

Canon-McMillan SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

| | | |
|---|--------------|---|
| LEA Type | AUN | |
| School District | 101631703 | |
| Address 1 | | |
| 200 Big Mac Blvd | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Canonsburg | PA | 15317 |
| Chief School Administrator | | Chief School Administrator Email |
| Mr Gregory Taranto | | tarantog@cmsd.k12.pa.us |
| Single Point of Contact Name | | |
| Ken Crowley | | |
| Single Point of Contact Email | | |
| crowleyk@cmsd.k12.pa.us | | |
| Single Point of Contact Phone Number | | |
| 724-746-2940 ext. 9122 | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|-----------------------|------------------|--|------------------------------|
| Dr. Greg Taranto | Administrator | Canon-McMillan School District | tarantog@cmsd.k12.pa.us |
| Dr. Scott Chambers | Administrator | Canon-McMillan School District | chamberss@cmsd.k12.pa.us |
| Mr. Ken Crowley | Administrator | Canon-McMillan School District | crowleyk@cmsd.k12.pa.us |
| Dr. Mark Abbondanza | Administrator | Canon-McMillan School District | abbondanzam@cmsd.k12.pa.us |
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| Ms. Brittany Taylor | Administrator | Canon-McMillan High School | taylorb@cmsd.k12.pa.us |
| Mr. Ken Schrag | Administrator | Canon-McMillan Middle School | schragk@cmsd.k12.pa.us |
| Ms. Sheila Mitchell | Administrator | Canon-McMillan Cyber Academy | mittchells@cmsd.k12.pa.us |
| Mrs. Shannon Balch | Administrator | Wylandville Elementary School | balchs@cmsd.k12.pa.us |
| Mr. Rob Miele | Administrator | South Central Elementary School | mieler@cmsd.k12.pa.us |
| Dr. Joni Mansmann | Administrator | Canon-McMillan School District | mansmannj@cmsd.k12.pa.us |
| Mr. Jurdon Maier | Administrator | Canon-McMillan School District | maierj@cmsd.k12.pa.us |
| Mr. Justin Heckman | Administrator | Canon-McMillan School District | heckmanj@cmsd.k12.pa.us |
| Mr. Tim McCullough | Administrator | Canon-McMillan School District | mccullough@cmsd.k12.pa.us |
| Ms. Kristy Budavich | Community Member | Canon-McMillan Horizon Foundation | kristyobudavich@gmail.com |
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| Ms. Elliana Semple | Student | High School Student | 26semplee@cmsd.k12.pa.us |
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| Dr. Allison Dagen | Parent | West Virginia University | Allison.Swan@mail.wvu.edu |
| Mrs. Kristen Flanagan | Parent | Canon-McMillan Parent Council | kristen.m.flanagan@gmail.com |
| Mrs. my Harding | Parent | Orbital Engineering | aharding0526@gmail.com |
| Mrs. Kathy Cooper | Board Member | Canon-McMillan School District | cooperk@cmsd.k12.pa.us |
| Mrs. Julie Chandler | Board Member | Canon-McMillan School District | chandlerj@cmsd.k12.pa.us |
| Mr. Eric Chandler | Community Member | Canonsburg Boro Council | ericchandler73@gmail.com |
| Mr. Jason Gillespie | Staff Member | Canon-McMillan Middle School | gillespiej@cmsd.k12.pa.us |

LEA Profile

The Canon-McMillan School District, located in Washington County, Pennsylvania, serves the communities of Canonsburg, Cecil Township, and North Strabane Township. The district boundaries are expansive, encompassing over 57 square miles, and contain urban, suburban, and rural living environments.

Although the district saw a decline in enrollment during the pandemic, it has since made a strong recovery, with enrollment now surpassing pre-pandemic levels by approximately 100 students. In the past 10 years, district enrollment has increased by over 400 students. A demographic study completed in 2021 predicts continued growth through 2030.

