

CONESTOGA VALLEY SD

2110 Horseshoe Rd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Mission: To educate all students to strive for personal excellence, while becoming caring and contributing citizens in a global community.

VISION STATEMENT

Vision: To inspire a collaborative learning community where all individuals have equal opportunities to achieve their fullest potential. We believe in the following foundations: Expecting a safe and respectful learning environment, Sustaining strong school-family relationships, Delivering a well-rounded educational program, Cultivating the diverse skills necessary for the 21st Century, Fostering an appreciation for life-long learning, Promoting the development of our core character traits, Investing in mutually beneficial community partnerships.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

As an innovative problem solver, I observe, identify and describe problems to be solved with curiosity and inquiry; I apply my knowledge and skills through creative, adaptable, and original problem solving methods in real world situations; I accept constructive feedback to evaluate, reflect, and revise as needed; I approach learning with a growth mindset and see failure as an opportunity to learn. As a collaborator, I demonstrate flexibility and willingness to cooperate and compromise in order to meet a common goal; I engage in meaningful contribution and focused effort to foster teamwork; I share leadership and decision making responsibilities with others; I seek, value, and share constructive feedback to benefit the team; As a global citizen, I demonstrate compassion, empathy and respect for others in a diverse society; I think beyond myself to help the local, state, national and global communities; I acknowledge and seek to understand other points of view; I understand the foundations of our country and how to actively participate in civic life; I demonstrate personal, civic, social, and global responsibility. As a communicator, I confidently express my thinking with clear and concise ideas in written, verbal, and nonverbal exchanges; I adapt my communication method and style to maximize understanding for a variety of settings and audiences; I actively listen to others' perspectives and points of view; I respectfully interact with others holding different thoughts and opinions. As a life-long learner, I approach learning with flexibility, perseverance, and a willingness to adapt using a growth mindset to reach my fullest potential; I practice organization, goal setting, time management, and self-reflection; I am empowered through positive risk-taking, self-advocacy, and responsible decision making; I harness content, digital and financial literacies; I model personal integrity, honesty, empathy, fairness, respect, and ethical behavior.

STAFF

Staff members will create an educational experience that sets learners on a path to realize their fullest potential in life.

ADMINISTRATION

Administration will lead the educational community to ensure that CV graduates are prepared for their future, not our past.

PARENTS

Parents will nurture their child's educational process and planning for life after high school, regardless of each individual's path.

COMMUNITY

The community will share in the responsibility and accountability for student learning.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Cara Baldwin	BT ESL teacher	Conestoga Valley School District
Kelly Cartwright	Asst to Supt for Elem Educ	Conestoga Valley School District
Nicole Castagna	MS parent	Conestoga Valley School District
Sean Dougherty	BT parent	Conestoga Valley School District
Gwen Fellenbaum	Leola Kindergarten teacher	Conestoga Valley School District
Jennifer Gabryluk	MS School counselor	Conestoga Valley School District
Susan Grammer	MS English teacher	Conestoga Valley School District
Lindsey Heller	ST parent	Conestoga Valley School District
Laura Howard	Fritz 1st grade teacher	Conestoga Valley School District
Christine Kassay	MS Asst Principal	Conestoga Valley School District
Tim Lapp	Community member	Lapp Electric
Judy Lefever	HS science teacher	Conestoga Valley School District
Don Mann	Asst to Supt for Second Educ	Conestoga Valley School District

Name	Position	Building/Group
Tara Sangrey	Leola parent	Conestoga Valley School District
Amanda Schlee	ST reading specialist	Conestoga Valley School District
Todd Shertzer	School Board President	Conestoga Valley School District
Michael Smith	HS Principal	Conestoga Valley School District
Jessica Stephens	Fritz parent	Conestoga Valley School District
Michelle Trasborg	Fritz Principal	Conestoga Valley School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Incorporate the CV Instructional Model's Big Ideas, Characteristics and Essential Questions into Teaching and Learning

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

Expand opportunities that mutually benefit our students and the community.

Community Engagement

Community Engagement

Prioritize Growth and Achievement for ALL Students, with an emphasis on under-represented groups through an Equity Audit and development of an Equity Plan.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 3: Provide Student-Centered Support Systems

