

**Seneca Valley SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Seneca Valley School District		104107903
<b>Address 1</b>		
124 Seneca School Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Harmony	PA	16037
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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## LEA Profile

Seneca Valley School District (“SVSD”) is proud to be a well-established and award-winning public school in Butler County, PA. The district spans 100 square miles and includes some of the fastest-growing communities in the state, including Cranberry, Forward, Jackson and Lancaster townships, as well as Callery, Evans City, Harmony, Seven Fields and Zelienople boroughs.

SVSD is extremely proud of the 7,413 students and 892 staff members in the district (23-24 student/staff data) and the excellent work they accomplish every day.

The district is home to four (4) elementary schools, grades K-4: Connoquenessing Valley Elementary (CVE), Ehrman Crest Elementary (ECE), Haine Elementary (HE) and Rowan Elementary (RE), and two (2) middle schools (grades 5-6): Ehrman Crest Middle School (ECMS) and Haine Middle School (HMS). An exciting feature of our K-6 level is our newest facility, Ehrman Crest Elementary and Middle School. It’s 2022-23 completion is the result of a successful building project that united Seneca Valley School District and the Children’s Museum of Pittsburgh in a planned effort to advance bold new opportunities for school design. Ehrman Crest, named a 2022 “Best Invention” by TIME, models exciting new ideas around how corridors and walls are used; how the building and surrounding natural environment can be teaching tools; how adaptability allows for constant curation of physical learning spaces; and how space can take students on learning journeys. All these measures were introduced at no added project costs — providing creative environments without budget challenges. Ultimately, Ehrman Crest’s learning spaces are compelling, relevant and engaging for students, especially when teachers and students are empowered to curate their own experiences and learning spaces.

Our secondary campus, located on 120 lush acres welcomes students in grades 7 through 12 and includes Ryan Gloyer Middle School (RGMS, grades 7-8), Seneca Valley Intermediate High School (SVIHS, grades 9-10), and Seneca Valley High School (SVSHS, grades 11-12.) Also located on the beautiful grounds of the secondary campus is a relatively new [Aquatic Center, which was completed in February 2021](#). The SV Aquatic Center rivals collegiate-level centers and is one of the best facilities of its type in the region. It features eight swim lanes and a sizable pool deck that meets the specifications to host WPIAL and PIAA swimming and diving competitions.

We are also extremely proud of our robust and ever-evolving cyber program: [Seneca Valley Academy of Choice \(SVAOC\)](#). In addition to providing online educational opportunities for over 1,400 Seneca Valley students, we offer platforms for similar cyber opportunities to partnering schools. SVAOC students can take courses during their regular day through a hybrid schedule (a mixture of traditional and cyber offerings) or on a full-time schedule either in the school building or from their home. These students can recover credits, remediate or enrich their learning through this incredible cyber program.

And, last but certainly not least, we are incredibly proud of our [2023 designation as Lighthouse School System](#), bestowed upon us by AASA, The School Superintendent's Association. As stated by Dr. Tracy Vitale, Superintendent of Schools, the honor "acknowledges that we are effectively shaping the future of education."

Here at Seneca Valley, our motto is what drives us as we are "Proud of the Past, Committed to the Future."

## **Mission and Vision**

### **Mission**

In collaboration with family and community, the mission of the Seneca Valley School District is to provide a nurturing and safe environment with academically challenging opportunities, emphasizing digital citizenship, innovation, and global awareness in order to prepare our students to be productive and contributing citizens.

### **Vision**

Seneca Valley School District will continue to foster academic integrity, offer advanced educational opportunities, and serve as an innovative leader in education while preparing all students to be productive members of society.

## **Educational Values**

### **Students**

- Students have the right to an education that recognizes and adapts to their individual needs and abilities and to learn in an environment that is both emotionally and physically safe.
- Students have a responsibility to actively participate in and advocate for their own learning.
- Students are provided with opportunities to participate in authentic, community-based experiences to raise the level of post-secondary success.
- Students are taught that Science, Technology, Engineering and Math (STEM) awareness and literacy are essential for students to think critically both now and into the future.
- Student physical, mental and emotional well-being are prioritized.
- Student curiosity, creativity and innovation is encouraged to strengthen student agency.
- Students deserve to learn and grow in an equitable learning environment and without barriers.

### **Staff**

- Staff engage in quality professional development and resources which are pivotal to continued professional growth.
- Staff recognize the learning process should engage the intellectual, physical, social and emotional development necessary for students to apply their learning beyond the school environment.
- Staff place a strong emphasis on a customized, college and career-based program which is necessary for all students for discovery, exploration and future planning.
- Staff understand the whole child should be emphasized and nurtured to maximize student growth and achievement.
- Staff believes ethical behavior, integrity, respect and perseverance are qualities valued in every person.
- Staff utilizes effective instructional practices to engage with and meet the needs of all students.
- Staff stimulate critical thinking and encourage the development of personal skills, leadership, digital citizenship and responsibility.
- Staff foster truth, openness and dialogue to build relationships and trust.

