

KEYSTONE CENTRAL SD

86 Administration Drive

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

We are committed to developing lifelong learners who are adaptable, resilient, productive, and of high moral character.

VISION STATEMENT

Preparing citizens for the challenges and opportunities of the future.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

PROFILE OF A LEARNER: Keystones for Success Students who can demonstrate the skills and attributes in these Keystones will be prepared for the challenges and opportunities of the future

EFFECTIVE COMMUNICATOR - Listens and asks questions to seek understanding; Expresses thoughts and ideas clearly and effectively; Uses digital literacy skills to exchange ideas and connect with others; Crafts communication for a range of purposes and audiences

A RESPONSIBLE CITIZEN: Identifies personal goals and develops a plan for success; Makes decisions that are aligned to personal core values; Takes ownership of decisions and preserves through challenges; Recognizes how decisions and actions have impact beyond one's self.

AN EFFECTIVE COMMUNICATOR: Listens attentively; Reads critically; Uses technology and digital tools to exchange ideas.

A CREATIVE PROBLEM SOLVER: Builds knowledge and constructs new understandings using information literacy skills; Applies critical thinking to unique and complex problems; Embraces curiosity to experience new ideas, demonstrate growth and persist through challenges; Learns, unlearns and relearns to adapt to changing circumstances.

A Respectful Collaborator: Demonstrates empathy through understanding and kindness; Utilizes and values the strengths of team members to reach common goals; Contributes to constructive dialogue to promote mutual understanding; Interacts respectfully with others through digital and in-person connections.

STAFF

Equitable Access to Rigorous Curriculum and Effective Instruction
Critical Thinking and Solution-Focused Learners
A Safe, Healthy, and Inclusive Culture
High Expectations and Support for All
Engaged and Empowered Community and Families
Policies and Procedures that Promote Learning and Leadership

ADMINISTRATION

Equitable Access to Rigorous Curriculum and Effective Instruction
Critical Thinking and Solution-Focused Learners
A Safe, Healthy, and Inclusive Culture
High Expectations and Support for All
Engaged and Empowered Community and Families
Policies and Procedures that Promote Learning and Leadership

PARENTS

Equitable Access to Rigorous Curriculum and Effective Instruction Critical Thinking and Solution-Focused Learners A Safe, Healthy, and Inclusive Culture High Expectations and Support for All Engaged and Empowered Community and Families Policies and Procedures that Promote Learning and Leadership

COMMUNITY

Equitable Access to Rigorous Curriculum and Effective Instruction Critical Thinking and Solution-Focused Learners A Safe, Healthy, and Inclusive Culture High Expectations and Support for All Engaged and Empowered Community and Families Policies and Procedures that Promote Learning and Leadership

STEERING COMMITTEE

Name	Position	Building/Group
Jacquelyn Martin	Administrator	KCSD
Tracy Smith	Board Member	Keystone Central School District
Mike Duncan	Other	Consultant Successful Practices Network
David Dietrich	Board Member	Mill Hall Elementary School
James Knauff	Board Member	Keystone Central School District
Elisabeth Lynch	Board Member	Keystone Central School District
Dr. Frederick Schulze	Board Member	Keystone Central School District
Megan Hull	Administrator	Keystone Central School District
Christina Manning	Administrator	Keystone Central School District
Dr. Elizabeth Barnhart	Administrator	Keystone Central School District
Justin Evey	Administrator	Keystone Central Virtual Academy
Kurt Lynch	Administrator	Keystone Central School District
Mark Condo	Administrator	Keystone Central School District

Name	Position	Building/Group
Nick Verrelli	Administrator	Central Mountain High School
David Peters	Administrator	Central Mountain Middle School
Katrina Lee	Administrator	Central Mountain Middle School
Ralonda Murty	Administrator	Woodward Elementary
Melissa Bottorf	Community Member	Keystone Central Foundation
Hollie Moore	Parent	Liberty Curtin Elementary
Courtney Yourchak	Parent	Woodward Elementary
Rebecca Gugino	Parent	Mill Hall Elementary/Central Mountain Middle School
Betsy Bowman	Parent	Central Mountain High School
Shannon McCloskey	Parent	Liberty Curtin Elem/Central Mountain Middle School
Betsy Dickey	Community Member	Retiree of KCSD
Jaime Gentzel	Parent	Bucktail HS/Renovo Elem
Trudy Wagner	Parent	Central Mountain High School
Cole Bitner	Parent	Liberty Curtin Elementary
Steve Stevenson	Community Member	Clinton County Economic Partnership