This steady increase in student enrollment has presented challenges related to overcrowding and the need for additional resources and infrastructure. As a result, the school district has undertaken significant capital improvement projects to expand and update facilities, ensuring students have access to state of the art classrooms and resources. Expansion and addition projects were undertaken at both Canon-McMillan High School and Canonsburg Memorial Stadium. New construction projects resulted in the building of a new Muse Elementary School and the recently opened Canon-McMillan Middle School. Currently, the school district is in the midst of building a new Wylandville Elementary School to accommodate the growing population of the eastern side of the school district. The school district has also invested heavily in Chromebooks, resulting in a 1:1 technology initiative at Canon-McMillan High School.

The Canon-McMillan School District is one of the top performing school districts in Washington County and Western Pennsylvania. Our K-6 schools have a highly regarded structured literacy program and we serve as a model school district for structured literacy implementation and programming. The district values Science, Technology, Engineering, Arts, and Math (STEAM) education, with dedicated programs aimed at fostering innovation and creativity. Canon-McMillan High School maintains a robust offering of Advanced Placement courses and our students are annually recognized as AP Scholars. The high school also maintains a diverse offering of College in the High School courses and has partnerships with Carlow University, Robert Morris University, and the University of Pittsburgh. Students interested in pursuing a career in the trades can attend one of three different Career and Technology Centers: Mon Valley, Parkway West, and Western Area. The district provides a robust array of special education services to meet the diverse needs of our students with disabilities. Last school year, the Canon-McMillan Cyber Academy was created to provide our students and families with an online learning option. This program has resulted in significant financial savings for the school district and ensured our cyber students were academically performing at a level comparable to their in-person peers. Collectively, all of this results in Canon-McMillan maintaining a high graduation rate, with most students pursuing higher education or entering the workforce.

Success is not just confined to the classroom as Canon-McMillan offers a broad range of extracurricular activities. The school district is well known for its strong athletic programs, particularly in wrestling, football, soccer, and volleyball. The district supports comprehensive music, band, and arts programs, encouraging students to explore creative outlets and to develop their artistic talents. At the secondary level, the district offers a wide array of student-led clubs and organizations.

Community and family engagement are a priority for the Canon-McMillan School District. The school district works closely with local businesses, civic organizations, and higher education institutions to provide internships, mentorships, and experiential learning opportunities for their students. Canon-McMillan values strong parent engagement and offers multiple avenues for parents to be involved in school activities, including volunteering programs, parent-teacher organizations, and advisory committees.

Mission and Vision

Mission

The mission of the Canon-McMillan School District, in partnership with the community, is to invest in our greatest resource, our students. We strive to teach, challenge and support all students to prepare them for college and careers with the information and skills necessary to compete, achieve and serve as leaders in a global economy as ethical and responsible citizens.

Vision

The vision of the Canon-McMillan School District is to graduate all students with the effective communication, critical and creative thinking skills necessary for success in an evolving global economy.

Educational Values

Students

The Canon-McMillan School District is dedicated to fostering a learning environment where students can grow academically, socially, and emotionally. The district emphasizes the following core educational values for students: **Academic Excellence:** Encouraging students to strive for their highest academic potential through rigorous and challenging coursework. **Leadership and Responsibility:** Developing students' leadership skills and fostering personal responsibility both in and out of the classroom. **Respect and Integrity:** Students are taught to respect themselves and others. An emphasis is placed on building strong character, ethical behavior, and honesty in all of our students. **Collaboration and Community Engagement:** Encouraging students to work collaboratively with peers, teachers, and the community, helping them understand the importance of teamwork and civic responsibility. **Lifelong Learning:** Instilling a passion for learning that continues beyond high school, preparing students for college, careers, and continuous personal development. **Critical Thinking and Problem-Solving:** Equipping students with the skills to think critically, solve problems, and adapt to changing environments. **Inclusivity and Equity:** The district is committed to creating an inclusive environment where every student, regardless of background, has equitable access to educational resources and opportunities. These values aim to prepare students for success both within and outside of the classroom, ensuring they are well-rounded individuals ready for the challenges of life after graduation.