### **Administration**

- Administration values ethical behavior, integrity, respect and perseverance in every person.
- Administration is committed to advancing equity and embracing diversity and inclusion.
- Administration understands that an equitable, nurturing and safe environment creates a productive place of learning for students and staff.
- Administration recognizes that through instruction, technology and innovation, we are able to meet our students' growing needs.
- Administration allocates resources to incorporate the diverse interests of student and community groups.
- Administration aggregates and analyzes district, regional, state and national data to identify trends, monitor progress and determine future goals.

## **Parents**

• Parents, school and the community at-large share in the responsibility to educate all students. • By engaging family, community and business partners, we are able to create and sustain a collaborative and inviting atmosphere. • Parents and other stakeholder groups routinely receive information and are asked for feedback utilizing a variety of communication mediums.

## **Community**

• Early childhood providers maintain a strong connection with the primary schools. • The community provides academically challenging opportunities. • The community emphasizes digital citizenship, innovation and global awareness, all of which prepares students to be productive and contributing citizens. • The community is committed to advancing and embracing equity for all students. • The community fosters truth, openness and dialogue as the key to building relationships and trust.

## **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
8 of 8 District schools exceeded the statewide average of percent Proficient or Advanced in ELA.	
7 of 8 District schools exceeded the statewide average of percent Proficient or Advanced in Math.	
6 of 6 District schools exceeded the statewide average of percent Proficient or Advanced in science (only assessed in grades 4, 8 and 9).	
7 of 8 District schools exceeded the statewide average of percent Advanced in ELA.	
7 of 8 District schools exceeded the statewide average of percent Advanced in Math.	
6 of 6 District schools exceeded the statewide average of percent Advanced in science (only assessed in grades 4, 8 and 9).	
CVE: All student group exceeded the standard demonstrating growth in ELA, Math and Science.	
CVE: All student group exceeded the statewide average of percent Advanced in ELA, Math, and Science.	
ECE: All student group exceeded the statewide average of percent Advanced in ELA, Math, and Science.	
ECMS: All student group exceeded the statewide average of percent Advanced in ELA and Math (Science is N/A).	
HE: All student group exceeded the standard demonstrating growth in ELA and Science.	
HE: All student group exceeded the statewide average of percent Advanced in ELA, Math, and Science.	
HMS: All student group exceeded the standard demonstrating growth in Math.	
RE: All student group met the 2033 goal for percent Proficient and Advanced in Science.	
RE: All student group exceeded the standard demonstrating growth in Science.	
RE: All student group exceeded the statewide average of percent Advanced in ELA, Math, and Science.	
RGMS: All student group exceeded the statewide average of percent Advanced in ELA and Science.	
SVHS: All student group exceeded the statewide average of percent Advanced in Math.	
SVHS: All student group met the 2033 statewide four-year cohort graduation goal.	
6 of 8 District schools met the achievement goal (percent Proficient or Advanced) in Math.	

## Challenges

Indicator	Comments/Notable Observations
CVE: All student group did not meet the achievement goal (percent Proficient or Advanced) in ELA.	
ECE: All student group did not meet the achievement goal (percent Proficient or Advanced) in ELA.	
ECMS: All student group did not meet the achievement goal (percent Proficient or Advanced) in ELA.	
HE: All student group did not meet the achievement goal (percent Proficient or Advanced) in ELA.	
RGMS: All student group did not meet the achievement goal (percent Proficient or Advanced) in ELA or Math.	
SVHS: All student group did not meet the achievement goal (percent Proficient or Advanced) in Math.	
4 of 8 District schools did not meet the achievement goal (percent Proficient or Advanced) in ELA.	
5 of 8 District schools did not meet the standard demonstrating growth in ELA and Math.	

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

### Strengths

<p><b>Indicator</b> CVE: Students with Disabilities exceeded the standard demonstrating growth in ELA, Math and Science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 4 Students with Disabilities</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> HE: Students with Disabilities met the standard demonstrating growth in ELA and Science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 4 Students with Disabilities</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> HMS: Students with Disabilities met the standard demonstrating growth in ELA and Math.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grades 5 and 6 Students with Disabilities</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> RE: Students with disabilities exceeded the standard demonstrating growth in ELA and met the standard demonstrating growth in science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 4 Students with Disabilities</p>	<b>Comments/Notable Observations</b>

<p><b>Indicator</b> RGMS: Students with Disabilities met the standard demonstrating growth in ELA and science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grades 7 and 8 Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> SVHS: Students with Disabilities met the standard demonstrating growth in science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> High School Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> 6 of 8 District schools met or exceeded the standard demonstrating growth in ELA (students with disabilities).</p> <p><b>Grade Level(s) and/or Student Group(s)</b> District Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>

