: White 61, SHR: White 100, SES: White 70 SHS: economically disadvantaged 82

Challenges

Indicator Academic Achievement and Growth in ELA Grade Level(s) and/or Student Group(s) Elementary and High School	Comments/Notable Observations Academic Achievement: Scores that dropped by student group: FES: white 56.7%, economically disadvantaged 29.9% and students with disabilities 22.4% SHR: white 63.5% and students with disabilities 20.7% SMS: economically disadvantaged 47% and Students with Disabilities 23.5% SHS: White 81.3 Growth: Scores in growth that dropped by student group FES: white 77, economically disadvantaged 62 SHR: white 85, economically disadvantaged 86 and students with disabilities 80 SMS- white 51, economically disadvantaged 57 and students with disabilities 51
Indicator Academic Achievement and Growth in Math Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations Academic achievement scores that decreased by student group: SHR: Students with Disabilities 22.4% SMS: white 34.8% and economically disadvantaged 13.1% SHS: white 50.3%, Economically Disadvantaged 29.2% and Students with Disabilities 16.7% Growth scores that decreased by student group: FES: white 78 and economically disadvantaged 73 SHR: economically disadvantaged and students with disabilities 88 SMS- white 50, economically disadvantaged 50 and Students with Disabilities 53
Indicator Academic Achievement and Growth in Science	Comments/Notable Observations Academic achievement scores that decreased by student group: FES: white 66.7% and economically disadvantaged 40% SES: economically disadvantaged 76.2% SMS: white 65.2% and economically disadvantaged 52.3% SHS: white 62.3%, economically

Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	disadvantaged 44.4%, and students with disabilities 23.1% Growth scores that decreased by student group: SMS: white 56, economically disadvantaged 64, and students with disabilities 77 SHS: students with disabilities 74
Indicator Career Indicators Grade Level(s) and/or Student Group(s) Elementary, Middle and High School	Comments/Notable Observations Goal is 100% SHR: Blue 98.7% SMS: Blue 99.1% Economically Disadvantaged 98.5% and Students with Disabilities 97.8% SHS: Green 97.1%- Economically Disadvantaged 92.2% and Students with Disabilities 87.2%

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.

Attendance Rates at 3 of our 5 buildings meet performance standards for all student groups.
English Language Arts/Literature: all student groups meeting the standard for growth in 4 of our 5 buildings.
Mathematics/Algebra: all student groups meeting the standard for growth in 4 of our 5 buildings.
College and career benchmarks: all student groups exceeded the performance standard in all five schools.
Graduation rate for SHS at 95%.

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.

Science: all student group met the standard for growth in FES- 61, SMS- 56
Science proficient or advanced for FES 64%, SMS- 63.8%, SHS- 60%
Math Proficient or advanced FES- 47.4%, SMS- 35.1%, SHS 47.4%
ELA proficient or advanced FES- 55.3%, SHR 60.9%, SMS- 63.4%
Attendance at FES- 80.5% & SHS 78%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
95%	Determines student individual strengths and weaknesses in skills. Teachers use several data points, including 95% Program to determine intervention skill groups. Teachers track student progress throughout interventions and adjust as needed.
CDT ELA	9th grade: Above, 10th grade: Meets
Linkit ELA	Fall 2023: Grade 3: 46%, Grade 4: 51%, Grade 5: 58%, Grade 6: 55%
Aimsweb	Used as a Diagnostic for students in special education and for progress monitoring
Acadience ELA	Students At or Above Grade Level in Fall 2023 K- 47%, 1- 59%, 2- 66%, 3- 62%, 4-61%, 5-60%, 6- 88%

English Language Arts Summary

Strengths

Science of Reading Training for all elementary, special education, EL and reading teachers.
Science of Reading Resources; purchased for K-2 resources for science of reading rather than balanced literacy.
K-8 Reading program to help create guaranteed and viable curriculum with appropriate resources
Collaboration between grades levels; interventions that are specific to students needs to provide growth

Challenges

Bridging the gap: Lack of time to do core instruction and intervention periods to meet skill gaps.
Summer slide with foundational reading skills in primary grades
Students in upper grades demonstrating foundational phonics problems necessitating Foundational Skills groups in 3rd through 5th grade.
Implementation of new curriculum and learning the systems for them

Mathematics

Data	Comments/Notable Observations
Acadience Math	Above or At Grade Level in Fall: K-67% 1- 53% 2- 55% 3- 48% 4- 45% 5-50% 6- 36%
iReady Math	30% of Students K-8 were on tier 1 at start of 2023 SY. 51% of Students K-8 were on tier 2 at start of 2023 SY. 19% of Students K-8 were on tier 3 at start of 2023 SY. Students who entered at or above grade level Fall 2023: K-12% 1- 14%, 2- 11%, 3- 20%, 4-27%, 5-34%, 6- 49%, 7- 46%, 8-46%. Numbers and Operations: 36%, Algebra and Algebraic Thinking: 35%, Measurement and Data: 39%, Geometry: 33%.
CDT Math	Used as a diagnostic for HS students in Algebra classes
Aimsweb Math	Used as a Diagnostic for students in special education and for progress monitoring

Spring Math	A class-wide intervention program that assesses needs and gives resources for skill development
Linkit Math	Fall 2023: K- 71%, 1- 66%, 2- 60%, 3- 46%, 4- 46%, 5- 62%, 6- 62%

Mathematics Summary

Strengths

Instructional Specialists to help guide mathematics training at the elementary level Core Math program allows all teachers to utilize the same materials, scope and sequence
Additional hands on manipulatives purchased for each elementary building Stronger understanding of whole numbers and place value at the elementary level
Constructed response professional development for secondary math teachers Secondary Math collaboration and review of the Algebra curriculum for grades 7-12
Added use of Classroom Diagnostic Tools testing for all Algebra students grades 7-9

Challenges

Understanding of number relationships and number sense. We therefore struggle with operations and algebraic concepts. Understanding of fractional knowledge which creates problems for Algebra and higher mathematical concepts.
Understanding of the need to use multiple representations of concrete, representational and abstract scaffolding in all grade levels.
Need for training on use of manipulatives and math concepts.
Additional professional development for secondary math teachers for constructed responses and review of Algebra curriculum

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT (Classroom Diagnostic Tool) Science	4th Grade first year given in 2023. 5th Grade first year given in 2023. 6th Grade first year given in 2023. CDT's were given by category for instructional design in elementary 2023. 7th Grade Well Above. 8th Grade Well Above.