Name	Position	Building/Group
Daci Killinger	Staff Member	Career & Technical Education
Devon Charles	Student	Central Mountain High School/
Brian Dwyer	Student	Bucktail High School/CTC
Josh Day	Staff Member	Bucktail High School
Abigail McElwain	Student	Central Mountain High School/CTC
Kendalyn Bair	Student	Central Mountain High School
Seth Rauch	Student	Central Mountain High School/CTC
Wendy Zimmerman	Staff Member	Liberty Curtin Elementary
Haley Burrows	Student	Bucktail High School
Jobeth Carnahan	Staff Member	Liberty Curtin Elementary
Lisa Lucas	Staff Member	Robb Elementary
Amy Heverly	Staff Member	Renovo Elementary/Woodward Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement the use of research-based practices within a tiered system of supports for academics (ELA and math).	Essential Practices 3: Provide Student-Centered Support Systems English Language Arts English Language Arts
The KCSD Profile of a Learner will be created and implemented to increase student engagement with their educational journey.	Citizenship
Implement the use of research-based practices within a tiered system of supports for behavior and social-emotional development.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implementation of Multi-Tiered Systems of Support	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Projected Growth in Math	The development and implementation of a tiered system of support in mathematics will lead to a 15% increase

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

in the number of students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP.

Projected Growth in ELA

The implementation and refinement of evidence-based tier 2 and tier 3 academic supports will lead to a 15% increase in the number of economically disadvantaged students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement and refine the use of evidence-based interventions for ELA and math within the framework of the multi-tiered systems of support.	2023-04-01 - 2026-06-30	Director of Curricular Innovation	Evidence-based interventions for ELA and math (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)

Anticipated Outcome

The implementation and refinement of the multi-tiered systems of support for ELA and math will lead to an increase in the number of students who are meeting their projected growth by 15%.

Monitoring/Evaluation

Universal screener data and benchmark data are analyzed three times a year to analyze student growth and achievement. Data is analyzed by district administration, building principals, instructional coaches, interventionist (when applicable), classroom teachers, and special education teachers. Progress monitoring data for students receiving interventions is analyzed every six weeks to determine student progress and make instructional decisions.

Evidence-based Strategy

Utilizing effective writing strategies to increase student achievement on writing tasks

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increasing Writing Proficiency on Text Dependent Analysis and Constructed Responses	The use of a systems-wide writing approach will increase the number of students who are proficient or advanced on the PSSA and Keystone Exams writing scores by 15% in grades 3-10.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a systems-wide writing approach that explicitly teaches appropriate writing strategies using the model, practice, reflects instructional cycle.	2023-04-01 - 2026-06-30	Director of Curricular Innovation	Evidence-based instructional practices for writing (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)

Anticipated Outcome

A systems-wide writing approach that focuses on explicitly teaching writing strategies will lead to an increase in students' achievement on writing tasks on the PSSA and Keystone Exams by 15%

Monitoring/Evaluation

Benchmark data will include a writing task that is evaluated in alliance to the PSSA and Keystone Exam writing rubric. Data is analyzed by district administration, building principals, instructional coaches, interventionist (when applicable), classroom teachers, and special education teachers. Data will be analyzed at least three times a year to make instructional decisions about student strengths and needs.

Evidence-based Strategy

Implementation and refinement of evidence-based practices for behavioral and social-emotional wellness within the multi systems of supports.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Decrease in behavioral class	The use of the MTSS model for behavior and social-emotional wellness will contribute to a decrease in the number of behavioral class disruptions by 15% as evidenced by SWIS data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement and refine evidence-based practices within the multi-tiered systems of support for behavior and social-emotional wellness.	2023-04-01 - 2026-06-30	Director of Pupil Services	Evidence-based practices for behavior and social-emotional wellness (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)

Anticipated Outcome

The use of the multi-tiered systems of support for behavior and social-emotional wellness will lead to a 15% decrease in the number of class disruptions.

Monitoring/Evaluation

Universal screener data (SABERS) is analyzed after each administration (three times a year). Data is analyzed by district administration, building principals, instructional coaches, counselors, classroom teachers, and special education teachers. SWIS data is monitored monthly to evaluate current strategies and determine future needs.