**Challenges**

<p><b>Indicator</b> Students with disabilities did not meet the ELA or Math achievement goal (percent Proficient or Advanced).</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Students who are economically disadvantaged did not meet the ELA or Math achievement goal (percent Proficient or Advanced).</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> 6 of 8 District schools did not meet the standard demonstrating growth in Math (Students with Disabilities).</p> <p><b>Grade Level(s) and/or Student Group(s)</b> District Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All Student Group: 8 of 8 District schools exceeded the statewide average of percent Proficient or Advanced in ELA.
All Student Group: 6 of 8 District schools met the achievement goal (percent Proficient or Advanced) in Math.
Students with Disabilities: 6 of 8 District schools met or exceeded the standard demonstrating growth in ELA.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All Student Group: 5 of 8 District schools did not meet the standard demonstrating growth in ELA and Math.
Students with Disabilities: 6 of 8 District schools did not meet the standard demonstrating growth in Math.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
aimswebPlus is administered to all students in grades K-2.	Data suggests less than 20% of students in grade 2 are at risk for meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
aimswebPlus is administered to all students in grades K-2.	Data suggests slightly more than 20% of kindergarten students are at risk for not meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
aimswebPlus is administered to all students in grades K-2.	Data suggests more than 30% of students in grade 1 are at risk for not meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
NWEA is administered to all students in grades 3 - 8.	When students score below the 30th percentile in reading, additional screening assessments are administered to determine the barrier to learning. Then, students are placed appropriately into an intervention group.
NWEA (grades 3-8)	According to the NWEA linking study, fall 2023 NWEA data suggests more than 20% of students will not achieve proficiency on the PSSA. Therefore, deficit skills also need to be addressed in core instruction.

### English Language Arts Summary

#### Strengths

The District utilizes the Multi-Tiered System of Support (MTSS) framework to provide targeted interventions for students who are at risk for not meeting end of year learning targets in Reading (K-6).
The District utilizes research-validated resources to address deficit skills in Reading through the MTSS framework.
The District follows the Response to Intervention (RTI) for Specific Learning Disabilities (SLD) protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Reading to determine if additional support and services are needed.

#### Challenges

Allocating time and funding for teacher training in the area of reading (structured literacy) are challenges that the District attempts to mitigate.
The NWEA assessment provides achievement and growth data but does not include access to curricular resources to address deficit skills. Teachers need more streamlined (digital) access to resources that address unfinished learning.

## Mathematics

Data	Comments/Notable Observations
aimswebPlus is administered to all students in grades K-2.	Data suggests less than 20% of students in grade 2 are at risk for meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
NWEA is administered to all students in grades 3 - 8.	When students score below the 30th percentile in math, additional screening assessments are administered to determine the barrier to learning. Then, students are placed appropriately into an intervention group.
aimswebPlus is administered to all students in grades K-2.	Data suggests slightly more than 10% of kindergarten students are at risk for not meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
aimswebPlus is administered to all students in grades K-2.	Data suggests more than 20% of students in grade 1 are at risk for not meeting the end-of-year learning target (30th percentile). Qualifying students will participate in a T2 or T3 intervention.
NWEA (grades 3-8)	According to the NWEA linking study, 2023 fall NWEA data suggests more than 20% of students will not achieve proficiency on the PSSA. Therefore, deficit skills also need to be addressed in core instruction.

## Mathematics Summary

### Strengths

The District utilizes the MTSS framework to provide targeted interventions for students who are at risk for not meeting end-of-year learning targets in Math (K-6).
The District utilizes research-validated resources to address deficit skills in Math through the MTSS framework.
The District follows the RTI for SLD protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Math to determine if additional support and services are needed.

### Challenges

According to the NWEA linking study, 2023 fall NWEA data suggests that without targeted interventions and small group instruction, more than 20% of students are at risk for not achieving proficiency on the PSSA. Therefore, content area teachers need to use this information to plan for instruction and meet the needs of students.
The NWEA assessment provides achievement and growth data but does not include access to curricular resources to address deficit skills. Teachers need resources that address unfinished learning to be easily accessible.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Report of Student Progress (RoSP)	As with all subject areas, the District's reporting system is inclusive of essential standards and proficiency scales. Student progress in science is monitored via instruction on the essential standards and reporting via the proficiency scales (beginning, progressing, meeting, and exceeding).
aimswebPlus and NWEA	The District does not have a universal screening tool specifically for science. Therefore, the teachers use reading and math data to identify students who may need supplemental support or instruction in science.
CDT	High School Teachers administer the Science/Biology CDT two times per year. Student achievement and growth data is used to develop growth and mastery goals for individual students and groups of students.

## Science, Technology, and Engineering Education Summary

### Strengths

Overall, according to state assessment results, District students achieve higher in science as compared to ELA and Math.

### Challenges

Time and funding are needed to develop and implement a District curriculum aligned to the new science standards (effective July 2025).