Science, Technology, and Engineering Education Summary

Strengths

New common Science program K-8 focused on Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards purchased in December of 2023
Scheduled time at the elementary level for science instruction
New Curriculum development in all levels focused on guaranteed viable curriculum
Training for STEELS with consultant for elementary content facilitators, middle school and high school teachers

Challenges

Science scores have dropped, use of CDT to proactively plan and provide instruction
Lack of understanding at the elementary level of new standards and need for training
Lack of resources in the past that align to STEELS standards

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Readiness Elementary	FES: 100% SHR: 98.7% SES: 100% SMART FUTURES Junior Achievement
College and Career Readiness Middle School	SMS: 99.1%, SMART FUTURES, Junior Achievement,, YES!
College and Career Readiness High School	SHS Career Standards Benchmark: 97.1%, Graduation Rate: 95%, Industry Credentials: 24.4%, Junior Achievement, STEM Summit, Real Life, Naviance, Graduation Project, Internships Programs

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

Penn State York

Agreement Type

Other

Program/Course Area

Student Teaching Affiliation Agreement

Uploaded Files

12122023_COMMONWEALTH CAMPUSES.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

Academic Coursework

Uploaded Files

Harrisburg University of Science and Technology.pdf

Partnering Institution

York College of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

Academic Courseowrk

Uploaded Files

YORK COLLEGE DUAL ENROLLMENT FALL 2006.pdf

Partnering Institution

Millersville University

Agreement Type

Dual Credit

Program/Course Area

Academic Coursework

Uploaded Files

MOU 2023.pdf

Partnering Institution

York College

Agreement Type

Local Articulation

Program/Course Area

Student Teaching Affiliation Agreement

Uploaded Files

York College ffiliation Agreement.pdf

Partnering Institution

Penn State University

Agreement Type

Dual Credit

Program/Course Area

Academic Coursework

Uploaded Files

DUAL ENROLLMENT 2006-2007.pdf

Partnering Institution

HACC

Agreement Type

Other

Program/Course Area

Client Training Proposal/Agreement

Uploaded Files

HACC EMT COURSE 2023.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.

Partnership With Junior Achievement K-12
Smart Futures and Naviance Tracking Systems

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.

Integration of career readiness skills in every class
Establishing PDE career standards in all coursework
Refining curriculum for personal and financial management
Continued coursework on career exploration and career certification

Equity Considerations

English Learners

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

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Proficient or Advanced ELA	FES 22.4%, SHR: 20.7%, SES: 19.6% ,SMS: 23.5%, SHS: 41%
Growth in ELA	SHR: 80, SES: 100, SMS: 51, SHS: 84
Proficient or Advanced Math	FES: 20.8%, SHR: 22.4%, SES: 23.9%, SMS: 13.1%, SHS: 16.7%
Growth in Math	SHR: 88, SES: 95, SMS: 77, SHS: 74
Proficient or Advanced in Science	SMS: 34%, SHS: 23.1%
Growth in Science	SMS: 77, SHS: 74

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ELA Proficient or Advanced	FES: 29.9% SHR: 48.6% SES: 58.3% SMS: 47% SHS: 65.1%
ELA Growth	FES: 62, SHR: 86, SES: 99, SMS: 57, SHS: 90
Math Proficient or Advanced	FES: 28.9%, SHR: 41.4%, SES: 47.6%, SMS: 20.7%, SHS: 29.2%
Math Growth	FES: 73, SHR: 92, SES: 95, SMS: 64, SHS: 82
Science Proficient or Advanced	FES: 40%, SHR: 85%, SES: 76.2%, SMS: 52.3%, SHS: 44.4%
Science Growth	SMS: 64, SHS: 82

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
2 or More Races	English Proficient or Advanced SHR: 42.5%, SES: 61%, SMS: 59%, SHS: 58.6%
2 or More Races	Math Proficient or Advanced SHR: 35% SES: 44%, SMS 34%, SHS: 28%
2 or More Races	Science Proficient or Advanced: SMS: 50%, SHS: 37.9%

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.

Growth with Special Education Students in English at SHR 80, SES 100, SHS 84
Growth in Economically Disadvantaged Students in English SHR 86, SES 99, SHS 90
Growth in Special Education Students in Math SHR: 88, SES: 95
Growth in Economically Disadvantaged Students in Math SHR: 92, SES: 95, SHS: 82
Science proficient and advanced For Economically Disadvantaged Students: SHR: 85%, SES: 76%

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.

Growth in English for Special Education Students FES, SMS 51
Growth in English for Economically Disadvantaged Students FES 62, SMS 57
Growth in Special Education Students in Math SMS: 77, SHS; 74, FES
Growth in Economically Disadvantaged Students in Math SMS: 64, FES 73
Science Advanced and Proficient scores for Economically Disadvantaged/Special Education Students; FES: 40%, SMS: 52.3%/34% SHS: 44% / 23.1%

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	There is a notable discrepancy between special education achievement and growth with other demographic groups
Title I Program	There is a notable discrepancy between economically disadvantaged student achievement and other demographic groups
K-12 Guidance Plan (339 Plan)	Our plan is being used as an example for other districts in the state
Technology Plan	1-1 Chromebook for all students
English Language Development Programs	We have a low population of EL students with one teacher in the school district to service their needs. We have partnered with LIU12 for support systems as needed.

Strengths

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

1-1 Chromebook deployment for intermediate, middle and high school
CH 339 plan focuses on students future careers and life plans

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.

Special Education performance
Economically disadvantaged students
Lack of internet in rural areas for resource accessibility

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

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	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

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

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.

Empower Leadership for Continuous improvement

Organize and allocate resources and services strategically and equitably
Reaching certification in a safe, supportive and collaborative culture
ESSER Grant Funding helps with deploying highly effective resources in classrooms

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.

Ensure fiscal responsibility that promotes the deployment of resources for student achievement now and in the future
Provide Student Driven Supports so all students are ready to learn
Maintain a safe, supportive and collaborative culture
Increase student achievement through focus on effective instruction in every classroom
Ensure structures are in place so that every student receives a guaranteed and viable curriculum

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
Attendance Rates at 3 of our 5 buildings meet performance standards for all student groups.	False
English Language Arts/Literature: all student groups meeting the standard for growth in 4 of our 5 buildings.	False
Mathematics/Algebra: all student groups meeting the standard for growth in 4 of our 5 buildings.	False
College and career benchmarks: all student groups exceeded the performance standard in all five schools.	False
Graduation rate for SHS at 95%.	False
Science of Reading Training for all elementary, special education, EL and reading teachers.	False
Partnership With Junior Achievement K-12	False
Science of Reading Resources; purchased for K-2 resources for science of reading rather than balanced literacy.	False
K-8 Reading program to help create guaranteed and viable curriculum with appropriate resources	False
Collaboration between grades levels; interventions that are specific to students needs to provide growth	False
Instructional Specialists to help guide mathematics training at the elementary level Core Math program allows all teachers to utilize the same materials, scope and sequence	False
New common Science program K-8 focused on Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards purchased in December of 2023	False
Growth in Special Education Students in Math SHR: 88, SES: 95	False
Growth in Economically Disadvantaged Students in Math SHR: 92, SES: 95, SHS: 82	False
Science proficient and advanced For Economically Disadvantaged Students: SHR: 85%, SES: 76%	False
Empower Leadership for Continuous improvement	False
Organize and allocate resources and services strategically and equitably	False
Empower Leadership for Continuous improvement	True
Organize and allocate resources and services strategically and equitably	False
Smart Futures and Naviance Tracking Systems	False
Growth with Special Education Students in English at SHR 80, SES 100, SHS 84	False
Growth in Economically Disadvantaged Students in English SHR 86, SES 99, SHS 90	False
1-1 Chromebook deployment for intermediate, middle and high school	False
CH 339 plan focuses on students future careers and life plans	False
	False