Institutionalize the established Profile of a CV Learner

Essential Practices 1: Focus on Continuous Improvement of Instruction

Priority Statement**Outcome Category**

Essential Practices 1: Focus on
Continuous Improvement of Instruction

ACTION PLAN AND STEPS**Evidence-based Strategy**

PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Growth & Achievement for ALL Students	Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10%
Trauma Informed	Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs.
Equity Audit & Plan	Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In order to meet the target for year 1, define equity for the district and community; identify & understand the district's demographics; analyze the data; analyze policies and practices with an equity lens	2021-08-18 - 2022-06-01	Assistants to the Superintendent for Elementary & Secondary Education	Meeting time
In order to meet the target for year 2, embed educational equity training into all levels of professional development for administration, staff, and board; Pursue and practice cultural awareness and competence	2022-08-16 - 2024-06-07	Assistants to the Superintendent for Elementary & Secondary Education	Meeting Time
In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.	2021-08-18 - 2024-06-15	Assistants to the Superintendent for Elementary & Secondary Education	Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)
Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.	2021-07-01 - 2022-06-30	Assistant to the Superintendent for Pupil Services	Meeting Time, Trauma informed guidelines published by the Pennsylvania Commission on Crime and Delinquency.
Implement the district's trauma informed plan	2022-07-01 - 2024-06-28	Assistant to the Superintendent for Pupil Services	Meeting Time, & Time for PD

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

- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

Monitoring/Evaluation

PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

Evidence-based Strategy

Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
339 Plan/CEW	Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12.
Business Round Table	Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In order to meet the target for year 1, examine school processes and programs data related to career exploration, development and planning.	2021-08-01 - 2022-06-10	Assistants to the Superintendent for Elementary & Secondary Education	meeting time Data Analysis for Continuous School Improvement resources Chapter 6 (book by Victoria Bernhardt)
In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.	2022-08-01 - 2024-06-07	Assistants to the Superintendent for Elementary & Secondary Education	meeting time Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)
The district will engage local businesses to develop a plan of action to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships,	2021-06-15 - 2024-06-30	Assistants to the Superintendent for Elementary & Secondary Education	Business Round Table
Anticipated Outcome			
Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12.			
Monitoring/Evaluation			

Utilize the program evaluation tool as defined by the Continuous School Improvement cycle outlined in Appendix D in Victoria Bernhardt's Data Analysis for Continuous School Improvement.

Evidence-based Strategy

Data Analysis for Continuous School Improvement related personalized PD and CIAE

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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MTSS	While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12.
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Curriculum, Instruction, Assessment, & Environment	The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In order to meet the target for year 1, the district will examine curriculum, instruction and assessment practices, and environment as they relate to Instructional Model: Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences.	2021-08-02 - 2022-06-10	Assistants to the Superintendent for Elementary & Secondary Education	Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)
In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.	2022-08-01 - 2024-06-07	Assistants to the Superintendent for Elementary & Secondary Education	Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)
In order to meet the target for year 1, the districts will assess students to determine academic gaps.	2021-08-02 - 2024-06-07	Assistants to the Superintendent for Elementary & Secondary Education	valid and reliable assessments, meeting time to review and analyze data and make intervention decisions
In order to meet the target for year 2, provide trauma informed programs and strategies to address needs of all learners.	2022-08-01 - 2024-06-07	Assistants to the Superintendent for Elementary & Secondary	Trauma informed comprehensive plan

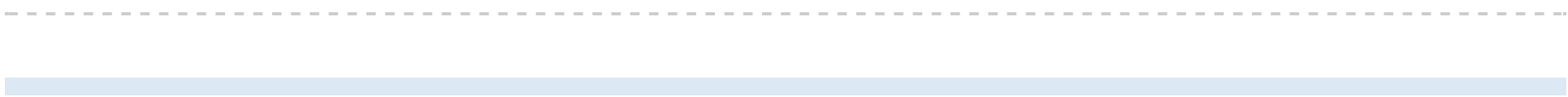
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District administration and professional development committee will develop a framework to guide the implementation of a personalized professional development plan for each professional employee.	2021-06-14 - 2022-06-30	Education Assistants to the Superintendent for Elementary & Secondary Education	Meeting time
Implement the district's personalized professional development plan	2022-07-01 - 2024-06-15	District principals and Subject Area Supervisors	District developed template and protocols

Anticipated Outcome

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

Monitoring/Evaluation

Completion of annual needs assessment & and annual review with administration and professional staff



Evidence-based Strategy

Implementation of the Profile of a CV Learner

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Profile of a CV Learner/Staff Rubric	Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model.
Profile of a CV Learner/Parent-Community Rubric	Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.	2021-08-18 - 2024-06-07	Principals and supervisors	meeting time, curriculum documents
Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.	2021-08-18 - 2024-06-07	Principals and supervisors	meeting time, curriculum documents
Share the developed rubrics with parent/community groups for feedback and integration.	2023-08-15 - 2024-06-07	District Office staff	meeting time, district communications

Anticipated Outcome

Completed and fully implemented rubrics with clear communication to the community regarding the rubrics/expectations.