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
FRPAI Career Standards Benchmark All Student Group	Data does not apply to 4 of 8 district schools. Three of 4 district schools met or exceeded the career standards benchmark.
FRPAI Statewide Graduation 4-Year Cohort	SVHS exceeded the graduation goal.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Butler County Community College

**Agreement Type**

**Program/Course Area**

College in High School

**Uploaded Files**

BC3.pdf

**Partnering Institution**

Point Park University

**Agreement Type**

**Program/Course Area**

College in High School

**Uploaded Files**

Point Park.pdf

**Partnering Institution**

Robert Morris University

**Agreement Type**

**Program/Course Area**

College in High School

**Uploaded Files**

Robert Morris Agreement.pdf

**Partnering Institution**

Carlow University

**Agreement Type**

**Program/Course Area**

College in High School

**Uploaded Files**

Carlow-Seneca\_Valley\_HS\_CHS\_MOU\_Agreement\_SP\_2023.docx.pdf

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The District is participating in the Teacher in the Workplace Targeted program to improve teaching and learning aligned to career readiness.
The District has a working relationship with the regional workforce investment board to support local and regional economic development and the education and training of Pennsylvania's workforce.
As a part of the comprehensive school guidance plan, students in eighth grade visit the countywide career and technical center to explore PDE-approved programs and various workforce options that may be of interest to the students.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The District will continue efforts to educate students and families about the opportunities that exist to enroll in Career and Technical Education (CTE) coursework.
The District will continue to allocate resources to support community outreach to create and sustain lasting relationships with the local workforce throughout the school community.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
FRPAI English Language Growth and Attainment	Insufficient sample size to measure growth and achievement for all District schools. However, HE and HMS far exceeded the statewide average for English Language Growth and Attainment.
PIMS Enrollment	English Learners subgroup has increased more than other subgroups within the district. The District now operates its own ESL Program and will likely add staff due to increased enrollment.
ESL Programming and MTSS	All English Learners participate in the ESL program. In addition, students who qualify also receive a targeted intervention in reading.
Benchmark Assessments	All students in grades K-8 participate in at least one benchmark assessment three times per year. Individual achievement and growth are monitored and analyzed to make informed decisions about intervention programming and appropriate course placements for each student.

### Students with Disabilities

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

Data	Comments/Notable Observations
FRPAI	6 of 8 district schools met or exceeded the standard demonstrating growth in ELA (students with disabilities).
aimswEBPlus	Individual student progress is monitored weekly or biweekly to ensure students are making appropriate progress toward academic learning goals in reading and math.
NWEA	All students in grades 3-8 participate in the benchmark assessment three times per year. Achievement and growth are monitored and analyzed to make informed decisions about programming and appropriate course placements.

## Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
FRPAI	Students who are economically disadvantaged did not meet the ELA or Math achievement goal (percent Proficient or Advanced).
FRPAI	4 of 7 schools (one school has insufficient data) met or exceeded the growth goal for ELA.
FRPAI	2 of 7 schools (one school has insufficient data) met or exceeded the growth goal for Math.
aimswebPlus	For students who meet the criteria for a Tier 2 or Tier 3 intervention, individual student progress is monitored weekly or biweekly to ensure students are making appropriate progress toward academic learning goals in reading and math.
NWEA	All students in grades 3-8 participate in the benchmark assessment three times per year. Achievement and growth are monitored and analyzed to make informed decisions about programming and appropriate course placements.

## Student Groups by Race/Ethnicity

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

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students in grades K-8 participate in at least one benchmark assessment three times per year. Individual achievement and growth are monitored and analyzed to make informed decisions about intervention programming and appropriate course placements for each student.

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

For students who meet the criteria for a Tier 2 or Tier 3 intervention, individual student progress is monitored weekly or biweekly to ensure students are making appropriate progress toward academic learning goals in reading and math. For students who are not making appropriate progress, additional time and resources are needed to address unfinished learning.

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan (updated 12.5.23)	The District seeks to improve student learning outcomes through the implementation of Multi-Tiered System of Support (MTSS, K-8), the reporting of student learning and progress via the District's Report of Student Progress (K-6), and the implementation of RTI for SLD (K-6) to determine appropriate supports and services for students who are at risk.
Title I Schoolwide Program (updated 12.5.23)	The District seeks to improve student learning outcomes through the implementation of MTSS K-8, PBIS K-8 and RTI for SLD.
Student Services (updated 12.5.23)	The District seeks to improve social and emotional development through the integration of programs and supports that address individual student needs such as: Trauma Informed Training (K-12), Mindfulness (K-12) and In-School Therapy (K-12).
K-12 Counselor Plan (339 Plan)	The District seeks to support and expand job shadowing, internship and work-based experiences.
Technology Plan (updated 12.5.23)	The District seeks to continue prioritizing technology integration and accessibility via the distribution and utilization of student and teacher devices (one-to-one), developing and integrating digital systems to document T2 and T3 interventions, compile and report at-risk behaviors, as well as monitor students through an early warning system that includes discipline, absences, grades, interventions and other at-risk indicators.
English Language Development Programs (updated 12.5.23)	The District seeks to support English language acquisition for all English Learners by offering targeted/small group instruction, academic interventions, and K-12 ESL summer programming.
Curriculum Plan (updated 12.5.23)	Administrators and teachers work collaboratively to update the curriculum and accompanying resources (MTSS K-8, Report of Student Progress K-6, Career Pathways 7-12, Essential Standards, Proficiency Scales, Authentic Learning, Customized Learning, Data Informed Decision-Making, and Profile of a Learner).
Seneca Valley Academy of Choice (SVAOC) (updated 12.5.23)	The District seeks to expand asynchronous, synchronous and in-person (new drop-in center) cyber programming for students and families who choose part-time or full-time enrollment in the cyber program.