Additional hands on manipulatives purchased for each elementary building Stronger understanding of whole numbers and place value at the elementary level	False
Constructed response professional development for secondary math teachers Secondary Math collaboration and review of the Algebra curriculum for grades 7-12	False
Scheduled time at the elementary level for science instruction	False
New Curriculum development in all levels focused on guaranteed viable curriculum	False
Training for STEELS with consultant for elementary content facilitators, middle school and high school teachers	False
Added use of Classroom Diagnostic Tools testing for all Algebra students grades 7-9	False
Reaching certification in a safe, supportive and collaborative culture	False
ESSER Grant Funding helps with deploying highly effective resources in classrooms	True

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
Science: all student group met the standard for growth in FES- 61, SMS- 56	False
Science proficient or advanced for FES 64%, SMS- 63.8%, SHS- 60%	False
Math Proficient or advanced FES- 47.4%, SMS- 35.1%, SHS 47.4%	False
ELA proficient or advanced FES- 55.3%, SHR 60.9%, SMS- 63.4%	False
Attendance at FES- 80.5% & SHS 78%	False
Bridging the gap: Lack of time to do core instruction and intervention periods to meet skill gaps.	False
Integration of career readiness skills in every class	False
Understanding of number relationships and number sense. We therefore struggle with operations and algebraic concepts. Understanding of fractional knowledge which creates problems for Algebra and higher mathematical concepts.	False
Understanding of the need to use multiple representations of concrete, representational and abstract scaffolding in all grade levels.	False
Science scores have dropped, use of CDT to proactively plan and provide instruction	False
Summer slide with foundational reading skills in primary grades	False
Students in upper grades demonstrating foundational phonics problems necessitating Foundational Skills groups in 3rd through 5th grade.	False
Lack of internet in rural areas for resource accessibility	False
Growth in English for Economically Disadvantaged Students FES 62, SMS 57	False
Growth in Special Education Students in Math SMS: 77, SHS; 74, FES	False
Growth in Economically Disadvantaged Students in Math SMS: 64, FES 73	False
Science Advanced and Proficient scores for Economically Disadvantaged/Special Education Students; FES: 40%, SMS:	False

52.3%/34% SHS: 44% / 23.1%	
Maintain a safe, supportive and collaborative culture	True
Growth in English for Special Education Students FES, SMS 51	False
Continued coursework on career exploration and career certification	False
Increase student achievement through focus on effective instruction in every classroom	True
Ensure structures are in place so that every student receives a guaranteed and viable curriculum	True
Special Education performance	False
Economically disadvantaged students	False
Ensure fiscal responsibility that promotes the deployment of resources for student achievement now and in the future	True
Provide Student Driven Supports so all students are ready to learn	False
Establishing PDE career standards in all coursework	False
Refining curriculum for personal and financial management	False
Implementation of new curriculum and learning the systems for them	False
Need for training on use of manipulatives and math concepts.	False
Additional professional development for secondary math teachers for constructed responses and review of Algebra curriculum	False
Lack of understanding at the elementary level of new standards and need for training	False
Lack of resources in the past that align to STEELS standards	False
Time for science instruction in the elementary schedule	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.

The observations made demonstrate how becoming a High Reliability District in Levels 1, 2 and 3 will help to implement essential structures to ensure student success for now and the future. HRS Level 1: Safe, Supportive and Collaborative Culture HRS Level 2; Effective Teaching in Every Classroom HRS Level 3: Guaranteed and Viable Curriculum This process will take use at a minimum two comprehensive planning cycles to achieve sustainability in each level.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Ensure fiscal responsibility that promotes the deployment of resources for student achievement now and in the future	HRS level 1.8	True
Maintain a safe, supportive and collaborative culture	HRS Level 1: Leading indicators 1.1-1.8	True
Increase student achievement through focus on effective instruction in every classroom	HRS Level 2: 2.1-2.6 certification demonstrates attainment	True
Ensure structures are in place so that every student receives a guaranteed and viable curriculum	This will be year 4 in our plan but needs to have structures started in years 1-3	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Empower Leadership for Continuous improvement	High Reliability Schools and Effective PLCS
ESSER Grant Funding helps with deploying highly effective resources in classrooms	We have the resources, now we need to ensure we have the proper instruction

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	SYCSD prioritizes the distribution of resources to address the evolving instructional needs of current and future generations of students. SYCSD fosters an environment that ensures academic excellence, effectively prepares students to be career and college ready, and empowers students for success in an ever-changing global landscape.
	SYCSD is committed to ensuring safe, supportive, and collaborative school environments. We strive to cultivate a culture that prioritizes the well-being and security of every student, fosters a supportive community for both educators and learners, and promotes collaboration as the cornerstone of academic and personal success. Through proactive measures, continuous engagement, and a commitment to open communication, we aim to build schools where every individual feels valued, respected, and empowered to thrive in a harmonious and collaborative learning community.
	SYCSD ensures effective instruction in every classroom through ongoing professional development.
	SYCSD will ensure student success in learning outcomes through the development and implementation of a guaranteed and viable curriculum that aligns standards, assessments, and instructional practices, and provides a clear pathway for all students to acquire essential knowledge and skills necessary for academic excellence and lifelong success.

Goal Setting

Priority: SYCSD is committed to ensuring safe, supportive, and collaborative school environments. We strive to cultivate a culture that prioritizes the well-being and security of every student, fosters a supportive community for both educators and learners, and promotes collaboration as the cornerstone of academic and personal success. Through proactive measures, continuous engagement, and a commitment to open communication, we aim to build schools where every individual feels valued, respected, and empowered to thrive in a harmonious and collaborative learning community.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.		
Measurable Goal Nickname (35 Character Max)		
HRS Level 1: Safe, Supportive and Collaborative Environment		
Target Year 1	Target Year 2	Target Year 3
100% of schools are sustaining in level 1 of HRS.	100% or schools are sustaining in level 1 of HRS	By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Priority: SYCSD will ensure student success in learning outcomes through the development and implementation of a guaranteed and viable curriculum that aligns standards, assessments, and instructional practices, and provides a clear pathway for all students to acquire essential knowledge and skills necessary for academic excellence and lifelong success.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.		
Measurable Goal Nickname (35 Character Max)		
HRS Level 3: Guaranteed and Viable Curriculum Structures		

Target Year 1	Target Year 2	Target Year 3
100% Level 1 Certified Working Towards Level 2 Certification	100% Level 2 Certified	By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.

Priority: SYCSD prioritizes the distribution of resources to address the evolving instructional needs of current and future generations of students. SYCSD fosters an environment that ensures academic excellence, effectively prepares students to be career and college ready, and empowers students for success in an ever-changing global landscape.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% of resource distribution will be focused on meeting the instructional needs of current and future generations of students, preparing them to be career and college ready.		
Measurable Goal Nickname (35 Character Max)		
HRS Level 1: Leading Indicator 1.8 Fiscal Responsibility		
Target Year 1	Target Year 2	Target Year 3
100% of the organization are sustaining in level 1 of HRS pertaining to Leading Indicator 1.8.	100% of the organization are sustaining in level 1 of HRS pertaining to Leading Indicator 1.8.	By 2027, 100% of resource distribution will be focused on meeting the instructional needs of current and future generations of students, preparing them to be career and college ready.