Staff

The Canon-McMillan School District is committed to fostering a professional environment where staff members are supported and encouraged to excel. The district emphasizes the following core educational values for staff: **Commitment to Excellence:** Staff are dedicated to providing high-quality education by continually improving their instructional practices to enhance student learning and achievement. **Professionalism and Integrity:** Employees demonstrate ethical behavior, honesty, and integrity in all interactions with students, colleagues, parents, and the community. **Continuous Learning and Growth:** The district encourages staff to engage in ongoing professional development to stay current with educational best practices and innovations. **Collaboration and Teamwork:** Staff members work collaboratively, sharing knowledge and resources to support each other and promote a cohesive educational environment. **Student-Centered Focus:** Staff prioritize the needs and well-being of students, creating inclusive and supportive classrooms that foster academic and personal growth. **Respect and Inclusivity:** The district values diversity and expects staff to respect and embrace differences, promoting equity and inclusion within the school community. **Leadership and Initiative:** Staff are encouraged to take initiative, demonstrate leadership, and contribute ideas that enhance the educational experience. **Effective Communication:** Open and transparent communication is emphasized to build strong relationships with students, parents, colleagues, and the community. **Adaptability and Innovation:** Staff are expected to be flexible and open to new methods, embracing innovative approaches to meet the evolving needs of education. **Community Engagement:** Employees actively participate in community events and partnerships, strengthening the connection between the school district and the broader community. These values guide staff members in their professional conduct and daily interactions, ensuring they positively contribute to the district's mission of providing a "best in class" education to all students. By embodying these principles, staff help create a dynamic and supportive learning environment where every student can succeed.

Administration

The Canon-McMillan School District administration is expected to uphold values that promote leadership, support staff, and create a thriving educational environment. The following are the core educational values for administration: **Leadership with Integrity:** Administrators lead by example, modeling ethical

behavior, transparency, and honesty in all decision-making processes. **Commitment to Student Success:** The administration places students at the center of all decisions, ensuring policies, resources, and programs are designed to maximize student achievement and personal growth. **Visionary Leadership:** Administrators are expected to be forward-thinking, guiding the district toward long-term goals that meet the needs of a rapidly changing educational landscape. **Collaboration and Team Building:** Effective administrators foster a collaborative culture among staff, students, and the community, encouraging teamwork and shared responsibility in the pursuit of excellence. **Data-Driven Decision Making:** Administrators use data and research to inform decisions, ensuring policies are evidence-based and lead to improved outcomes for students and staff. **Support for Professional Development:** A strong commitment to the continuous professional growth of teachers and staff is a cornerstone, ensuring that educators have access to training and resources that help them succeed. **Equity and Inclusivity:** The administration promotes diversity and inclusivity in the district, ensuring that all students, regardless of background or ability, have equitable access to educational opportunities. **Fiscal Responsibility:** Administrators are expected to manage the district's resources efficiently, balancing the needs of students with the fiscal realities of running a large educational institution. **Community Engagement and Partnership:** Administrators actively engage with parents, community leaders, and local businesses to build partnerships that support the district's goals and enhance the educational experience for students. **Open and Effective Communication:** Clear, transparent, and frequent communication with all stakeholders—teachers, parents, students, and the community—is a key value, ensuring everyone is informed and involved in the district's progress and challenges. These values guide the administration in creating a positive, supportive environment that fosters academic excellence and prepares students for success while maintaining a strong, collaborative school culture.

Parents

The Canon-McMillan School District values strong partnerships with parents to create a supportive and thriving educational community. The following core educational values for parents reflect the role that families play in enhancing student success: **Active Engagement:** Parents are encouraged to be actively involved in their child's education through participation in school events, parent-teacher meetings, and by maintaining open communication with teachers and administrators. **Support for Learning at Home:** The district values parents who create a positive learning environment at home by providing support for homework, fostering good study habits, and encouraging a love for learning. **Collaboration with Educators:** Parents are seen as key partners with teachers and staff. The district encourages collaboration between parents and educators to support each child's academic and social-emotional development. **Open Communication:** The district values transparent and respectful communication between parents and the school, ensuring that concerns, questions, and feedback are addressed in a timely manner. **Encouraging Personal Responsibility:** Parents are encouraged to support the development of personal responsibility in their children by teaching them the importance of accountability, hard work, and good behavior. **Advocacy for Student Needs:** The district values parents who advocate for their child's unique needs, ensuring that every student receives the necessary support and resources to succeed. **Community Involvement:** Parents are encouraged to contribute to the broader school community by volunteering, participating in school decision-making bodies, or supporting extracurricular activities. By embracing these values, parents help create a supportive, collaborative, and engaged school culture that benefits both students and the broader Canon-McMillan community.