Monitoring/Evaluation

classroom observations, committee meetings, curriculum review district communications, parent surveys

Evidence-based Strategy

MTSS - Multi-Tiered Support System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12.
Curriculum, Instruction, Assessment, & Environment	The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programming and make recommendations to implement K-12 MTSS programming.	2021-07-01 - 2022-06-30	Assistant to the Superintendent for Pupil Services	Meeting Time, Student Data, building visits
Implementation of MTSS plan K-12.	2022-07-01 - 2024-06-28	Assistant to the Superintendent for Pupil Services	Meeting time, Time for Professional Development

Anticipated Outcome

Fully implemented K-12 MTSS program

Monitoring/Evaluation

classroom observations, committee meetings, student performance and discipline data review, student surveys, teacher surveys



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)	PSBA Equity Action Plan & Data	In order to meet the target for year 2, embed	08/16/2022 - 06/07/2024
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	Analysis for Continuous School Improvement resources	educational equity training into all levels of professional development for	
Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)	(book by Victoria Bernhardt) related to growth, achievement and equity	administration, staff, and board; Pursue and practice cultural awareness and competence	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity	In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.	08/18/2021 - 06/15/2024
Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)			
Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.</p>	<p>07/01/2021 - 06/30/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p>	<p>PSBA Equity Action Plan & Data</p>	<p>Implement the district's trauma informed plan</p>	<p>07/01/2022 - 06/28/2024</p>
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p>	<p>Analysis for Continuous School</p>	<p>Improvement resources</p>	
<p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>(book by Victoria Bernhardt) related to growth, achievement and equity</p>		

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)	Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table	In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.	08/01/2022 - 06/07/2024
Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.</p>	<p>08/01/2022 - 06/07/2024</p>
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 1, the districts will assess students to determine academic gaps.</p>	<p>08/02/2021 - 06/07/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, provide trauma informed programs and strategies to address needs of all learners.</p>	<p>08/01/2022 - 06/07/2024</p>
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>			

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>Implement the district's personalized professional development plan</p>	<p>07/01/2022 - 06/15/2024</p>
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.	08/18/2021 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.	08/18/2021 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>MTSS - Multi-Tiered Support System</p>	<p>In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programing and make recommendations to implement K-12 MTSS programming.</p>	<p>07/01/2021 - 06/30/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	MTSS - Multi-Tiered Support System	Implementation of MTSS plan K-12.	07/01/2022 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	PSBA Equity Action Plan	In order to meet the target for year 2, embed	08/16/2022 -
Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)	& Data Analysis for Continuous School Improvement resources	educational equity training into all levels of professional development for administration, staff, and board;	06/07/2024
Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)	(book by Victoria Bernhardt) related to growth, achievement and equity	Pursue and practice cultural awareness and competence	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p>	<p>PSBA Equity Action Plan & Data</p>	<p>In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.</p>	<p>08/18/2021 - 06/15/2024</p>
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p>	<p>Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.</p>	<p>08/18/2021 - 06/15/2024</p>
<p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data</p>	<p>In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.</p>	<p>08/18/2021 - 06/15/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.</p>	<p>07/01/2021 - 06/30/2022</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	PSBA Equity Action Plan & Data	Implement the district's trauma informed plan	07/01/2022 - 06/28/2024
Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)	Analysis for Continuous School Improvement		
Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)	resources (book by Victoria Bernhardt) related to growth, achievement and equity		

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)</p>	<p>Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.</p>	<p>08/01/2022 - 06/07/2024</p>
<p>Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)</p>	<p>Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table</p>	<p>The district will engage local businesses to develop a plan of action to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships,</p>	<p>06/15/2021 - 06/30/2024</p>
<p>Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.</p>	<p>08/01/2022 - 06/07/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 1, the districts will assess students to determine academic gaps.</p>	<p>08/02/2021 - 06/07/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, provide trauma informed programs and strategies to address needs of all learners.</p>	<p>08/01/2022 - 06/07/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>District administration and professional development committee will develop a framework to guide the implementation of a personalized professional development plan for each professional employee.</p>	<p>06/14/2021 - 06/30/2022</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.	08/18/2021 - 06/07/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.	08/18/2021 - 06/07/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Share the developed rubrics with parent/community groups for feedback and integration.	08/15/2023 - 06/07/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>MTSS - Multi-Tiered Support System</p>	<p>In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programming and make recommendations to implement K-12 MTSS programming.</p>	<p>07/01/2021 - 06/30/2022</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>MTSS - Multi-Tiered Support System</p>	<p>Implementation of MTSS plan K-12.</p>	<p>07/01/2022 - 06/28/2024</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth

Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth

Science/Biology All Student Group Exceeds the Standard Demonstrating Growth

English Language Arts/Literature Standard Demonstrating Growth: Economically Disadvantaged 78.0, English Learner 81.0, Student with Disabilities 86.0, Hispanic 89.0, Black 74.0

Mathematics/Algebra Standard Demonstrating Growth: Economically Disadvantaged 100.0, Student with Disabilities 100.0, Black 100.0, Hispanic 100.0

Science/Biology Standard Demonstrating Growth: Economically Disadvantaged 76.0, English Learner 86.0, Student with Disabilities 100.0