Priority: SYCSD ensures effective instruction in every classroom through ongoing professional development.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.		
Measurable Goal Nickname (35 Character Max)		
HRS Level 2: Effective Instruction in Every Classroom		
Target Year 1	Target Year 2	Target Year 3
100% of schools are certified in HRS Level 1 and sustaining safe, supportive, collaborative school environments.	100% of schools are certified in HRS Level 2 or working towards certification.	By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Plan

Measurable Goals

HRS Level 1: Safe, Supportive and Collaborative Environment	HRS Level 3: Guaranteed and Viable Curriculum Structures
HRS Level 1: Leading Indicator 1.8 Fiscal Responsibility	HRS Level 2: Effective Instruction in Every Classroom

Action Plan For: Effective Instruction in Every classroom: Leading Indicator 2.1

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step		Anticipated Start/Completion Date	
SYCSD communicates a clear vision of instruction.		2024-07-01	2025-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Instructional Coaches, Teachers	New Art and Science of Teaching (NASOT)	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Survey data indicate that 90% of teachers can identify our schoolwide model of instruction.	Schools create instructional snapshots for each of the NASOT design areas, faculty and team meetings serve as professional development on NASOT.

Action Plan For: Effective Instruction in Every Classroom- Leading Indicator 2.2

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step		Anticipated Start/Completion Date	
Teachers create professional learning plans.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Teachers	NASOT, Professional Learning Plans, Instructional Coaches	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Survey data indicates 90% of teachers will be able to describe their progress on their Professional Learning Plans.	Teachers create Professional Learning Plans.

Action Plan For: Effective Instruction in Every Classroom- Leading Indicator 2.3

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step		Anticipated Start/Completion Date	
Predominant Instructional practices throughout the school are known and monitored.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	New Art and Science of Teaching	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of teachers will increase in use of effective instructional strategies.	Classroom visit schedules, walkthrough forms

Action Plan For: Effective Instruction in Every Classroom- Leading Indicator 2.4

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step		Anticipated Start/Completion Date	
Teachers are provided with clear, ongoing feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	New Art and Science of Teaching	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of teachers will be visited through walk through visitations and are provided with clear ongoing feedback to instruction in the classrooms.	Teacher effectiveness evaluation data, walkthrough forms and data collection, administrative visits schedule

Action Plan For: Effective Instruction in every classroom- Leading Indicator 2.5

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step	Anticipated Start/Completion Date		
Provide job embedded professional development aligned to growth goals.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Instructional Coaches	New Art and Science of Teaching, professional development plans, in-service time, student/grade/building data, professional learning plan.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PLP’s indicate 90% of teachers are proficient or distinguished	PD Plan

Action Plan For: Effective Instruction in Every Classroom- Leading Indicator 2.6

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will be certified in Marzano’s High Reliability Schools framework, Level 2 - Effective Teaching in Every Classroom in order to maximize academic growth of all students through effective teaching strategies to prepare students for life.

Action Step	Anticipated Start/Completion Date		
Teachers observe one another to continue to improve their instructional craft.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Instructional Coaches	Tracking logs, best practices portfolios, plan for coverage to support observations, Professional Learning Plans (PLP).	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of teachers will be a part of completing instructional rounds.	Logs of observations & reflections , department & grade level agendas

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.1 & 1.2

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step	Anticipated Start/Completion Date		
Ongoing training for crisis preparedness for district staff and students.	2024-07-01	2027-06-03	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, School Resource Officer, School Security Officer, Administration, Safety Committee	Act 55 Requirements	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of staff will understand safety procedures for SYCSD.	Ongoing SYCSD staff will receive training in Run, Hide Fight, campus security and crisis response protocols created, emergency drills will be conducted and evaluated regularly in order to equip staff and students to react appropriately during emergency situations.

Action Plan For: Safe, Supportive and Collaborative Environment- Leading Indicators 1.1, 1.2

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step	Anticipated Start/Completion Date	
Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and	2024-07-01	2017-06-30

emergency management.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, SRO, School Security Officer, Administration, Safety Committee	ACT 55 requirements	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of schools have at least 1 tabletop exercise per year.	Two tabletop drills will be conducted yearly in each building to provide training and assess needs to address a variety of crisis situations. Yearly building tours and collaborative meetings will be conducted with local emergency responders to promote crisis response.

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.1, 1.2, 1.8

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection. By 2027, 100% of resource distribution will be focused on meeting the instructional needs of current and future generations of students, preparing them to be career and college ready.

Action Step	Anticipated Start/Completion Date		
Completing mandatory trainings to include suicide awareness and mandated reporting.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Administration	Safe Schools training, computer/internet, time	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of staff will be trained and will be able to identify concerning behaviors and situations	Vector Online PD Program

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.5

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Establishing school district expectations K-12 in school and on bus transportation		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Administration, Teachers, Transportation Coordinator	Handbook, schedule, promotional materials, safety displays	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of students consistently held to standards of conduct.	Bus driver reports, handbook discussion, class rules & procedures

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.1 & 1.2

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communications Officer	New website platform, district liaison with municipalities	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
3.5 or higher quick data identifying satisfaction with newsletters, messenger and email systems.	Surveys

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.5 & 1.6

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe,

collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Utilizing stakeholder feedback to assess and modify safety procedures.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Communication Coordinator, Principals	Meeting spaces, Safety Committee volunteers	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A minimum of 30% of stakeholders respond to information gathering surveys.	Meeting agendas, volunteer training

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicators 1..3 & 1.5

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Including all staff as part of the decision making process through team, department, and committee meetings with opportunities for feedback.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Decision making matrices, agendas, survey/survey data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of staff will report that they have had the opportunity to participate in the decision making process through team, department and committee meetings in order to maintain a safe, orderly and collaborative environment. 90% of staff will report that they are aware of their school’s decision making process in order to maintain a safe, orderly and collaborative environment.	Quick Data

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.6

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Promoting and eliciting student empowerment.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Staff, student empowerment initiatives	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will report having a voice in their learning that helps them feel safe and supported in school.	Student surveys

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.4

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Create collaborative opportunities across buildings for curriculum development and implementation.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Funding for teachers to attend collaborative sessions outside of their contracted time, coverage for teachers during contracted time, curricular database	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of teachers have access to curriculum materials	Database of curricula w/links across grade and building levels; agenda and minutes from content facilitator meetings; curriculum leadership demonstrates participation/completion of professional development.

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.2

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Training to provide an environment where all students feel included.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Funds for training, supplemental contracts	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will demonstrate feeling included through exit survey results.	Completion of professional development on inclusive practices

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.4

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Providing opportunities for all stakeholders to develop a problem-solving growth mindset.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Funding to pay teachers to attend summer professional development and collaborative curriculum sessions; coverage for teachers during the school day	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of teachers will grow in instructional design and data analysis	Summer and school year work in collaborative groups

Action Plan For: Safe, Supportive and Collaborative Culture- Leading Indicator 1.6

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will maintain a survey/quick data mean of 3.5 or higher in High Reliability School Level 1. Level 1 focuses on creating a safe, collaborative, and supportive environment conducive to optimal learning and development for all students and staff demonstrated by criterion and artifact data collection.