Community

The Canon-McMillan School District values strong partnerships with the broader community, understanding that a connected and engaged community plays a vital role in the success of the district and its students. The following are the core educational values for the community: **Collaboration and Partnership:** The district values community involvement through partnerships with local businesses, civic organizations, and higher education institutions to provide students with resources, internships, mentorships, and real-world learning opportunities. **Support for Educational Excellence:** The community is encouraged to support the

district's mission of academic excellence by participating in school events, volunteering, and providing resources that enhance educational programs. Shared Responsibility for Student Success: The district believes that education is a shared responsibility between schools, families, and the community. The community is expected to help nurture and support the well-being and academic growth of all students. Civic Engagement and Service: The district encourages the community to model civic responsibility and service by engaging in activities that improve the quality of life for all and contribute to the success of the district's educational initiatives. Advocacy for Public Education: The district values a community that actively advocates for strong public education policies and supports the district's efforts to provide a high-quality education for all students. Open Communication and Transparency: The community is expected to engage in open, transparent communication with the district, offering feedback, support, and collaboration on educational initiatives and school improvement efforts. These values highlight the importance of a collaborative relationship between the school district and its surrounding community, emphasizing shared responsibility for the success of Canon-McMillan's students and schools. Through active participation and support, the community plays a key role in fostering an environment where students can thrive.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|--------------------|--|
| Regular Attendance | All schools exceeded the statewide average for school attendance. |
| Career Readiness | All schools exceeded the statewide average for career readiness. |
| ELA/Literature | All student group met or exceeded statewide average for ELA/Literature. |
| Science/Biology | All student group met or exceeded statewide average for Science/Biology. |
| Math/Algebra | All student group met or exceeded statewide average for Math/Algebra. |

Challenges

| Indicator | Comments/Notable Observations |
|-----------------------|--|
| ELA/Literature Growth | Some schools do not meet the standard demonstrating growth in ELA/Literature. |
| Math/Algebra Growth | Some schools do not meet the standard demonstrating growth in Math/Algebra. |
| Science Growth | Some schools do not meet the standard demonstrating growth in Science/Biology. |

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

Strengths

| | |
|--|---|
| Indicator Regular Attendance Grade Level(s) and/or Student Group(s) K-6; all student groups | Comments/Notable Observations No subgroup was below the statewide attendance average. |
| Indicator Science/Biology Grade Level(s) and/or Student Group(s) K-6; 9-12 all student groups | Comments/Notable Observations No subgroup was below the statewide attendance average. |
| Indicator Algebra Growth/Interim Goal Grade Level(s) and/or Student Group(s) 9-12; Special Education | Comments/Notable Observations The students with disability subgroup at the high school increased growth by 3% on the Algebra Keystone. The students averaged a 25% increase in statewide testing averages. |
| Indicator ELA test scores Grade Level(s) and/or Student Group(s) 5/6; all student groups with the exception of students with disabilities | Comments/Notable Observations Exceeded in all student groups except for students with disabilities |

Challenges

| | |
|---|---|
| Indicator Regular Attendance Grade Level(s) and/or Student Group(s) 7-12; Special Education and Economically Disadvantaged | Comments/Notable Observations The subgroup attendance rate for special education and economically disadvantaged falls below the statewide average. |
| Indicator Science Grade Level(s) and/or Student Group(s) 7/8; Special Education | Comments/Notable Observations The students with disabilities subgroup did not exceed the statewide average on the Science PSSA. |
| Indicator Math Grade Level(s) and/or Student Group(s) K-12; Special Education | Comments/Notable Observations The students with disabilities subgroup did not exceed the statewide average for Math/Algebra. |
| Indicator ELA/Literature Statewide Average Grade Level(s) and/or Student Group(s) K-12; special education | Comments/Notable Observations The special education subgroup did not exceed the statewide testing average for ELA/Literature in any building; K-12. |