## Strengths

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

The District seeks to continue prioritizing technology integration and accessibility via the distribution and utilization of student and teacher devices (one-to-one), developing and integrating digital systems to document T2 and T3 interventions, compile and report at-risk behaviors as well as monitor students through an early warning system that includes discipline, absences, grades, interventions and other at-risk indicators.

The District remains committed to improving social and emotional development through the integration of programs and supports that address individual student needs such as: Trauma Informed Training (K-12), Mindfulness (K-12), and In-School Therapy (K-12).

The district remains committed to expanding asynchronous, synchronous and in-person (new drop-in center) cyber programming for students and families who choose part-time or full-time enrollment in the cyber program.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The District seeks to support and expand job shadowing, internship and work-based experiences to enhance students' preparedness for various pathways after graduation.

The District seeks to prioritize training and utilization of the newly developed digital systems designed to document T2 and T3 interventions, compile and report at-risk behaviors, as well as monitor students through an early warning system that includes discipline, absences, grades, interventions and other at-risk indicators.

The District seeks to enhance supports and services for English Learners by way of improved parent and family engagement strategies and opportunities.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The District remains committed to offering career ladders and administrator experience to plan for the future and improve building and district operations.
Our strong, well-articulated curriculum includes formative and summative assessments, proficiency scales, authentic learning, customized learning and periodic annual audits.
The District provides all staff with quality, ongoing and job-embedded professional development aligned to district goals and priorities.
Long-term fiscal planning and continual analysis maintains fiscal stability which allows resources to be allocated directly and equitably across district buildings and departments to address areas of concern based on data.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Students' academic data indicates not all students, particularly those at-risk, are making appropriate progress toward end-of-year learning targets.
The District would benefit from developing business connections for experiential learning.
The District remains committed to seeking and exploring additional supports and services to address student and staff health and wellness.
The district remains committed to seeking and providing equitable and differentiated opportunities (within and beyond the school environment) for all students to develop and thrive as productive citizens.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All Student Group: 8 of 8 District schools exceeded the statewide average of percent Proficient or Advanced in ELA.	False
All Student Group: 6 of 8 District schools met the achievement goal (percent Proficient or Advanced) in Math.	False
Students with Disabilities: 6 of 8 District schools met or exceeded the standard demonstrating growth in ELA.	False
The District utilizes the Multi-Tiered System of Support (MTSS) framework to provide targeted interventions for students who are at risk for not meeting end of year learning targets in Reading (K-6).	True
The District utilizes research-validated resources to address deficit skills in Reading through the MTSS framework.	False
The District follows the Response to Intervention (RTI) for Specific Learning Disabilities (SLD) protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Reading to determine if additional support and services are needed.	True
The District remains committed to offering career ladders and administrator experience to plan for the future and improve building and district operations.	False
All students in grades K-8 participate in at least one benchmark assessment three times per year. Individual achievement and growth are monitored and analyzed to make informed decisions about intervention programming and appropriate course placements for each student.	False
Overall, according to state assessment results, District students achieve higher in science as compared to ELA and Math.	False
The District seeks to continue prioritizing technology integration and accessibility via the distribution and utilization of student and teacher devices (one-to-one), developing and integrating digital systems to document T2 and T3 interventions, compile and report at-risk behaviors as well as monitor students through an early warning system that includes discipline, absences, grades, interventions and other at-risk indicators.	False
The District remains committed to improving social and emotional development through the integration of programs and supports that address individual student needs such as: Trauma Informed Training (K-12), Mindfulness (K-12), and In-School Therapy (K-12).	False