Action Step		Anticipated Start/Completion Date	
Establishing positive partnerships and relationships with all stakeholder groups.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Teacher Leadership, Community Members	Meeting agenda & location, calendar	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance of community members in committees will increase by 20%.	Community and school based activities, surveys, PTO (Parent Teacher Organization), Principal Advisory.

Action Plan For: Guaranteed and Viable Curriculum- Leading Indicator 3.1

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.

Action Step		Anticipated Start/Completion Date	
Refining curriculum on personal and financial management.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Business Teachers	Junior Achievement, committee support, cross curricular supports	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Revisions of Curriculum maps to include career standards as new maps are created through a curriculum revision cycle.	Continued revision of curriculum maps/tools, cross-curricular opportunities, vertical alignment between buildings/levels, & integration of community partnerships

Action Plan For: Guaranteed and Viable Curriculum- Leading Indicators 3.1

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.

Action Step	Anticipated Start/Completion Date		
Establishing PDE Career Standards in all curricular areas.	2026-07-01	2027-07-01	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Teachers	PDE Standards embedded and Integrated In curriculum maps.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated curriculum to incorporate career standards in all content during curriculum revision cycles.	Content Facilitator training, revised curriculum maps, student work, & teacher lesson plans

Action Plan For: Guaranteed and Viable Curriculum- Leading Indicator 3.1

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.

Action Step	Anticipated Start/Completion Date		
Establishing continued coursework for career exploration and certification.	2025-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum and Instruction, Teachers, Administration	Career work standards, Smart Futures/Naviance, Certification Programs, Test, ASVAB (Armed Services Vocational Aptitude Battery)	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of students will have a post graduation plan.	Use of Smart Futures & Naviance, collaboration between buildings/grade levels to ensure vertical alignment, & compliance with PDE Career Readiness requirements/evidence collection

Action Plan For: Guaranteed and Viable Curriculum- Leading Indicator 3.3

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of our schools will establish structures to create and implement a guaranteed viable curriculum, ensuring that all students have access to a high-quality, standards-aligned education that is both rigorous and relevant, leading to increased academic achievement and college/career readiness. This will be demonstrated through collaboratively developed common assessments and students demonstrating career readiness skills of problem solving, critical thinking, collaboration and goal setting.

Action Step	Anticipated Start/Completion Date		
Ensuring our curriculum provides a variety of opportunities for all students.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Administration	Curriculum map creation & PDE career standards	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed curriculum maps	Curricular alignment with standards, internships and other opportunities at SHS

Action Plan For: Fiscal Responsibility- HRS Leading Indicator 1.8

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of resource distribution will be focused on meeting the instructional needs of current and future generations of students, preparing them to be career and college ready.

Action Step	Anticipated Start/Completion Date		
Maintaining fiscal responsibility in addressing current and future resource needs.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

CFOO, Business Manager, Finance and Budget Committee	N/A	No	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Materials purchased are going to further the District mission and vision.	New materials are selected based upon best researched practices, purchase orders, Board presentations with research based information.

Action Plan For: Fiscal Responsibility- HRS Leading Indicator 1.8

Measurable Goals:
<ul style="list-style-type: none"> By 2027, 100% of resource distribution will be focused on meeting the instructional needs of current and future generations of students, preparing them to be career and college ready.

Action Step	Anticipated Start/Completion Date		
Developing effective practices for the recruitment and retainment of staff.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CFOO, Business Manager, Finance and Budget Committee	N/A	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Highly qualified individuals are employed in SYCSD.	Research based practices are used to retain our employees. Exit Interviews identify reasons why employees are leaving.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Instruction in Every classroom: Leading Indicator 2.1	SYCSD communicates a clear vision of instruction.
Effective Instruction in Every Classroom- Leading Indicator 2.2	Teachers create professional learning plans.
Effective Instruction in Every Classroom- Leading Indicator 2.3	Predominant Instructional practices throughout the school are known and monitored.
Effective Instruction in Every Classroom- Leading Indicator 2.4	Teachers are provided with clear, ongoing feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement.
Effective Instruction in every classroom- Leading Indicator 2.5	Provide job embedded professional development aligned to growth goals.
Effective Instruction in Every Classroom- Leading Indicator 2.6	Teachers observe one another to continue to improve their instructional craft.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.1 & 1.2	Ongoing training for crisis preparedness for district staff and students.
Safe, Supportive and Collaborative Environment- Leading Indicators 1.1, 1.2	Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.1, 1.2, 1.8	Completing mandatory trainings to include suicide awareness and mandated reporting.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.5	Establishing school district expectations K-12 in school and on bus transportation
Safe, Supportive and Collaborative Culture- Leading Indicator 1.5 & 1.6	Utilizing stakeholder feedback to assess and modify safety procedures.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.4	Create collaborative opportunities across buildings for curriculum development and implementation.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.2	Training to provide an environment where all students feel included.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.4	Providing opportunities for all stakeholders to develop a problem-solving growth mindset.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.6	Establishing positive partnerships and relationships with all stakeholder groups.
Guaranteed and Viable Curriculum- Leading	Refining curriculum on personal and financial management.

Indicator 3.1	
Guaranteed and Viable Curriculum- Leading Indicators 3.1	Establishing PDE Career Standards in all curricular areas.
Guaranteed and Viable Curriculum- Leading Indicator 3.1	Establishing continued coursework for career exploration and certification.
Guaranteed and Viable Curriculum- Leading Indicator 3.3	Ensuring our curriculum provides a variety of opportunities for all students.

A Vision of Instruction

Action Step		
<ul style="list-style-type: none"> SYCSD communicates a clear vision of instruction. 		
Audience		
Administration and Teachers		
Topics to be Included		
New Art and Science of Teaching (NASOT)		
Evidence of Learning		
Instructional strategies in daily lessons		
Lead Person/Position	Anticipated Start	Anticipated Completion
Marzano Representative and Administration	2023-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Professional Learning Plans

Action Step
<ul style="list-style-type: none"> Teachers create professional learning plans.
Audience
Administration & Teachers
Topics to be Included
Individualizing professional development Marzano 2.2 The School supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
Evidence of Learning

PLP's created and monitored		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Action research	Three times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

New Art and Science of Teaching Instructional Strategies

Action Step		
<ul style="list-style-type: none"> Predominant instructional practices throughout the school are known and monitored. 		
Audience		
Administration and Teachers		
Topics to be Included		
The school is aware and monitors predominant instructional practices. NASOT strategies are reviewed and observed with feedback.		
Evidence of Learning		
Walk through data collection		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2023-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 3a: Communicating with Students 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 2e: Organizing Physical Space 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 	

- 4d: Participating in a Professional Community
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport
- 3b: Using Questioning and Discussion Techniques
- 4c: Communicating with Families
- 1c: Setting Instructional Outcomes
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction
- 4e: Growing and Developing Professionally
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism

This Step Meets the Requirements of State Required Trainings

Using NASOT in Data Collection

Action Step		
<ul style="list-style-type: none"> • Teachers are provided with clear, ongoing feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement. 		
Audience		
Teachers		
Topics to be Included		
The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.		
Evidence of Learning		
Walk Through Data Collection (NASOT) & Formal observations (Danielson)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Learning walk	Weekly and Through Evaluation Cycle
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 2a: Creating an Environment of Respect and Rapport • 3b: Using Questioning and Discussion Techniques 	