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

Challenges

English Language Growth and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target

Career Standards Benchmark All Student Group Did Not Meet Performance Standard

English Language Growth and Attainment Interim Goal/Improvement Target

Hispanic: English Language Growth and Attainment Interim Goal/Improvement Target, Mathematics/Algebra 2030 Statewide Goal, Science/Biology Interim Goal/Improvement Target

Economically Disadvantaged: English Language Arts/Literature Standard Demonstrating Growth, English Language Arts/Literature

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

Ensure effective, standards-aligned curriculum and assessment

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

Strengths

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

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

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Career Standards Benchmark Hispanic 95.3%, English Learner 100.0%

English Language Arts/Literature All Student Group Meets 2030 Statewide Goal

English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth

Mathematics/Algebra All Student Group Meets 2030 Statewide Goal

Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth

Science/Biology All Student Group Meets Interim Goal/Improvement Target

Challenges

Career Standards Benchmark All Student Group 92.7%, White 92.3%, Economically Disadvantaged 91.9%, Student with Disabilities 91.2%

English Language Arts/Literature Standard Demonstrating Growth Economically Disadvantaged Economically Disadvantaged

English Language Arts/Literature Standard Demonstrating Growth Hispanic

Mathematics/Algebra Standard Demonstrating Growth Hispanic

Mathematics/Algebra Standard Demonstrating Growth Economically Disadvantaged

Science/Biology Standard Demonstrating Growth Black

Science/Biology Standard Demonstrating Growth Economically Disadvantaged

Continuing to grow Title I, RtII and ELD programs will have a strong impact on student achievement.

Continuing the 1:1 device program K-12 will have a strong impact on student achievement.

Offering a more robust continuum of services within district buildings will keep students closer to home and community.

Strengths

Science/Biology All Student Group Exceeds the Standard
Demonstrating Growth

Title I and RtII funds, staffing, and processes have had a strong impact on student successes.

ELD program is strong and WIDA scores show growth each year.

Special education programs includes range of services and supports in the district. Partnering with IU13 and neighboring districts has made a strong impact on services we are able to provide for our students with IEPs. We continue to discuss offering options within our district buildings.

Student services provide a robust level of support for students and families to improve achievement.

Most Notable Observations/Patterns

The district's diversity is a strength. District goals include growth, achievement and a personalized path to success for ALL students.

Challenges	Discussion Point	Priority for Planning
Career Standards Benchmark All Student Group Did Not Meet Performance Standard	Ownership of Career Education and Work (CEW) Standards is still a concern. Staff members at all grade levels and all subject areas are responsible for Career Education and Work (CEW) Standards, and all staff members have their own subject area curriculum to teach.	
English Language Arts/Literature Standard Demonstrating Growth Economically Disadvantaged Economically Disadvantaged	Meeting the needs of ALL students is still a concern.	
English Language Arts/Literature Standard Demonstrating Growth Hispanic	Meeting the needs of ALL students is still a concern.	
Mathematics/Algebra Standard Demonstrating Growth Hispanic	Meeting the needs of ALL students is still a concern.	
Mathematics/Algebra Standard Demonstrating Growth Economically Disadvantaged	Meeting the needs of ALL students is still a concern.	
Science/Biology Standard Demonstrating Growth Black	Meeting the needs of ALL students is still a concern.	
Science/Biology Standard Demonstrating Growth Economically Disadvantaged	Meeting the needs of ALL students is still a concern.	
English Language Growth and Attainment Interim Goal/Improvement Target	Meeting the needs of ALL students is still a concern.	
Hispanic: English Language Growth and	Meeting the needs of ALL students is still a concern.	

Challenges	Discussion Point	Priority for Planning
<p>Attainment Interim Goal/Improvement Target, Mathematics/Algebra 2030 Statewide Goal, Science/Biology Interim Goal/Improvement Target</p>		
<p>Economically Disadvantaged: English Language Arts/Literature Standard Demonstrating Growth, English Language Arts/Literature</p>	<p>Meeting the needs of ALL students is still a concern.</p>	
<p>Continuing the 1:1 device program K-12 will have a strong impact on student achievement.</p>	<p>Two district goals for 2020-2021 are: 1) Develop and implement a technology plan that includes a device that optimizes the learning experience in a fiscally responsible manner and 2) explore and implement technology opportunities to improve district operations.</p>	
<p>Establish and maintain a focused system for continuous improvement and ensure organizational coherence</p>	<p>CVSD includes three Strategic Focus Areas in the annual district goals: Student Learning, Management Best Practices, and Community Partnerships. CVSD is engaged in a continuous process of refining and updating all practices to ensure organizational coherence.</p>	
<p>Ensure effective, standards-aligned curriculum and assessment</p>	<p>Develop and implement a technology plan that includes a device that optimizes the learning experience in a fiscally responsible manner and 2) explore and implement technology opportunities to improve district operations.</p>	
<p>Partner with local businesses, community organizations, and other agencies to meet the</p>	<p>One of the Strategic Focus Areas included in the district goals is Community Partnerships. For decades, the annual district goals</p>	

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

needs of the district

include strategies to enhance community partnerships.