Evidence-based Strategy

Profile of a Learner

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Profile of a Learner	The KCSD Profile of a Learner and related capstone projects will be developed, implemented, and refined. 95% of students will show proficiency on capstone projects.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner.	2023-04-01 - 2026-06-30	Superintendent	Learning 2025 network and resources

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

Capstone projects will be conducted in grades 4, 8 and 12.

Anticipated Outcome

The capstone projects aligned to the competencies of the Profile of a Learner will increase student engagement in their learning. 95% of students will successfully complete their capstone project by Year 3 of the comprehensive plan.

Monitoring/Evaluation

After the capstone projects are deployed, principals, counselors, instructional coaches, and department leaders will review the rate of successful completion and determine future action steps to meet the outlined goal.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The development and implementation of a tiered system of support in mathematics will lead to a 15% increase in the number of students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP. (Projected Growth in Math)</p> <p>The implementation and refinement of evidence-based tier 2 and tier 3 academic supports will lead to a 15% increase in the number of economically disadvantaged students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP. (Projected Growth in ELA)</p>	<p>Implementation of Multi-Tiered Systems of Support</p>	<p>Implement and refine the use of evidence-based interventions for ELA and math within the framework of the multi-tiered systems of support.</p>	<p>04/01/2023 - 06/30/2026</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The use of a systems-wide writing approach will increase the number of students who are proficient or advanced on the PSSA and Keystone Exams writing scores by 15% in grades 3-10. (Increasing Writing Proficiency on Text Dependent Analysis and Constructed Responses)	Utilizing effective writing strategies to increase student achievement on writing tasks	Create a systems-wide writing approach that explicitly teaches appropriate writing strategies using the model, practice, reflects instructional cycle.	04/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The use of the MTSS model for behavior and social-emotional wellness will contribute to a decrease in the number of behavioral class disruptions by 15% as evidenced by SWIS data. (Decrease in behavioral class)	Implementation and refinement of evidence-based practices for behavioral and social-emotional wellness within the multi systems of supports.	Implement and refine evidence-based practices within the multi-tiered systems of support for behavior and social-emotional wellness.	04/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The KCSD Profile of a Learner and related capstone projects will be developed, implemented, and refined. 95% of students will show proficiency on capstone projects. (Profile of a Learner)	Profile of a Learner	The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner. Capstone projects will be conducted in grades 4, 8 and 12.	04/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The KCSD Profile of a Learner and related capstone projects will be developed, implemented, and refined. 95% of students will show proficiency on capstone projects. (Profile of a Learner)	Profile of a Learner	The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner. Capstone projects will be conducted in grades 4, 8 and 12.	04/01/2023 - 06/30/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career readiness performance standards were exceeded

Students in grades 3 and 4 are exceeding the standard for growth in ELA.

The percentage of students who met their projected growth in ELA increased from the 2020-2021 school year.

The proficiency and advanced rates for students who are economically disadvantaged closely align with the overall district averages in grades 3 and 4.

The percentage of students who met their projected growth in math increased from the 2020-2021 school year.

Achievement in most grades closely aligns with the state averages.

Achievement on the Grade 4 Science PSSA exam is above the state average.

There is a significant increase in the percentage of students who are participating in CTC programming

Challenges

The economically disadvantaged subgroup did not meet the interim goal/improvement target for ELA (achievement).

The all-student group did not meet the growth projection in math in grades 7 or Algebra 1.

Overall proficiency rates are lower than the state average of 54.1% proficient or advanced

Student performance on writing tasks on the PSSA and Keystone Exams (Text Dependent Analysis and Constructed Responses) underperformed the state average

Increasing student engagement within their own educational journey.

Implement the use of research-based practices within a tiered system of supports for academics (ELA and math).

Algebra I Keystone Exam scores are significantly below state averages.

Biology Keystone Exam scores are slightly below state averages.

Strengths

Students exceeded their projected growth on the 8th-grade science PSSA.

Future Focused Vision for Students

Professional Learning focused on instructional leadership - retreats and collaborative walk-throughs Collective Leader Efficacy Presentation at the Leadership - AASA Learning Summit.

There is a significant increase in the percentage of students who are passing the NOTCI exam

There is a significant increase in the percentage of students passing and completing industry certifications.

In some academic areas, such as science and ELA (grades 3 and 4), economically disadvantaged students scored similarly to the all student category.

Curriculum is aligned to PA Standards

Curriculum is aligned to PA Standards

Challenges

The all-student group did not meet the projected growth in grades 7 and Algebra 1.