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 schools exceeded the statewide average for school attendance. |
| All schools exceeded the statewide average for career readiness. |
| All student group met or exceeded statewide average for ELA/Literature. |
| All student group met or exceeded statewide average for Science/Biology. |
| All student group met or exceeded statewide average for Math/Algebra. |

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.

| |
|--|
| Some schools do not meet the standard demonstrating growth in ELA/Literature. |
| Some schools do not meet the standard demonstrating growth in Math/Algebra. |
| Some schools do not meet the standard demonstrating growth in Science/Biology. |
| The subgroup attendance rate for special education and economically disadvantaged falls below the statewide average. |
| The students with disabilities subgroup did not exceed the statewide average for Math/Algebra. |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|-----------------------------------|---|
| Dibels | All students in Kindergarten through 4th grade are assessed during the fall, winter, and spring. Students not meeting recommended benchmark levels will be provided an intervention specific to their reading deficiency. Students in grade 5 and 6 take this assessment if they are part of our reading support program. |
| Classroom Diagnostic Tools (CDTs) | Students enrolled in English 10 take the Literature CDT assessment in High School. All data from the CDT's is used as a data point to ensure students are making progress toward attaining grade level/content area standards. |

English Language Arts Summary

Strengths

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|---|
| The school district adopted a Structured Literacy program and implemented the program during the 2023-2024 school year. |
| All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts. Students participate in multi-sensory approach to learning. |
| Advanced Placement options are available for all students in English Language Arts. |
| All students in grades 7-12 participate in a cross-curricular writing initiative. |

Challenges

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| New curriculum implementation for ELA K-12 during the 2023-2024 school year. Data is still lagging to determine the effectiveness of the program. |
| Our student growth scores do not correlate with our student performance on ELA/Literature standardized assessments. While our students are performing well, our growth scores are lagging. |

Mathematics

| Data | Comments/Notable Observations |
|------------|--|
| Benchmarks | Students in grades K-8 participate in teacher created math benchmarks during the fall, winter, and spring. Students not meeting recommended benchmarks will be provided with an intervention tool/strategy. |
| ALEKS | Students in grades 7-12 complete a knowledge check to assess their mathematical skills at the beginning of the school year. This program is used to provide supplemental instruction and provide our students with enrichment and remediation support. |

Mathematics Summary

Strengths

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| Advanced Placement and College in the High School options are available for all students in Math. |
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| All teachers utilize a standards-based, vertically aligned curriculum in Mathematics. |
| Enrichment, remediation, and tutoring options are available for all students in Mathematics. |

Challenges

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| A lack of academic levels based on level at the K-6 level presents challenges related to differentiation in a classroom of students of varying abilities. |
| A lack of a consistent math sequence at the secondary level. The track has changed several times over the last decade. |
| We are not getting enough students into our higher math track at the middle school level. This impedes the ability of students to take Algebra I during middle school instead of high school. |
| We will be implementing a new math curriculum during the 2026-2027 school year. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---------------------------|--|
| Benchmarks in Grades 7-12 | Students in grades K-8 participate in teacher created science benchmarks during the fall, winter, and spring. Students not meeting recommended benchmarks will be provided with an intervention tool/strategy. |
| CDTs | The High School will be implementing the Biology CDT during the 2025-2026 school year. |

Science, Technology, and Engineering Education Summary

Strengths

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|--|
| Advanced Placement and College in the High School options are available for all students in Science. |
| All teachers utilize a standards-based, vertically aligned curriculum in Science. |
| Enrichment, remediation, and tutoring options are available for all students in Science. |
| Teachers platoon for content area subjects in grades 3-6 allowing a deeper content dive. |

Challenges

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|--|
| Implementation of the new STEELS Science standards. |
| A lack of regular, Science instruction due to only offering half day Kindergarten. |
| Increasing the number of students who take an Advanced Placement Exam. |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|---|--|
| CTE Programming | The school district currently affords students the opportunity to attend three different CTE programs, based on student interest. An area of concern are our industry based learning exam results. |
| Dual enrollment/Dual credit | The high school has expanded dual enrollment/credit programs and partnerships. |
| Career Standards Benchmark/Student Portfolios | All schools and student groups exceed the Career Standards Benchmark. |