- 4c: Communicating with Families
- 1c: Setting Instructional Outcomes
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 4d: Participating in a Professional Community
- 1d: Demonstrating Knowledge of Resources
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 4f: Showing Professionalism
- 1e: Designing Coherent Instruction
- 2e: Organizing Physical Space
- 4a: Reflecting on Teaching
- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 4b: Maintaining Accurate Records

This Step Meets the Requirements of State Required Trainings

Growing in our Practices

Action Step		
<ul style="list-style-type: none"> • Provide job embedded professional development aligned to growth goals. 		
Audience		
Teachers & Instructional Supports		
Topics to be Included		
The school provides teachers with job embedded professional development that is directly related to their instructional growth goals.		
Evidence of Learning		
PLP & NASOT		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	

- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

Instructional Rounds

Action Step		
<ul style="list-style-type: none"> • Teachers observe one another to continue to improve their instructional craft. 		
Audience		
Teachers		
Topics to be Included		
Teachers have opportunities to observe and discuss effective instruction: Instructional Rounds		
Evidence of Learning		
Increased use of NASOT strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	

Crisis Preparedness

Action Step		
<ul style="list-style-type: none"> • Ongoing training for crisis preparedness for district staff and students. 		
Audience		
All employees and students		
Topics to be Included		
Run, Hide, Fight & Emergency Preparedness		
Evidence of Learning		
Safety Plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, School Resource Officer, School Security, Administration, Safety Committee	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Partnerships for Safety

Action Step		
<ul style="list-style-type: none"> Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management. 		
Audience		
Teachers, Administration, SRO, School Security, Outside Agencies, Assistant Superintendent		
Topics to be Included		
Table tops and other emergency preparedness scenarios		
Evidence of Learning		
Safety plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, SRO, School Security, Administration, Safety Committee	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Other	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Suicide Awareness

Action Step		
<ul style="list-style-type: none"> Completing mandatory trainings to include suicide awareness and mandated reporting. 		
Audience		
All Employees		
Topics to be Included		
Suicide awareness		
Evidence of Learning		
Safety plan		
Lead Person/Position	Anticipated Start	Anticipated Completion

Assistant Superintendent, SRO, School Security, Administration, Safety Committee	2024-07-01	2027-06-30
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Learning Format

Type of Activities	Frequency
Course(s)	Annual
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Rules and Procedures

Action Step		
<ul style="list-style-type: none"> Establishing school district expectations K-12 in school and on bus transportation 		
Audience		
Students and parents		
Topics to be Included		
Rules and procedures for school and bus		
Evidence of Learning		
Students consistently hold to standards of conduct		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, Administration, Transportation Coordinator	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Tri-annual
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	

Collaboration on Safety with Stakeholders

Action Step		
<ul style="list-style-type: none"> Utilizing stakeholder feedback to assess and modify safety procedures. 		
Audience		
Stakeholder and administration		
Topics to be Included		

Stakeholders provide insight into what is working and not working in regards to safety procedures to help ensure all areas of safety are reviewed on a frequent basis		
Evidence of Learning		
Meeting agendas demonstrate concerns and remedies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, Communication Coordinator, Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Tri-annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Creating Highly Functioning PLCs for Curriculum Development

Action Step		
<ul style="list-style-type: none"> Create collaborative opportunities across buildings for curriculum development and implementation. 		
Audience		
Teachers		
Topics to be Included		
Understanding by Design curriculum development.		
Evidence of Learning		
Creating Lessons Using UBD and NASOT		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Creating an Inclusive Environment

Action Step

<ul style="list-style-type: none"> • Training to provide an environment where all students feel included. 		
Audience		
Teachers		
Topics to be Included		
Inclusive practices		
Evidence of Learning		
Students survey demonstrates students feel included		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1X with follow up in classroom walk throughs
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	

Problem Solving Growth Mindsets

Action Step		
<ul style="list-style-type: none"> • Providing opportunities for all stakeholders to develop a problem-solving growth mindset. 		
Audience		
All Teachers		
Topics to be Included		
Curriculum and instruction development		
Evidence of Learning		
Integrated curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Positive Partnerships for the Future

Action Step		
<ul style="list-style-type: none"> Establishing positive partnerships and relationships with all stakeholder groups. 		
Audience		
Community, Parents, Teachers, Students, Administration, Staff		
Topics to be Included		
Safety, Curriculum, Internship Opportunities, & Collaborative Partnerships		
Evidence of Learning		
Community and school based activities, surveys, PTO, Principal Advisory		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration, Teacher leadership	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Personal Financial Management

Action Step		
<ul style="list-style-type: none"> Refining curriculum on personal and financial management. 		
Audience		
Business Education Teachers		
Topics to be Included		
Development of Curriculum on Personal Finance		
Evidence of Learning		
Students will be able to understand budgeting and personal finances for their future		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction, PATTAN	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Summer Work
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	

This Step Meets the Requirements of State Required Trainings

PDE Career Standards integrated.

Action Step		
<ul style="list-style-type: none"> Establishing PDE Career Standards in all curricular areas. 		
Audience		
ALL Teachers		
Topics to be Included		
Understanding By Design curriculum development		
Evidence of Learning		
Curriculum maps have career standards integrated		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction, Teacher Leadership, Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Summer Work
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Career Exploration and Certification Opportunities

Action Step		
<ul style="list-style-type: none"> Establishing continued coursework for career exploration and certification. 		
Audience		
Teachers & Guidance		
Topics to be Included		
Integration of career exploration into lesson design		
Evidence of Learning		
Lesson design		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction, Administration	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
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Lesson studies	Summer Work
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Standards aligned curriculum preparing students for the future

Action Step		
<ul style="list-style-type: none"> Ensuring our curriculum provides a variety of opportunities for all students. 		
Audience		
Teachers		
Topics to be Included		
Standards Alignment & Internship Opportunities		
Evidence of Learning		
Curricular alignment with career standards & internships		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction, Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Summers
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition

Action Step		
<ul style="list-style-type: none"> Teachers create professional learning plans. 		
Audience		
All Staff		
Topics to be Included		
Building knowledge of language/literacy, mathematics and science concepts, instructional rounds on effective strategies for student achievement, NASOT professional development		
Evidence of Learning		
Walk through data analysis and Instructional Rounds		
Lead Person/Position	Anticipated Start	Anticipated Completion

Administration	2024-07-01	2027-06-30
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Learning Format

Type of Activities	Frequency
Independent study	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Teaching strategies to increase student achievement

Action Step		
<ul style="list-style-type: none"> Predominant Instructional practices throughout the school are known and monitored. Provide job embedded professional development aligned to growth goals. 		
Audience		
Teachers & Instructional Staff		
Topics to be Included		
Training to ensure that teachers understand how students differ in their ability and approaches to learning and creating opportunities that foster achievement of diverse learners in the inclusive classroom.		
Evidence of Learning		
Walk through and Instructional Rounds		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Independent study	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Trauma Informed Practices