ADDENDUM B: ACTION PLAN

Action Plan: PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity

Action Steps	Anticipated Start/Completion Date
In order to meet the target for year 1, define equity for the district and community; identify & understand the district's demographics; analyze the data; analyze policies and practices with an equity lens	08/18/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)	- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

Material/Resources/Supports Needed	PD Step	Comm Step
Meeting time	no	no

Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 2, embed educational equity training into all levels of professional development for administration, staff, and board; Pursue and practice cultural awareness and competence

08/16/2022 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

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

Meeting Time

yes

yes



Action Steps**Anticipated Start/Completion Date**

In order to ensure growth and achievement for all students, the district will work to close the academic gap between underrepresented groups by 10%.

08/18/2021 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

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

Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.

07/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

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

Meeting Time, Trauma informed guidelines published by the Pennsylvania Commission on Crime and Delinquency.

yes

yes



Action Steps

Anticipated Start/Completion Date

Implement the district's trauma informed plan

07/01/2022 - 06/28/2024

Monitoring/Evaluation

Anticipated Output

PSBA Surveys Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt)

- Through the development and implementation of a trauma informed comprehensive plan, the district will support educators and community to better understand how trauma affects students in order to more effectively meet their needs. - The district would have a plan to ensure that all CV learners have equal access to all district programs.

Material/Resources/Supports Needed

PD Step

Comm Step

Meeting Time, & Time for PD

yes

yes

Action Plan: Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table

Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 1, examine school processes and programs data related to career exploration, development and planning.

08/01/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Utilize the program evaluation tool as defined by the Continuous School Improvement cycle outlined in Appendix D in Victoria Bernhardt's Data Analysis for Continuous School Improvement.

Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12.

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

meeting time Data Analysis for Continuous School Improvement resources Chapter 6 (book by Victoria Bernhardt)

no

no



Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.

08/01/2022 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Utilize the program evaluation tool as defined by the Continuous School Improvement cycle outlined in Appendix D in Victoria Bernhardt's Data Analysis for Continuous School Improvement.

Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12.

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

meeting time Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)

yes

yes



Action Steps**Anticipated Start/Completion Date**

The district will engage local businesses to develop a plan of action to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships,

06/15/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Utilize the program evaluation tool as defined by the Continuous School Improvement cycle outlined in Appendix D in Victoria Bernhardt's Data Analysis for Continuous School Improvement.

Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12.

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

Business Round Table

no

yes

Action Plan: Data Analysis for Continuous School Improvement related personalized PD and CIAE

Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 1, the district will examine curriculum, instruction and assessment practices, and environment as they relate to Instructional Model: Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences.

08/02/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)

no

no



Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.

08/01/2022 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

Data Analysis for Continuous School Improvement resources Chapter 10 (book by Victoria Bernhardt)

yes

yes



Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 1, the districts will assess students to determine academic gaps.

08/02/2021 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

valid and reliable assessments, meeting time to review and analyze data and make intervention decisions

yes

yes

Action Steps**Anticipated Start/Completion Date**

In order to meet the target for year 2, provide trauma informed programs and strategies to address needs of all learners.

08/01/2022 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

Trauma informed comprehensive plan

yes

yes



Action Steps**Anticipated Start/Completion Date**

District administration and professional development committee will develop a framework to guide the implementation of a personalized professional development plan for each professional employee.

06/14/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

Meeting time

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement the district's personalized professional development plan

07/01/2022 - 06/15/2024

Monitoring/Evaluation**Anticipated Output**

Completion of annual needs assessment & and annual review with administration and professional staff

- The district has implemented detailed guidance and support to the full implementation of the district's instructional model. - All professional staff members will develop an personalized professional development plan to enhance individual growth and support building and district goals.

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

District developed template and protocols

yes

no

Action Plan: Implementation of the Profile of a CV Learner

Action Steps**Anticipated Start/Completion Date**

Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.

08/18/2021 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

classroom observations, committee meetings, curriculum review district communications, parent surveys

Completed and fully implemented rubrics with clear communication to the community regarding the rubrics/expectations.

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

meeting time, curriculum documents

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.

08/18/2021 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

classroom observations, committee meetings, curriculum review district communications, parent surveys

Completed and fully implemented rubrics with clear communication to the community regarding the rubrics/expectations.

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

meeting time, curriculum documents

yes

yes



Action Steps

Anticipated Start/Completion Date

Share the developed rubrics with parent/community groups for feedback and integration.