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

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

College Credit Courses

Uploaded Files

Canon-McMillan - RMU in the HS MOU - Feb 2024 - Final.pdf

Partnering Institution

Carlow University

Agreement Type

Dual Credit

Program/Course Area

College Credit Course

Uploaded Files

Carlow University Dual Credit Agreement.pdf

Partnering Institution

CCBC

Agreement Type

Dual Credit

Program/Course Area

College Credit Course

Uploaded Files

CCBC_Dual Credit Agreement.pdf

Partnering Institution

Indiana University of PA

Agreement Type

Dual Credit

Program/Course Area

College credit course

Uploaded Files

IUP Dual Credit Agreement.pdf

Partnering Institution

LaRoche

Agreement Type

Dual Credit

Program/Course Area

College Credit Course

Uploaded Files

LaRoche Dual Enrollment Agreement_2024-2025 sy_e2f6cd8c.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

College Credit Course

Uploaded Files

PITT_Dual Credit_Aug 2024_June 2026.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 school district currently affords students the opportunity to attend three different CTE programs, based on student interest. An area of concern are our industry based learning exam results. |
| The high school has expanded dual enrollment/credit programs and partnerships. |
| All schools and student groups exceed the Career Standards Benchmark. |

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.

| |
|---|
| Schedule constraints related to instructional time and the need to offer secondary students access to additional experiential learning opportunities. |
| A lack of written K-12 school counselor curriculum that focuses on career readiness. |
| The high school has experienced significant turnover within their counseling department. We also lack a school counselor at all buildings K-6. |
| Our CTE programs need to provide additional support to help our students perform at a higher level on their industry based exams. |

Equity Considerations

English Learners

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

| Data | Comments/Notable Observations |
|--|---|
| An increasing ELL population within our school district. | We currently have over ninety students who qualify for ELL services. A higher proportion of these students do not speak English. We also have a higher number of students speaking a myriad of languages. |
| | |
| | |

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

| |
|--|
| The Canon-McMillan School District continues to value a full inclusion model for all learners, prioritizing the need to educate students in their least restrictive environment. |
| The Canon-McMillan School District continues to offer a variety of in-house specialized programming to ensure students remain in the district (when appropriate). |
| The majority of K-8 special education teachers are Wilson Reading certified to provide multi-sensory instruction for students with an identified need. |
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| |

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 school district continues to be challenged by an increasing ELL population. |
| The district is slowly transitioning to bring our ELL programming and staff in-house. |
| Students with significant cognitive disabilities well exceed the 1% PASA exemption rate. |
| The lack of a modified state standardized assessment for students in grades 3-11. |
| |

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | A highly effective inclusion model and specialized programming are used to ensure students are educated in their least restrictive environment. |
| Title 1 Targeted Programming at Muse Elementary and South Central Elementary. | We do not have a school wide program. Our district is Title I targeted assistance only. |
| Student Services | The school district has increased intervention programs focused on student mental health and behavioral needs. These increases have been accomplished by adding a social worker, behavior coaches, paraprofessionals, and Chill room educators. |
| K-12 Guidance Plan (339 Plan) | The school district needs to prioritize community partnerships to ensure additional experiential learning opportunities. The district will explore options related to school counselor coverage K-4. |
| Technology Plan | The school district continues to support our 1:1 initiative at our high school. We are also exploring a student device repair program. |
| English Language Development Programs | Additional staff have obtained their ESL certification, allowing the district to bring some ELL programming in-house. |

Strengths

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

| |
|--|
| A highly effective inclusion model and specialized programming are used to ensure students are educated in their least restrictive environment. |
| Additional staff have obtained their ESL certification, allowing the district to bring some ELL programming in-house. |
| The school district has increased intervention programs focused on student mental health, academic needs, and behavioral needs. These increases have been accomplished by adding a social worker, behavior coaches, paraprofessionals, and Chill room educators. |
| The school district continues to support our 1:1 initiative at our high school. We are also exploring a student device repair program. |
| We do not have a school wide Title I program. Our district is Title I targeted assistance only. |

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 school district needs to prioritize community partnerships to ensure additional experiential learning opportunities. |
| The district's ELL population continues to increase. There was a 15% increase in this population from the 23-24 SY to the 24-25 SY. |
| Our specialized programming has led to an increase in the number of special education students in the district. The district has increased services and supports to ensure we are meeting the needs of our students. |

