	Goal: Address		nd expec	tations f	or contir	nuous im	proveme	ent at the	e local, s	iale, and	i tederai	levels.				
Legend: Plan/Develop 2024 Winter Spring Summ Jan - Feb Mar - May June - Strategy 1: Integrate Rigorous Academic Programs Action 1: Build and utilize	July Aug - Oct Nov - Feb Mar - May	2025 Summer June - July	Fall Aug - Oct	Winter Nov - Feb	Spring Mar - May	026 Summer June - July	Fall Aug - Oct	Winter Nov - Feb	20 Spring Mar - May	27 Summer June - July	Fall Aug - Oct	Winter Nov - Feb	Spring Mar - May	2028 Summer June - July	Fall Aug - Oct	Winte Nov - E
a Guaranteed and Viable Curriculum (GVC) for all students. Action 2: Research, develop, and implement Universal Design for instruction (UDL).																
strategies and methods o guarantee <u>equitable</u> student learning poportunities. Action 3: Utilize vertical																
lignment and expand uture-Focused rogramming portunities to prepare tudents to successfully raduate and prepare for																
e beyond high-school, scluding enrollment, inlistment, and mployment (3-E's).																
kction 4: Utilize curriculum rosswalks to identify ritical student attributes, kills, and qualities, cluduing self-efficacy and gency.																
Action 6: Align school schedules and staffing to maximize student performance. Action 6: Review elevance of current																
eaque of comparable, schools and bands based on updated data. Strategy 2: Provide a Response Support System to	Finance Student Suppose															
Action 1: Establish a systematic and systemic district-wise Multi-Tiered Systems of Support. MTSS) - Response to Intervention (RTI).	Ensure student success															
Positive Behavioral, Interventions and Supports (PBIS). Social-Emotional Learning.																
Action 2A: Utilize a system/warehouse and protocols to monitor ndividual student needs and progress in grades																
K-8. Action 2B: Utilize a system/warehouse and protocols to monitor																
and progress in grades 3-12. Action 3: Expand the 3VC (courses) to include		/														
naterials and resources for Professional Learning Communities Questions 3 & 4.																
kction 4: Expand eechnology-based esources available to tudents and teachers for instruction, reteaching, and review.																
Strategy 3: Implement a K-12 <u>Social Emotional Lear</u> 4. <u>Tier I</u> - Coordinate a K-12 <u>SEL</u> program and curn Action A1: Formalize a reficially aligned <u>SEL</u> Juriculum and Tier I	ning (<u>SEL)</u> system of support focusin riculum.	ng on the who	le child													
ntervention strategies and implement with idelity for <i>all</i> students. kution A2: Implement onsistent <u>SEL</u>		Н														
monthly/quarterly themes o support development of common vocabulary and larger school community ownership for practices.																
Action A3: Identify data metrics to track and monitor impact of <u>SEL</u> rogarms, curriculum, and services with regular																
monitoring cycles, sharing of results and review. Action A4: Finalize a MTSS Handbook that																
ncludes clarification of process, forms, and guidance for supporting pehavior plans and mindrentions for students dentified in need of Tier.																
I and Tier III behavior supports. Action A5: Establish procedures to facilitate question-Persuade-Refer QPR) Suicide Prevention																
Program Training for all staff members on a bi- annual basis. Action A6: Establish																
Action Ac Establish Inhobarding and renewal structures that support all staff training in the area of verhal de-escalation strategies through Crisis Prevention Institute (CPI).																
Action A7: Incorporate rauma informed best practices into all levels of																
SEL curriculum, programs, and professional levelopment. 3. Tier II & III - Recommend changes to mental heal Action B1: Conduct a	ith staffing, structures and leadership	to support lo	ocal student	and staff m	ental healti	h needs.										
leeds assessment of nental health staffing in ind leadership needs as vell as Tier II and Tier III. community partnerships op provide review of																
urrent structures and esponsibilities. Action B2: Research nodels of best practice																
or school based mental ealth supports including call, state, and national tructures.																
greements with social envice agencies to envice opportunities.																
Strategy 4: Coordinate Programming to Support Ba	lanced Media Practices	1														
nedia balance and nhancing instruction with achnology. cition 2: Integrate ngoing instruction on																
he topic of responsible ind balanced technology see into curriculum and amily outreach.																
utilize a vertical alignment of digital skills to guarantee student success in grades K-12 success in grapare for life seyond high-school.																