08/15/2023 - 06/07/2024

Monitoring/Evaluation

Anticipated Output

classroom observations, committee meetings, curriculum review district communications, parent surveys

Completed and fully implemented rubrics with clear communication to the community regarding the rubrics/expectations.

Material/Resources/Supports Needed

PD Step

Comm Step

meeting time, district communications

no

yes

Action Plan: MTSS - Multi-Tiered Support System

Action Steps**Anticipated Start/Completion Date**

In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programming and make recommendations to implement K-12 MTSS programming.

07/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

classroom observations, committee meetings, student performance and discipline data review, student surveys, teacher surveys

Fully implemented K-12 MTSS program

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

Meeting Time, Student Data, building visits

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implementation of MTSS plan K-12.

07/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

classroom observations, committee meetings, student performance and discipline data review, student surveys, teacher surveys

Fully implemented K-12 MTSS program

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

Meeting time, Time for Professional Development

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>In order to meet the target for year 2, embed educational equity training into all levels of professional development for administration, staff, and board; Pursue and practice cultural awareness and competence</p>	<p>08/16/2022 - 06/07/2024</p>
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources</p>	<p>In order to ensure growth and achievement for all students, the district will work to close the academic gap between</p>	<p>08/18/2021 - 06/15/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>(book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>underrepresented groups by 10%.</p>	
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.</p>	<p>07/01/2021 - 06/30/2022</p>
<p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma</p>	<p>PSBA Equity Action Plan & Data Analysis</p>	<p>Implement the district's trauma informed plan</p>	<p>07/01/2022 - 06/28/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Informed)</p> <p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>		
<p>Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)</p> <p>Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)</p>	<p>Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.</p>	<p>08/01/2022 - 06/07/2024</p>
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior</p>	<p>Data Analysis for Continuous</p>	<p>In order to meet the target for year 2, use</p>	<p>08/01/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>School Improvement related personalized PD and CIAE</p>	<p>data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.</p>	<p>06/07/2024</p>
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 1, the districts will assess students to determine academic gaps.</p>	<p>08/02/2021 - 06/07/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)			
While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)	Data Analysis for Continuous School Improvement related personalized PD and CIAE	In order to meet the target for year 2, provide trauma informed programs and strategies to address needs of all learners.	08/01/2022 - 06/07/2024
The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)			
While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)	Data Analysis for Continuous School Improvement	District administration and professional development	06/14/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>related personalized PD and CIAE</p>	<p>committee will develop a framework to guide the implementation of a personalized professional development plan for each professional employee.</p>	
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>Implement the district's personalized professional development plan</p>	<p>07/01/2022 - 06/15/2024</p>
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)			
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.	08/18/2021 - 06/07/2024
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.	08/18/2021 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>MTSS - Multi-Tiered Support System</p>	<p>In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programming and make recommendations to implement K-12 MTSS programming.</p>	<p>07/01/2021 - 06/30/2022</p>
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive</p>	<p>MTSS - Multi-Tiered Support System</p>	<p>Implementation of MTSS plan K-12.</p>	<p>07/01/2022 - 06/28/2024</p>

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)

PROFESSIONAL DEVELOPMENT PLANS**Professional Development Step****Audience****Topics of Prof. Dev**

Equity training

Staff, administration and School Board

all topics related to equity in schools

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

classroom observations, program evaluations, and stakeholder surveys

08/01/2022 - 06/07/2024

Assistants to the Superintendent for Elementary and Secondary Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 3a: Communicating with Students
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 3b: Using Questioning and Discussion Techniques

Professional Development Step

Audience

Topics of Prof. Dev

Close the academic achievement gap

professional staff members and administrators

social emotional learning, academic achievement

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

classroom observations, program evaluations, and stakeholder surveys

08/18/2021 - 06/07/2024

Assistants to the Superintendent for Elementary and Secondary Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

2a: Creating and Environment of Respect and Rapport

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

Professional Development Step

Audience

Topics of Prof. Dev

339 Plan

professional staff members and administrators

how to incorporate real world application of CEW standards into all classroom content areas

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

classroom observations, program evaluations, and stakeholder surveys; students' career portfolios

08/18/2021 - 06/07/2024

Assistants to the Superintendent for Elementary and Secondary Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Career Exploration and Integration	K-12 staff	Review use of Xello; develop strategies to integrate authentic, real-world experiences into the curriculum and daily practice

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Assistants to the Superintendent for Elementary Education, Principals	08/18/2021 - 06/07/2024	Assistants to the Superintendent for Elementary Education, Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	
3b: Using Questioning and Discussion Techniques	



Professional Development Step	Audience	Topics of Prof. Dev
Curriculum & Instructional Model	K-12 staff	review instructional model, revise curriculum to incorporate instructional model and strategies for integration