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 | Operational |

Focus on Continuous Improvement of Instruction

| | |
|---|-------------|
| Ensure effective, standards-aligned curriculum and assessment | Operational |
| 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 | Operational |

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 | Operational |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | Operational |

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

| |
|---|
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities |

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.

| |
|--|
| Practice 15 is a current challenge for our school district: Partner with local businesses, community organizations, and other agencies to meet the needs of the district. Our High School Administrators and school counselors have been working to establish partnerships with local business and organizations, but we have room for growth in this particular area of practice. |
|--|

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 schools exceeded the statewide average for school attendance. | False |
| All schools exceeded the statewide average for career readiness. | True |
| All student group met or exceeded statewide average for ELA/Literature. | False |
| All student group met or exceeded statewide average for Science/Biology. | False |
| The school district adopted a Structured Literacy program and implemented the program during the 2023-2024 school year. | True |
| All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts. Students participate in multi-sensory approach to learning. | False |
| All students in grades 7-12 participate in a cross-curricular writing initiative. | False |
| Advanced Placement and College in the High School options are available for all students in Math. | True |
| Enrichment, remediation, and tutoring options are available for all students in Mathematics. | True |
| All student group met or exceeded statewide average for Math/Algebra. | True |
| Advanced Placement options are available for all students in English Language Arts. | True |
| All teachers utilize a standards-based, vertically aligned curriculum in Mathematics. | False |
| All teachers utilize a standards-based, vertically aligned curriculum in Science. | False |
| Enrichment, remediation, and tutoring options are available for all students in Science. | False |
| Teachers platoon for content area subjects in grades 3-6 allowing a deeper content dive. | False |
| The school district currently affords students the opportunity to attend three different CTE programs, based on student interest. An area of concern are our industry based learning exam results. | False |
| All schools and student groups exceed the Career Standards Benchmark. | False |
| The Canon-McMillan School District continues to value a full inclusion model for all learners, prioritizing the need to educate students in their least restrictive environment. | False |
| The Canon-McMillan School District continues to offer a variety of in-house specialized programming to ensure students remain in the district (when appropriate). | False |
| The majority of K-8 special education teachers are Wilson Reading certified to provide multi-sensory instruction for students with an identified need. | False |
| A highly effective inclusion model and specialized programming are used to ensure students are educated in their least restrictive environment. | False |
| Additional staff have obtained their ESL certification, allowing the district to bring some ELL programming in-house. | True |

| | |
|--|-------|
| The school district has increased intervention programs focused on student mental health, academic needs, and behavioral needs. These increases have been accomplished by adding a social worker, behavior coaches, paraprofessionals, and Chill room educators. | False |
| The school district continues to support our 1:1 initiative at our high school. We are also exploring a student device repair program. | False |
| We do not have a school wide Title I program. Our district is Title I targeted assistance only. | False |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | True |
| The high school has expanded dual enrollment/credit programs and partnerships. | True |
| Advanced Placement and College in the High School options are available for all students in Science. | True |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | False |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | False |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | True |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | True |

Challenges

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

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| Some schools do not meet the standard demonstrating growth in ELA/Literature. | False |
| Some schools do not meet the standard demonstrating growth in Math/Algebra. | True |
| Some schools do not meet the standard demonstrating growth in Science/Biology. | False |
| New curriculum implementation for ELA K-12 during the 2023-2024 school year. Data is still lagging to determine the effectiveness of the program. | False |
| Our student growth scores do not correlate with our student performance on ELA/Literature standardized assessments. While our students are performing well, our growth scores are lagging. | False |
| A lack of academic levels based on level at the K-6 level presents challenges related to differentiation in a classroom of students of varying abilities. | False |
| Implementation of the new STEELS Science standards. | False |
| The subgroup attendance rate for special education and economically disadvantaged falls below the statewide average. | False |
| A lack of a consistent math sequence at the secondary level. The track has changed several times over the last decade. | False |
| The students with disabilities subgroup did not exceed the statewide average for Math/Algebra. | True |