Action 4: Expand echnology integration into the <u>GVC</u> to enhance instruction, including																
resources for instruction, reteaching, review, and extension. Action 5: Focus use of blended learning, strategies and media to																
enhance DSC High: Impact Teaching Strategies (HTS) Strategy 5: Prioritize Resources to Support Student A. <u>Early Learning</u> - Support students and families ti		estones														
Action A1: Promote readiness and early iteracy skills with families of preschool age students.																
Action A2: Further develop <u>Early Learning</u> HUB (early childhood; ages 0-5) services and programs offered to neighborhoods within the																
school corporation. Action A3: Strengthen existing, and develop new, community partnerships to share and coordinate early learning																
strategies. Action A4: Investigate formal programming for school-age students who femonstrate a need for additional support prior to																
entering Kindergarten. B. <u>Promotions</u> - Support students and families thro Action B1: Provide Tomalized actions and	ugh the K-12 experience.	H														
support to students and parents through grade- evel promotion and prientation activities when moving to a new campus associated with a level																
c. Formative Experiences - Support students and fa	amilies through formative life experie	nces.														
Action C1 : Embed local risk assessment practices and procedures into <u>Tier</u> and <u>Tier III</u>																
Action C2: Provide guidance documents, protocols and individual and small group supports																
o students through dentified formative life syperiences (divorce, suicidal ideation, death of amily member, etc.)																
Strategy 6: Elevate & Support Continuous Growth Cocion 1: Prioritize methods to quarantee all eachers have access to	pportunities For Staff	1														
participate in and receive reedback from the PLC. Action 2: Align staff schedules to promote effective collaboration																
petween general education staff and specialized staff exceptional learning, multilingual (ML), High Ability, etc.)																
Action 3: Expand Instructional coaching Inded to include Implementation of Instructional coaching Inded to include Instruction of Instruction																
nstructional strategies to mprove collaboration between exceptional earning and general education staff. Action 4: Provide job-																
Action 4: Provide job- smbedded coaching on JDL strategies and nethods. Action 5: Identify teacher eaders who successfully mplement UDL and																
vovide opportunities for hem to collaborate and aad. kction 6: Continue to rovide job-embedded																
pportunities for teachers o explore, implement, and master DSC <u>High- mpact Teaching</u> Strategies (HITS)																
Action 7: Develop, mplement and monitor morfessional development or ALL staff with an mphasis on Exceptional earning.																
Action 7A: Provide Training in Co-teaching to enhance peer to peer collaboration.																
ction 7B: Utilize external nd internal resources as well as legal guidance to rovide staff with training n best practices in IEP evelopment.																
xction 7C: Provide argeted training on unctional Behavior																
Assessments and behavior Intervention Plans. Cition 7D: Provide argeted training on fransitional Assessments		/														
Post Secondary planning notuding Career, ducation and ndependent Living) and ne development of fransition IEPs to guide																
Islanning for life after high chool. Strategy 7: Enhance Opportunities, Services, and In	nterventions for Students with Except	ional Needs														
Strategy 7: Enhance Opportunities, Services, and In Action 1: Research, levelop and implement K-12 services that includes ranying levels of emotional and behavioral support for students at	Students with Except	eeds.														
every grade level based on need. Action 2: Research models and best practices to implement																
nterventions and supports for students with intensive emotional and behavioral needs. Action 3: Investigate the																
addition of inclusive models of instruction throughout the district with an emphasis on attempting to provide programming and services to students in																
services to students in their neighborhood school. Action 4: Collaborate with families to make the best informed decision for																
students. Action 5: Evaluate the ffectiveness of current 2CES shared services and recommend digustments as needed																
o provide high quality support for students. Action 6: Research,																
opportunities for 18-22			1	i	I	1	1	i				1			1	ı
develop and implement opportunities for 18-22 year olds with disabilities, such as independent iving, vocational opportunities, community access, etc., that prepare students with specific needs for life after high																

Action 7: Develop and utilize vertical alignment of services to facilitate effective transitions through grade-level promotion when moving to a new campus associated with a level change (pre school, K-4, 5-8, 9-12, post-secondary).