Action Step
<ul style="list-style-type: none"> Completing mandatory trainings to include suicide awareness and mandated reporting.
Audience
ALL Staff

Topics to be Included		
1. Recognition of the signs of trauma in students 2. Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support. 3. Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma. 4. The school entity's policies regarding trauma-informed approaches. 5. The school entity's policies regarding connecting students with appropriate services. 6. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.		
Evidence of Learning		
Panorama survey results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Professional Ethics

Action Step		
<ul style="list-style-type: none"> Completing mandatory trainings to include suicide awareness and mandated reporting. 		
Audience		
ALL Staff		
Topics to be Included		
The standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.		
Evidence of Learning		
Professional uphold the ethics policy		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	

This Step Meets the Requirements of State Required Trainings
Professional Ethics

Staff Awareness Training

Action Step		
<ul style="list-style-type: none"> Completing mandatory trainings to include suicide awareness and mandated reporting. 		
Audience		
All Staff		
Topics to be Included		
Bias 101, Advancing as Responsive Educators, Bullying & Harassment Prevention		
Evidence of Learning		
Panorama survey results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Structured Literacy

Action Step
<ul style="list-style-type: none"> Completing mandatory trainings to include suicide awareness and mandated reporting.
Audience
Elementary Teachers, Middle Level Teachers, Special Education, English Learner Teachers
Topics to be Included
Structured literacy is systemic, explicit instruction that provides a strong core of foundational literacy skills in the language systems of English; integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationship among words (semantics), and the organization of spoken and written discourse. Structured Literacy trainings shall address but shall not be limited to: 1. Evidence-based intervention practices on structured literacy. 2. Explicit and systematic instruction in phonological and phonemic awareness. 3. The alphabetic principle, decoding and encoding, fluency and vocabulary reading comprehension and building content knowledge.
Evidence of Learning
Lesson Development based on Science of Reading for struggling learners

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction, Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	10 Hour Course through PATTAN
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Effective Instruction in Every classroom: Leading Indicator 2.1	SYCSD communicates a clear vision of instruction.
Effective Instruction in Every Classroom- Leading Indicator 2.2	Teachers create professional learning plans.
Effective Instruction in Every Classroom- Leading Indicator 2.3	Predominant Instructional practices throughout the school are known and monitored.
Effective Instruction in every classroom- Leading Indicator 2.5	Provide job embedded professional development aligned to growth goals.
Effective Instruction in Every Classroom- Leading Indicator 2.6	Teachers observe one another to continue to improve their instructional craft.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.1 & 1.2	Ongoing training for crisis preparedness for district staff and students.
Safe, Supportive and Collaborative Environment- Leading Indicators 1.1, 1.2	Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.1, 1.2, 1.8	Completing mandatory trainings to include suicide awareness and mandated reporting.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.1 & 1.2	Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.5 & 1.6	Utilizing stakeholder feedback to assess and modify safety procedures.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.4	Create collaborative opportunities across buildings for curriculum development and implementation.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.2	Training to provide an environment where all students feel included.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.4	Providing opportunities for all stakeholders to develop a problem-solving growth mindset.
Safe, Supportive and Collaborative Culture- Leading Indicator 1.6	Establishing positive partnerships and relationships with all stakeholder groups.
Guaranteed and Viable Curriculum- Leading Indicator 3.1	Refining curriculum on personal and financial management.
Guaranteed and Viable Curriculum- Leading	Establishing PDE Career Standards in all curricular areas.

Indicators 3.1	
Guaranteed and Viable Curriculum- Leading Indicator 3.1	Establishing continued coursework for career exploration and certification.
Guaranteed and Viable Curriculum- Leading Indicator 3.3	Ensuring our curriculum provides a variety of opportunities for all students.
Fiscal Responsibility- HRS Leading Indicator 1.8	Maintaining fiscal responsibility in addressing current and future resource needs.
Fiscal Responsibility- HRS Leading Indicator 1.8	Developing effective practices for the recruitment and retainment of staff.

A Vision of Instruction: New Art and Science of Teaching

Action Step		
<ul style="list-style-type: none"> • SYCSD communicates a clear vision of instruction. • Teachers create professional learning plans. • Predominant Instructional practices throughout the school are known and monitored. • Provide job embedded professional development aligned to growth goals. • Completing mandatory trainings to include suicide awareness and mandated reporting. • Unifying communication of safety information from district and school level through newsletters, School Messenger, and email. • Utilizing stakeholder feedback to assess and modify safety procedures. • Create collaborative opportunities across buildings for curriculum development and implementation. • Training to provide an environment where all students feel included. • Providing opportunities for all stakeholders to develop a problem-solving growth mindset. • Establishing positive partnerships and relationships with all stakeholder groups. • Refining curriculum on personal and financial management. • Establishing PDE Career Standards in all curricular areas. • Establishing continued coursework for career exploration and certification. • Ensuring our curriculum provides a variety of opportunities for all students. • Maintaining fiscal responsibility in addressing current and future resource needs. • Developing effective practices for the recruitment and retainment of staff. • Teachers observe one another to continue to improve their instructional craft. • Ongoing training for crisis preparedness for district staff and students. • Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management. 		
Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Communication

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Professional Learning Plans

Action Step		
<ul style="list-style-type: none"> • SYCSD communicates a clear vision of instruction. • Teachers create professional learning plans. • Predominant Instructional practices throughout the school are known and monitored. • Provide job embedded professional development aligned to growth goals. • Completing mandatory trainings to include suicide awareness and mandated reporting. • Unifying communication of safety information from district and school level through newsletters, School Messenger, and email. • Utilizing stakeholder feedback to assess and modify safety procedures. • Create collaborative opportunities across buildings for curriculum development and implementation. • Training to provide an environment where all students feel included. • Providing opportunities for all stakeholders to develop a problem-solving growth mindset. • Establishing positive partnerships and relationships with all stakeholder groups. • Refining curriculum on personal and financial management. • Establishing PDE Career Standards in all curricular areas. • Establishing continued coursework for career exploration and certification. • Ensuring our curriculum provides a variety of opportunities for all students. • Maintaining fiscal responsibility in addressing current and future resource needs. • Developing effective practices for the recruitment and retainment of staff. • Teachers observe one another to continue to improve their instructional craft. • Ongoing training for crisis preparedness for district staff and students. • Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management. 		
Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
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New Art and Science Of Teaching Instructional Strategies

Action Step		
<ul style="list-style-type: none"> • SYCSD communicates a clear vision of instruction. • Teachers create professional learning plans. • Predominant Instructional practices throughout the school are known and monitored. • Provide job embedded professional development aligned to growth goals. • Completing mandatory trainings to include suicide awareness and mandated reporting. • Unifying communication of safety information from district and school level through newsletters, School Messenger, and email. • Utilizing stakeholder feedback to assess and modify safety procedures. • Create collaborative opportunities across buildings for curriculum development and implementation. • Training to provide an environment where all students feel included. • Providing opportunities for all stakeholders to develop a problem-solving growth mindset. • Establishing positive partnerships and relationships with all stakeholder groups. • Refining curriculum on personal and financial management. • Establishing PDE Career Standards in all curricular areas. • Establishing continued coursework for career exploration and certification. • Ensuring our curriculum provides a variety of opportunities for all students. • Maintaining fiscal responsibility in addressing current and future resource needs. • Developing effective practices for the recruitment and retainment of staff. • Teachers observe one another to continue to improve their instructional craft. • Ongoing training for crisis preparedness for district staff and students. • Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management. 		
Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
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Professional Growth Goals

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.