The District utilizes the MTSS framework to provide targeted interventions for students who are at risk for not meeting end-of-year learning targets in Math (K-6).	True
The District utilizes research-validated resources to address deficit skills in Math through the MTSS framework.	False
The District is participating in the Teacher in the Workplace Targeted program to improve teaching and learning aligned to career readiness.	False
The District has a working relationship with the regional workforce investment board to support local and regional economic development and the education and training of Pennsylvania's workforce.	False
As a part of the comprehensive school guidance plan, students in eighth grade visit the countywide career and technical center to explore PDE-approved programs and various workforce options that may be of interest to the students.	False
Our strong, well-articulated curriculum includes formative and summative assessments, proficiency scales, authentic learning, customized learning and periodic annual audits.	True
The District provides all staff with quality, ongoing and job-embedded professional development aligned to district goals and priorities.	True
The District follows the RTI for SLD protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Math to determine if additional support and services are needed.	True
The district remains committed to expanding asynchronous, synchronous and in-person (new drop-in center) cyber programming for students and families who choose part-time or full-time enrollment in the cyber program.	True
Long-term fiscal planning and continual analysis maintains fiscal stability which allows resources to be allocated directly and equitably across district buildings and departments to address areas of concern based on data.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All Student Group: 5 of 8 District schools did not meet the standard demonstrating growth in ELA and Math.	False
Students with Disabilities: 6 of 8 District schools did not meet the standard demonstrating growth in Math.	False
Allocating time and funding for teacher training in the area of reading (structured literacy) are challenges that the District attempts to mitigate.	False
The NWEA assessment provides achievement and growth data but does not include access to curricular resources to address deficit skills. Teachers need more streamlined (digital) access to resources that address unfinished learning.	False
According to the NWEA linking study, 2023 fall NWEA data suggests that without targeted interventions and small group instruction, more than 20% of students are at risk for not achieving proficiency on the PSSA. Therefore, content area teachers need to use this information to plan for instruction and meet the needs of students.	False
The NWEA assessment provides achievement and growth data but does not include access to curricular resources to address deficit skills. Teachers need resources that address unfinished learning to be easily accessible.	False
The District seeks to support and expand job shadowing, internship and work-based experiences to enhance students' preparedness for various pathways after graduation.	True
The District seeks to prioritize training and utilization of the newly developed digital systems designed to document T2 and T3 interventions, compile and report at-risk behaviors, as well as monitor students through an early warning system that includes discipline, absences, grades, interventions and other at-risk indicators.	False
The District will continue efforts to educate students and families about the opportunities that exist to enroll in Career and Technical Education (CTE) coursework.	False
The District will continue to allocate resources to support community outreach to create and sustain lasting relationships with the local workforce throughout the school community.	False
Students' academic data indicates not all students, particularly those at-risk, are making appropriate progress toward end-of-year learning targets.	True
The District would benefit from developing business connections for experiential learning.	False
Time and funding are needed to develop and implement a District curriculum aligned to the new science standards (effective July 2025).	True

The District remains committed to seeking and exploring additional supports and services to address student and staff health and wellness.	True
The district remains committed to seeking and providing equitable and differentiated opportunities (within and beyond the school environment) for all students to develop and thrive as productive citizens.	True
For students who meet the criteria for a Tier 2 or Tier 3 intervention, individual student progress is monitored weekly or biweekly to ensure students are making appropriate progress toward academic learning goals in reading and math. For students who are not making appropriate progress, additional time and resources are needed to address unfinished learning.	False
The District seeks to enhance supports and services for English Learners by way of improved parent and family engagement strategies and opportunities.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Our goals should focus on meeting students where they are and reaching students who have experienced learning loss and wellness concerns. Consequently, our goals focus on addressing the social, emotional, and academic well-being of our students.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The District seeks to support and expand job shadowing, internship and work-based experiences to enhance students' preparedness for various pathways after graduation.	Developing and sustaining partnerships with community organizations and businesses to enhance student engagement through authentic experiences that support job and career awareness and readiness.	True
Students' academic data indicates not all students, particularly those at-risk, are making appropriate progress toward end-of-year learning targets.	The demographic composition of each District building is unique. As a large school district, it is important we consistently evaluate district, building, classroom and individual student data to deliver programing and services to address learning and opportunity gaps.	True
The District remains committed to seeking and exploring additional supports and services to address student and staff health and wellness.		False
The district remains committed to seeking and providing equitable and differentiated opportunities (within and beyond the school environment) for all students to develop and thrive as productive citizens.	The district is committed to designing systems that include intentional training, stakeholder engagement, planning and implementation of enhanced districtwide efforts to foster a culture of belonging that ensures equity for every student.	True
Time and funding are needed to develop and implement a District curriculum aligned to the new science standards (effective July 2025).		False