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Revised and taught curriculum	08/18/2021 - 06/07/2024	Assistants to the Superintendent for Elementary Education, Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2b: Establishing a Culture for Learning
- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction



Professional Development Step	Audience	Topics of Prof. Dev
Assessment to determine academic gaps	K-12 staff	choose assessment tools, topics for training will be determined based on assessment results

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
appropriate use of assessment tools, data analysis, and student services/interventions based on results	08/18/2021 - 06/07/2024	Assistants to the Superintendent for Elementary Education, Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Practices	K-12 staff	Trauma informed training for all staff

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
classroom observations	08/18/2021 - 06/07/2024	Assistants to the Superintendent for Elementary Education, Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 1d: Demonstrating Knowledge of Resources
- 3e: Demonstrating Flexibility and Responsiveness
- 2a: Creating and Environment of Respect and Rapport
- 4c: Communicating with Families
- 2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Personalized Professional Development	K-12 staff	Individual professional development plans, goal setting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
goals/plans of individual staff members, classroom observations	08/18/2021 - 06/07/2024	Assistants to the Superintendent for Elementary Education, Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>4e: Growing and Developing Professionally</p> <p>4a: Reflecting on Teaching</p> <p>2b: Establishing a Culture for Learning</p> <p>4f: Showing Professionalism</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	

Professional Development Step	Audience	Topics of Prof. Dev
Multi-Tiered Support Sytem	K-12 Staff	The key components of MTSS include: Universal screening of all students early in the school year Tiers of interventions that can be amplified in response to levels of need Ongoing data collection and continual assessment Schoolwide approach to expectations and supports Parent involvement

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Classroom observations, student performance and discipline data

06/06/2022 - 06/28/2024

Assistant to the Superintendent for Student Services.

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2c: Managing Classroom Procedures

2b: Establishing a Culture for Learning

2a: Creating and Environment of Respect and Rapport

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

2d: Managing Student Behavior



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>In order to meet the target for year 2, embed educational equity training into all levels of professional development for administration, staff, and board; Pursue and practice cultural awareness and competence</p>	<p>2022-08-16 - 2024-06-07</p>
<p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's</p>	<p>PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources</p>	<p>In order to ensure growth and achievement for all students, the district will work to close the academic gap between</p>	<p>2021-08-18 - 2024-06-15</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)	(book by Victoria Bernhardt) related to growth, achievement and equity	underrepresented groups by 10%.	
Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)	PSBA Equity Action Plan & Data Analysis for Continuous School Improvement resources	Develop a district-wide trauma informed comprehensive plan based on the Pennsylvania Commission on Crime and Delinquency Model.	2021-07-01 - 2022-06-30
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	(book by Victoria Bernhardt) related to growth, achievement and equity		
Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)			
Close the academic gap between under-represented groups and the Future Ready PA Index "All Student Group" by 10% (Growth & Achievement for ALL Students)	PSBA Equity Action Plan &	Implement the district's trauma	2022-07-01 - 2024-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Develop a district-wide trauma informed comprehensive plan to help our educators and the Conestoga Valley community better understand how trauma can affect students in order to more effectively meet their needs. (Trauma Informed)</p> <p>Develop an Equity Action Plan to include: a clear understanding of the district's demographics, a shared definition of equity for the district and community, embedded training opportunities for the School Board, administration and staff, and a commitment to pursue cultural awareness, program improvements and competencies. (Equity Audit & Plan)</p>	<p>Data Analysis for Continuous School Improvement resources (book by Victoria Bernhardt) related to growth, achievement and equity</p>	<p>informed plan</p>	<p>28</p>
<p>Expanded opportunities for real-world experiences within the academic program: exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)</p> <p>Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)</p>	<p>Data Analysis for Continuous School Improvement related to 339 Plan and Business Round Table</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise 339 Plan and plan for implementation of revised plan.</p>	<p>2022-08-01 - 2024-06-07</p>
<p>Expanded opportunities for real-world experiences within the academic program:</p>	<p>Data Analysis</p>	<p>The district will</p>	<p>2021-06-15</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>exposure to professionals in various careers, shadowing, internships, industry recognized credentials for all students K-12. (339 Plan/CEW)</p> <p>Dedicate efforts toward facilitating community partnerships to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships. (Business Round Table)</p>	<p>for Continuous School Improvement related to 339 Plan and Business Round Table</p>	<p>engage local businesses to develop a plan of action to reduce/eliminate barriers (funding, transportation, supervision, access) to students receiving real-world opportunities such as shadowing and internships,</p>	<p>- 2024-06-30</p>
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, use data gathered in Year 1 to outline objectives, strategies, activities and budget in order to revise programs/curriculum and implement the Instructional Model.</p>	<p>2022-08-01 - 2024-06-07</p>
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 1, the districts will assess students to determine academic gaps.</p>	<p>2021-08-02 - 2024-06-07</p>
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>In order to meet the target for year 2, provide trauma informed programs</p>	<p>2022-08-01 - 2024-06-07</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	<p>related personalized PD and CIAE</p>	<p>and strategies to address needs of all learners.</p>	
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic</p>	<p>Data Analysis for Continuous School Improvement related personalized PD and CIAE</p>	<p>District administration and professional development committee will develop a framework to guide the implementation of a personalized professional development plan for each professional</p>	<p>2021-06-14 - 2022-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)		employee.	
Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)	Implementation of the Profile of a CV Learner	Develop rubrics that define and measure the levels of competency of the target areas under each Profile category.	2021-08-18 - 2024-06-07
Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)			
Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)	Implementation of the Profile of a CV Learner	Implement and revise rubrics and ensure alignment to curriculum, and support educators with the integration and assessment of the skills and competencies included in the Profile of a CV Learner.	2021-08-18 - 2024-06-07
Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Support educators with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner and the integration of the three focus areas of the Instructional Model. (Profile of a CV Learner/Staff Rubric)</p> <p>Support parents and community members with the integration and assessment of the skills and competencies included in the five categories of the Profile of a CV Learner. (Profile of a CV Learner/Parent-Community Rubric)</p>	Implementation of the Profile of a CV Learner	Share the developed rubrics with parent/community groups for feedback and integration.	2023-08-15 - 2024-06-07
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	MTSS - Multi-Tiered Support System	In order to meet the target of year 1, the district will review and evaluate current structures and practices that are rooted in student support programming and make recommendations to implement K-12 MTSS programming.	2021-07-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>While the district has a structure in place for RtII in math and language arts, the planning and implementation of a broader academic approach to include behavior is needed. To address this need, the district will develop and implement a MTSS structure K-12. (MTSS)</p> <p>The three components of the Instructional Model (Positive School Climate, Flexible Environment, and Relevant and Rigorous Learning Experiences) will be embedded into CV's programs and practices. Positive School Climate: Positive Behavior Interventions & Supports, Social/Emotional-Based Learning, Inclusive Learning Environment, Student Centered Learning, Family and Community Engagement Relevant & Rigorous Learning Experiences: Standards-Based Curriculum, Balanced Assessment, Personalized Learning, Inquiry-Based Learning Flexible Learning Environment: Flexible Space, Blended Learning, Purposeful and Strategic Technology Integration, Voice and Choice (Curriculum, Instruction, Assessment, & Environment)</p>	MTSS - Multi-Tiered Support System	Implementation of MTSS plan K-12.	2022-07-01 - 2024-06-28