Economically disadvantaged students scored below the district average on math assessments.

Students are underperforming the state average in math assessments, both PSSA and Keystone exams.

Economically disadvantaged students are performing below the indicators in ELA and Math.

The Regular Attendance measure for all schools is below the performance standard of 94.1%.

Continuing to increase opportunities for students in other areas of interest that are not currently offered by our CTC.

Bucktail HS and MS did not meet the career performance standard

Implement the use of research-based practices within a tiered system of supports for behavior and social-emotional development.



Most Notable Observations/Patterns

KCSD will continue to focus efforts on student growth and achievement, attendance, and career readiness indicators.

Challenges	Discussion Point	Priority for Planning
Increasing student engagement within their own educational journey.	The SPN Future Focused Analysis Report indicates that there is a lack of student engagement in core content lessons.	✓
Implement the use of research-based practices within a tiered system of supports for academics (ELA and math).	Implement the use of research-based practices within a tiered system of supports for academics (ELA and math).	✓
Student performance on writing tasks on the PSSA and Keystone Exams (Text Dependent Analysis and Constructed Responses) underperformed the state average	Data from PSSA and Keystone Exams indicates that our students are significantly below state averages on writing tasks.	
Students are underperforming the state average in math assessments, both PSSA and Keystone exams.	A newly implemented tier 1 curriculum has been implemented to address curriculum gaps.	
The Regular Attendance measure for all schools is below the performance standard of 94.1%.	Attendance rates have improved and are above the state average, but are still below the performance standard.	
Implement the use of research-based practices within a tiered system of supports for behavior and social-emotional development.	The use of the MTSS model for behavior and social-emotional development will be implemented and refined to meet the needs of students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of Multi-Tiered Systems of Support

Action Steps**Anticipated Start/Completion Date**

Implement and refine the use of evidence-based interventions for ELA and math within the framework of the multi-tiered systems of support.

04/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Universal screener data and benchmark data are analyzed three times a year to analyze student growth and achievement. Data is analyzed by district administration, building principals, instructional coaches, interventionist (when applicable), classroom teachers, and special education teachers. Progress monitoring data for students receiving interventions is analyzed every six weeks to determine student progress and make instructional decisions.

The implementation and refinement of the multi-tiered systems of support for ELA and math will lead to an increase in the number of students who are meeting their projected growth by 15%.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Evidence-based interventions for ELA and math (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)

yes

no



Action Plan: Utilizing effective writing strategies to increase student achievement on writing tasks

Action Steps	Anticipated Start/Completion Date		
<p>Create a systems-wide writing approach that explicitly teaches appropriate writing strategies using the model, practice, reflects instructional cycle.</p>	<p>04/01/2023 - 06/30/2026</p>		
Monitoring/Evaluation	Anticipated Output		
<p>Benchmark data will include a writing task that is evaluated in alliance to the PSSA and Keystone Exam writing rubric. Data is analyzed by district administration, building principals, instructional coaches, interventionist (when applicable), classroom teachers, and special education teachers. Data will be analyzed at least three times a year to make instructional decisions about student strengths and needs.</p>	<p>A systems-wide writing approach that focuses on explicitly teaching writing strategies will lead to an increase in students' achievement on writing tasks on the PSSA and Keystone Exams by 15%</p>		
Material/Resources/Supports Needed	PD Step	Comm Step	
<p>Evidence-based instructional practices for writing (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)</p>	<p>yes</p>	<p>no</p>	



Action Plan: Implementation and refinement of evidence-based practices for behavioral and social-emotional wellness within the multi systems of supports.

Action Steps	Anticipated Start/Completion Date
Implement and refine evidence-based practices within the multi-tiered systems of support for behavior and social-emotional wellness.	04/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Universal screener data (SABERS) is analyzed after each administration (three times a year). Data is analyzed by district administration, building principals, instructional coaches, counselors, classroom teachers, and special education teachers. SWIS data is monitored monthly to evaluate current strategies and determine future needs.	The use of the multi-tiered systems of support for behavior and social-emotional wellness will lead to a 15% decrease in the number of class disruptions.

Material/Resources/Supports Needed	PD Step	Comm Step
Evidence-based practices for behavior and social-emotional wellness (supported from What Works Clearinghouse, Ed Reports and Evidence for ESSA)	yes	no



Action Plan: Profile of a Learner

Action Steps

Anticipated Start/Completion Date

The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner. Capstone projects will be conducted in grades 4, 8 and 12.