## Analyzing Strengths

Analyzing Strengths	Discussion Points
Our strong, well-articulated curriculum includes formative and summative assessments, proficiency scales, authentic learning, customized learning and periodic annual audits.	The District has identified essential standards in each course/content area to articulate what all students need to know and have the ability to perform at the conclusion of each course/grade level.
The District provides all staff with quality, ongoing and job-embedded professional development aligned to district goals and priorities.	Professional development is scheduled and individualized to grow staff capacity to meet the needs of their students, support wellness, ensure equity and extend awareness of community partnerships.
The District utilizes the MTSS framework to provide targeted interventions for students who are at risk for not meeting end-of-year learning targets in Math (K-6).	District, building, classroom and individual student data is analyzed periodically to ensure students who need supplemental instruction are enrolled in a T2 or T3 intervention. Student progress is monitored weekly or biweekly to ensure students are making appropriate progress.
The District utilizes the Multi-Tiered System of Support (MTSS) framework to provide targeted interventions for students who are at risk for not meeting end of year learning targets in Reading (K-6).	District, building, classroom and individual student data is analyzed periodically to ensure students who need supplemental instruction are enrolled in a Tier 2 or Tier 3 intervention. Student progress is monitored weekly or biweekly to ensure students are making appropriate progress.
The District follows the Response to Intervention (RTI) for Specific Learning Disabilities (SLD) protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Reading to determine if additional support and services are needed.	The MTSS framework provides administrators, school psychologists and teachers the procedures, tools and resources to identify students who qualify for formal supports (specially designed instruction). Formal supports are outlined via the development of an Individualized Education Plan (IEP).
The District follows the RTI for SLD protocol (K-6) when evidence of student learning/progress monitoring suggest the student is not making appropriate progress in Math to determine if additional support and services are needed.	The MTSS framework provides administrators, school psychologists and teachers the procedures, tools and resources to identify students who qualify for formal supports (specially designed instruction). Formal supports are outlined via the development of an Individualized Education Plan (IEP).
The district remains committed to expanding asynchronous, synchronous and in-person (new drop-in center) cyber programming for students and families who choose part-time or full-time enrollment in the cyber program.	The District will continue to develop, offer and personalize support and instruction for students enrolled in the cyber program.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The District will seek resources (human, physical and fiscal) to provide relevant information about the workforce and career pathways. These opportunities will provide students more authentic experiences consistent with their interests and skills.
	The District will develop procedures to report trends in data regarding academic outcomes impacting student groups at the building level. The data will be used to inform curricular programs and the effectiveness of instruction and resources.
	The District will develop a framework that will focus on the knowledge, skills and dispositions students need to be productive citizens within and beyond the school environment.

## Goal Setting

**Priority: The District will develop procedures to report trends in data regarding academic outcomes impacting student groups at the building level. The data will be used to inform curricular programs and the effectiveness of instruction and resources.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
The District will develop an educational technology platform designed to analyze student learning outcomes, including academic achievement, growth, and behavior data. This platform will disaggregate data at the district, building, and classroom levels, allowing for the identification of trends. District and building level teams will adhere to standardized procedures to identify and report district-wide trends, with the findings informing decisions related to curricular learning targets, instructional strategies, the selection of research-validated resources, assessment design, and behavior expectations.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
District Data-Informed Decision-Making		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Develop an educational technology platform to complement the existing MTSS and PBIS framework that will organize academic and behavior data as well as track performance and progress.	Utilize the educational technology platform developed in Year 1 to facilitate district-wide and building data team meetings to create actionable plans to address areas of weakness across all subjects, grade levels, buildings, etc.	The District will develop an educational technology platform designed to analyze student learning outcomes, including academic achievement, growth, and behavior data. This platform will disaggregate data at the district, building, and classroom levels, allowing for the identification of trends. District and building level teams will adhere to standardized procedures to identify and report district-wide trends, with the findings informing decisions related to curricular learning targets, instructional strategies, the selection of research-validated resources, assessment design, and behavior expectations.

**Priority: The District will develop a framework that will focus on the knowledge, skills and dispositions students need to be productive citizens within and beyond the school environment.**

<b>Outcome Category</b>		
Citizenship		
<b>Measurable Goal Statement (Smart Goal)</b>		
The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Profile of a Learner		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Feedback from administrators and teachers will be used to identify and define the personal and interpersonal competencies that will be modeled and discussed in each grade level.	Administrators and teachers will work collaboratively to develop realistic expectations relative to the personal and interpersonal competencies to articulate how the competencies will develop over time.	The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.

**Priority: The District will seek resources (human, physical and fiscal) to provide relevant information about the workforce and career pathways. These opportunities will provide students more authentic experiences consistent with their interests and skills.**

<b>Outcome Category</b>		
Community Engagement		
<b>Measurable Goal Statement (Smart Goal)</b>		
The District will enhance students' exposure to diverse career pathways and foster workforce exploration. This will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Career Pathways		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Administrators and teachers will work collaboratively to seek and secure new partnerships that will provide students with authentic learning experiences to inform their future plans.	Administrators and teachers will work collaboratively to offer new opportunities for hands-on experiences by providing students with guidance and placements that appeal to their interests and skills.	The District will enhance students' exposure to diverse career pathways and foster workforce exploration. This will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.