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Equity Plan	K-12 Staff	Annual update to the School Board on the District Equity Plan

Anticipated Timeframe

08/18/2021 - 06/07/2024

Frequency

annually

Delivery Method

Presentation

Lead Person/Position

Assistant to the Superintendent for Elementary & Secondary Education

Communication Step

Business Round Table

AudienceLocal business
owners/employers**Topics/Message of Communication**Creating partnerships for career exploration
opportunities (shadowing, internships)**Anticipated Timeframe**

08/18/2021 - 06/07/2024

Frequency

quarterly

Delivery Method

Presentation

Lead Person/Position

Superintendent

Communication Step	Audience	Topics/Message of Communication
Instructional Model	K-12 Staff	Instructional Model and curriculum alignment

Anticipated Timeframe	Frequency	Delivery Method
08/18/2021 - 06/07/2024	ongoing (PD days)	Presentation

Lead Person/Position
 Assistants to the Superintendent for Elementary and Secondary Education

Communication Step	Audience	Topics/Message of Communication
Personalize Professional Development	K-12 Staff	Individual professional development plans, goal setting process

Anticipated Timeframe	Frequency	Delivery Method
08/18/2021 - 06/07/2024	ongoing (PD days)	Presentation

Lead Person/Position
 Assistants to the Superintendent for Elementary and Secondary Education

Communication Step	Audience	Topics/Message of Communication
Profile of a CV Learner	K-12 Staff and community	Design rubrics that define and measure the levels of competency in the target areas of each Profile category, share rubrics with community for feedback, implement rubrics

Anticipated Timeframe	Frequency	Delivery Method
08/18/2021 - 06/07/2024	ongoing	Posting on district website Blog Presentation

Lead Person/Position
Assistant to the Superintendent for Elementary and Secondary Education

Communication Step	Audience	Topics/Message of Communication
Trauma Informed Comprehensive Plan	K-12 staff and community	The district's trauma informed comprehensive plan based on the guidelines developed by Pennsylvania's Commission on Crime and Delinquency.

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

08/16/2021 - 06/07/2024

ongoing

Posting on district website
Blog
Presentation

Lead Person/Position

Assistants to the Superintendent for Elementary and Secondary Education



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