- Teachers create professional learning plans.
- Predominant Instructional practices throughout the school are known and monitored.
- Provide job embedded professional development aligned to growth goals.
- Completing mandatory trainings to include suicide awareness and mandated reporting.
- Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.
- Utilizing stakeholder feedback to assess and modify safety procedures.
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- Training to provide an environment where all students feel included.
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- Establishing positive partnerships and relationships with all stakeholder groups.
- Refining curriculum on personal and financial management.
- Establishing PDE Career Standards in all curricular areas.
- Establishing continued coursework for career exploration and certification.
- Ensuring our curriculum provides a variety of opportunities for all students.
- Maintaining fiscal responsibility in addressing current and future resource needs.
- Developing effective practices for the recruitment and retainment of staff.
- Teachers observe one another to continue to improve their instructional craft.
- Ongoing training for crisis preparedness for district staff and students.
- Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.

Audience

Teachers and Staff

Topics to be Included

High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study

Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Instructional Rounds

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.

- Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.
- Utilizing stakeholder feedback to assess and modify safety procedures.
- Create collaborative opportunities across buildings for curriculum development and implementation.
- Training to provide an environment where all students feel included.
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- Refining curriculum on personal and financial management.
- Establishing PDE Career Standards in all curricular areas.
- Establishing continued coursework for career exploration and certification.
- Ensuring our curriculum provides a variety of opportunities for all students.
- Maintaining fiscal responsibility in addressing current and future resource needs.
- Developing effective practices for the recruitment and retainment of staff.
- Teachers observe one another to continue to improve their instructional craft.
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- Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.

Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Suicide Awareness

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.• Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.• Utilizing stakeholder feedback to assess and modify safety procedures.• Create collaborative opportunities across buildings for curriculum development and implementation.• Training to provide an environment where all students feel included.

- Providing opportunities for all stakeholders to develop a problem-solving growth mindset.
- Establishing positive partnerships and relationships with all stakeholder groups.
- Refining curriculum on personal and financial management.
- Establishing PDE Career Standards in all curricular areas.
- Establishing continued coursework for career exploration and certification.
- Ensuring our curriculum provides a variety of opportunities for all students.
- Maintaining fiscal responsibility in addressing current and future resource needs.
- Developing effective practices for the recruitment and retainment of staff.
- Teachers observe one another to continue to improve their instructional craft.
- Ongoing training for crisis preparedness for district staff and students.
- Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.

Audience

Teachers and Staff

Topics to be Included

High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study

Lead Person/Position

Administration

Anticipated Start

2024-07-01

Anticipated Completion

2027-06-30

Communication

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Safety involves us all

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.• Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.• Utilizing stakeholder feedback to assess and modify safety procedures.• Create collaborative opportunities across buildings for curriculum development and implementation.• Training to provide an environment where all students feel included.• Providing opportunities for all stakeholders to develop a problem-solving growth mindset.• Establishing positive partnerships and relationships with all stakeholder groups.• Refining curriculum on personal and financial management.• Establishing PDE Career Standards in all curricular areas.

- Establishing continued coursework for career exploration and certification.
- Ensuring our curriculum provides a variety of opportunities for all students.
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Audience

Teachers and Staff

Topics to be Included

High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study

Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Surveys and Quick Data to modify our Safety Procedures

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.• Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.• Utilizing stakeholder feedback to assess and modify safety procedures.• Create collaborative opportunities across buildings for curriculum development and implementation.• Training to provide an environment where all students feel included.• Providing opportunities for all stakeholders to develop a problem-solving growth mindset.• Establishing positive partnerships and relationships with all stakeholder groups.• Refining curriculum on personal and financial management.• Establishing PDE Career Standards in all curricular areas.• Establishing continued coursework for career exploration and certification.• Ensuring our curriculum provides a variety of opportunities for all students.• Maintaining fiscal responsibility in addressing current and future resource needs.

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Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Creating Highly Functioning PLCS for Curriculum Development

Action Step
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Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Creating an Inclusive Environment

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Problem Solving Growth Mindsets

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Positive Partnerships for the future

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Personal Financial Management

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PDE Career Standards integrated

Action Step
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Teachers and Staff

Topics to be Included

High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study

Lead Person/Position

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Career Exploration and Certification Opportunities

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Standards aligned curriculum preparing students for the future

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Fiscal Responsibility

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Recruitment and Retainment

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Crisis Preparedness

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.• Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.• Utilizing stakeholder feedback to assess and modify safety procedures.• Create collaborative opportunities across buildings for curriculum development and implementation.• Training to provide an environment where all students feel included.• Providing opportunities for all stakeholders to develop a problem-solving growth mindset.• Establishing positive partnerships and relationships with all stakeholder groups.• Refining curriculum on personal and financial management.• Establishing PDE Career Standards in all curricular areas.• Establishing continued coursework for career exploration and certification.• Ensuring our curriculum provides a variety of opportunities for all students.• Maintaining fiscal responsibility in addressing current and future resource needs.• Developing effective practices for the recruitment and retainment of staff.• Teachers observe one another to continue to improve their instructional craft.• Ongoing training for crisis preparedness for district staff and students.• Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.

Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

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Partnership for safety

Action Step
<ul style="list-style-type: none">• SYCSD communicates a clear vision of instruction.• Teachers create professional learning plans.• Predominant Instructional practices throughout the school are known and monitored.• Provide job embedded professional development aligned to growth goals.• Completing mandatory trainings to include suicide awareness and mandated reporting.• Unifying communication of safety information from district and school level through newsletters, School Messenger, and email.• Utilizing stakeholder feedback to assess and modify safety procedures.• Create collaborative opportunities across buildings for curriculum development and implementation.• Training to provide an environment where all students feel included.• Providing opportunities for all stakeholders to develop a problem-solving growth mindset.• Establishing positive partnerships and relationships with all stakeholder groups.• Refining curriculum on personal and financial management.• Establishing PDE Career Standards in all curricular areas.• Establishing continued coursework for career exploration and certification.• Ensuring our curriculum provides a variety of opportunities for all students.• Maintaining fiscal responsibility in addressing current and future resource needs.• Developing effective practices for the recruitment and retainment of staff.• Teachers observe one another to continue to improve their instructional craft.• Ongoing training for crisis preparedness for district staff and students.• Preparing for emergency preparedness through table tops, partnerships with community agencies, local law enforcement and emergency management.
Audience
Teachers and Staff
Topics to be Included
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study

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Annual Review of Comprehensive Plan Goals Progress

Action Step		
Audience		
Teachers and Staff		
Topics to be Included		
High Reliability Schools Level 2.1: Effective Teaching in Every Classroom New Art and Science of Teaching Book Study		
Lead Person/Position	Anticipated Start	Anticipated Completion
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Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">2024 Comp Plan Approval.pdf

Chief School Administrator	Date
Robert J. Bryson	2024-03-25