## Action Plan

### Measurable Goals

District Data-Informed Decision-Making	Profile of a Learner
Career Pathways	

### Action Plan For: Data-Informed Decision-Making

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The District will develop an educational technology platform designed to analyze student learning outcomes, including academic achievement, growth, and behavior data. This platform will disaggregate data at the district, building, and classroom levels, allowing for the identification of trends. District and building level teams will adhere to standardized procedures to identify and report district-wide trends, with the findings informing decisions related to curricular learning targets, instructional strategies, the selection of research-validated resources, assessment design, and behavior expectations.</li> </ul>

Action Step		Anticipated Start/Completion Date	
The District will develop a framework to identify trends in student learning outcomes as measured by academic achievement, growth and behavior data that will be disaggregated by student groups at the building level.		2024-07-01	2025-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Central Office Administrators and Building Level Administrators	Universal Screening Data, CDT, PSSA, Keystone, PVAAS and other evidence of student learning.	Yes	No
Action Step		Anticipated Start/Completion Date	
The District will create building level teams that will follow common procedures to identify district-wide trends across buildings. The findings will then be used to inform decisions specific to curricular learning targets, effective instructional strategies, selection of research-validated resources and assessment design.		2025-07-01	2027-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Central Office Administrators and Building Level Administrators	Universal Screening Data, CDT, PSSA, Keystone, PVAAS and other evidence of student learning.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Administrators and teachers will have access to valid and reliable data to inform decisions specific to curricular learning targets, effective instructional strategies, selection of research-validated resources and assessment design.	Data Teams will meet periodically to conduct systemic reviews of student data to ensure interventions are effective and evidence of student learning reflects appropriate progress toward grade level learning targets.

### Action Plan For: Profile of a Learner

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.		2024-07-01	2027-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Central Office Administrators and Building Level Administrators	Administrators and teachers will work collaboratively within the curriculum framework (three meetings per year per subject/grade level) to discuss and determine the dispositions that will be intentionally modeled in each grade level.	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Administrators and teachers will have a common understanding of teacher expectations (modeling) and student expectations (development of dispositions) that are developmentally appropriate.	Curriculum committees will meet three times per year to conduct periodic reviews of the Profile of a Learner framework.

## Action Plan For: Career Pathways

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The District will enhance students' exposure to diverse career pathways and foster workforce exploration. This will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The District will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.		2024-07-01	2027-04-07
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Central Office Administrators and Building Level Administrators	Staff assigned to community outreach, staff assigned to program development and staff assigned to student placements.	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The District will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.		2024-07-01	2027-04-07
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Central Office Administrators and Building Level Administrators	Staff assigned to community outreach, staff assigned to program development and staff assigned to student placements.	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Student will have more opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.	Efforts towards community outreach, program development and assignments of student placements will be ongoing.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Informed Decision-Making	The District will develop a framework to identify trends in student learning outcomes as measured by academic achievement, growth and behavior data that will be disaggregated by student groups at the building level.
Profile of a Learner	The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.

### Data-Informed Decision-Making

Action Step		
<ul style="list-style-type: none"> <li>The District will develop a framework to identify trends in student learning outcomes as measured by academic achievement, growth and behavior data that will be disaggregated by student groups at the building level.</li> </ul>		
Audience		
Administrators and Professional Staff		
Topics to be Included		
Improved Student Achievement, Targeted Interventions, Reduction in Achievement Gaps, Increased Educator Collaboration		
Evidence of Learning		
By addressing these topics, professional development will contribute to improved student achievement, attendance, behavior and parental involvement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Central Office Administrators	2025-07-01	2027-07-01

### Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Training will occur throughout the 2024-2025 school year.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

## Profile of a Learner

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.</li> </ul>		
<b>Audience</b>		
Administrators and Professional Staff		
<b>Topics to be Included</b>		
Understanding Dispositions, Reflective Practices, Resilience and Problem Solving, Student-Centered Approaches, Application in the Classroom		
<b>Evidence of Learning</b>		
By addressing these topics, professional development will contribute to the development of positive teacher and student dispositions that are essential for creating a supportive and effective learning environment.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Central Office Administrators	2024-07-01	2027-07-01

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Curriculum Committees will continue to meet three times per year per grade level/subject.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

Profile of a Learner					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The District will define district-wide expectations to specify the progressive development of personal and interpersonal competencies that students should develop and demonstrate as they advance through the grade levels.</li> </ul>	Staff, students and families	Collaboration and Teamwork, Resilience and Problem-Solving and Application in the Classroom	Building Administration	07/01/2024	07/01/2027
Communications					
Type of Communication			Frequency		
Email			Multiple strategies will be used to communicate the importance of the Profile of a Learner. Communication will be ongoing.		

Career Pathways					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>The District will provide students with increased opportunities for hands-on experiences, mentorship, and industry engagement, empowering them to make informed decisions about their future careers and ensure that they are well-prepared.</li> </ul>	Staff, community partners, students and families	Overview of Career Pathways, Alignments with the Workforce, Benefits for Students, Integration with Academic Curriculum, Success Stories and Alumni Outcomes	Communications Department and Building Administration	07/01/2024	07/01/2027
Communications					
Type of Communication			Frequency		
Email			Multiple strategies will be used to communicate the importance of Career Pathways. Communication will be ongoing.		