04/01/2023 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

After the capstone projects are deployed, principals, counselors, instructional coaches, and department leaders will review the rate of successful completion and determine future action steps to meet the outlined goal.

The capstone projects aligned to the competencies of the Profile of a Learner will increase student engagement in their learning. 95% of students will successfully complete their capstone project by Year 3 of the comprehensive plan.

Material/Resources/Supports Needed

PD Step

Comm Step

Learning 2025 network and resources

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The development and implementation of a tiered system of support in mathematics will lead to a 15% increase in the number of students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP. (Projected Growth in Math)</p> <p>The implementation and refinement of evidence-based tier 2 and tier 3 academic supports will lead to a 15% increase in the number of economically disadvantaged students who meet their projected growth as evidenced by student growth percentiles in AIMSWeb and projected growth in NWEA MAP. (Projected Growth in ELA)</p>	Implementation of Multi-Tiered Systems of Support	Implement and refine the use of evidence-based interventions for ELA and math within the framework of the multi-tiered systems of support.	04/01/2023 - 06/30/2026
<p>The use of a systems-wide writing approach will increase the number of students who are proficient or advanced on the PSSA and Keystone Exams writing scores by 15% in grades 3-10. (Increasing Writing Proficiency on Text Dependent Analysis and Constructed Responses)</p>	Utilizing effective writing strategies to increase student achievement on writing tasks	Create a systems-wide writing approach that explicitly teaches appropriate writing strategies using the model, practice, reflects instructional cycle.	04/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The use of the MTSS model for behavior and social-emotional wellness will contribute to a decrease in the number of behavioral class disruptions by 15% as evidenced by SWIS data. (Decrease in behavioral class)</p>	<p>Implementation and refinement of evidence-based practices for behavioral and social-emotional wellness within the multi systems of supports.</p>	<p>Implement and refine evidence-based practices within the multi-tiered systems of support for behavior and social-emotional wellness.</p>	<p>04/01/2023 - 06/30/2026</p>
<p>The KCSD Profile of a Learner and related capstone projects will be developed, implemented, and refined. 95% of students will show proficiency on capstone projects. (Profile of a Learner)</p>	<p>Profile of a Learner</p>	<p>The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner. Capstone</p>	<p>04/01/2023 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		projects will be conducted in grades 4, 8 and 12.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy Professional Learning	All elementary, middle level, reading specialists, special education teachers, and administrators of the required levels.	Structured Literacy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The utilization of tier 1 instructional approaches that are implemented into core instruction.	06/01/2023 - 12/31/2024	Director of Curricular Innovation

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Skilled Professional Learning	All administrators, classroom teachers, counselors, special education teachers, and support staff.	Trauma-informed and trauma-skilled practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of trauma-skilled approaches.	04/01/2023 - 12/31/2024	Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices	All administrators, classroom teachers, counselors, special education teachers, and support staff.	Restorative practices and restorative conferencing.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of restorative practices	04/01/2023 - 12/31/2024	Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:



Professional Development Step	Audience	Topics of Prof. Dev
Utilizing evidence-based writing instructional practices	All classroom teachers, interventionists, and special education teachers.	Collins Writing, evidence-based practices in writing instruction (model, practice, reflect instructional cycle).

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of the evidence-based practice in tier 1 instruction.	04/01/2023 - 06/30/2024	Director of Curricular Innovation

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Learning 2025 Professional Learning and Networking	Administrators, instructional coaches, and department leaders	Learning 2025 framework (with a focus on students as the co-authors of their learning and future-focused education)

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation of the capstone projects that show students are engaged as coauthors of their learning

04/01/2023 - 06/30/2026

Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The KCSD Profile of a Learner and related capstone projects will be developed, implemented, and refined. 95% of students will show proficiency on capstone projects. (Profile of a Learner)	Profile of a Learner	The Profile of a Learner will be created to increase student engagement in their own learning. Capstone projects will be created that show competencies in the areas of the Profile of a Learner. Capstone projects will be conducted in grades 4, 8 and 12.	2023-04-01 - 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Showcases	All community partners, economic partners, and families	The Profile of a Learner at KCSD and student showcases of capstone projects that align to the Profile of a Learner.
Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2026	The quarterly district newsletter will highlight the implementation of a Profile of a Learner	Newsletter Presentation
Lead Person/Position		
Superintendent		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