| | |
|--|-------|
| We are not getting enough students into our higher math track at the middle school level. This impedes the ability of students to take Algebra I during middle school instead of high school. | True |
| We will be implementing a new math curriculum during the 2026-2027 school year. | True |
| A lack of written K-12 school counselor curriculum that focuses on career readiness. | False |
| The high school has experienced significant turnover within their counseling department. We also lack a school counselor at all buildings K-6. | False |
| Our CTE programs need to provide additional support to help our students perform at a higher level on their industry based exams. | False |
| The school district continues to be challenged by an increasing ELL population. | False |
| The district is slowly transitioning to bring our ELL programming and staff in-house. | False |
| Students with significant cognitive disabilities well exceed the 1% PASA exemption rate. | False |
| The lack of a modified state standardized assessment for students in grades 3-11. | False |
| The school district needs to prioritize community partnerships to ensure additional experiential learning opportunities. | True |
| The district's ELL population continues to increase. There was a 15% increase in this population from the 23-24 SY to the 24-25 SY. | False |
| Our specialized programming has led to an increase in the number of special education students in the district. The district has increased services and supports to ensure we are meeting the needs of our students. | False |
| Practice 15 is a current challenge for our school district: Partner with local businesses, community organizations, and other agencies to meet the needs of the district. Our High School Administrators and school counselors have been working to establish partnerships with local business and organizations, but we have room for growth in this particular area of practice. | True |
| Schedule constraints related to instructional time and the need to offer secondary students access to additional experiential learning opportunities. | False |
| Increasing the number of students who take an Advanced Placement Exam. | False |
| A lack of regular, Science instruction due to only offering half day Kindergarten. | True |

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.

After completing the Needs Assessment, our team was able to tie our one emerging category back to a challenge that we identified using building level data. Also, many of our operational strengths can be successfully employed to address our action plans and goals for areas of growth within our school district.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|---|--------------------|
| Some schools do not meet the standard demonstrating growth in Math/Algebra. | Our data has shown our students achieve proficiency, but struggle to grow beyond proficient or advanced; we do an excellent job of supporting our lower and higher tier math students. We need to address our middle of the road students.; We need to afford more opportunities for differentiation and remediation. | False |
| We are not getting enough students into our higher math track at the middle school level. This impedes the ability of students to take Algebra I during middle school instead of high school. | The lack of an advanced math track at the Intermediate level (5/6). | False |
| We will be implementing a new math curriculum during the 2026-2027 school year. | Our curriculum cycle has us revisiting academic content areas on a 6 year cycle; we need to ensure our district makes progress and does not regress. | True |
| A lack of regular, Science instruction due to only offering half day Kindergarten. | The district is unable to provide Science instruction due to the lack of a full day Kindergarten program. | True |
| The students with disabilities subgroup did not exceed the statewide average for Math/Algebra. | The lack of an adapted assessment; providing professional development on remediation; PASA limitations. | False |
| The school district needs to prioritize community partnerships to ensure additional experiential learning opportunities. | We need to focus on fostering partnerships with local businesses and organizations to provide our students with experiential career learning opportunities. | False |
| Practice 15 is a current challenge for our school district: Partner with local businesses, community organizations, and other agencies to meet the needs of the district. Our High School Administrators and school counselors have been working to establish partnerships with local business and organizations, but we have room for growth in this particular area of practice. | We need to focus on fostering partnerships with local businesses and organizations to provide our students with experiential career learning opportunities. | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| All schools exceeded the statewide average for career readiness. | Serves a foundation for our college and career readiness initiative |
| All student group met or exceeded statewide average for Math/Algebra. | How can we leverage what works for all students for our subgroups that struggle with proficiency? |

| | |
|--|--|
| The school district adopted a Structured Literacy program and implemented the program during the 2023-2024 school year. | Seeing significant gains with reading and writing at the K-6 level. How will this translate to 7-12? |
| Advanced Placement options are available for all students in English Language Arts. | Allow students to meet and exceed a career pathway; prepares them for postsecondary instruction. |
| Advanced Placement and College in the High School options are available for all students in Math. | Allow students to meet and exceed a career pathway; prepares them for postsecondary instruction. |
| Enrichment, remediation, and tutoring options are available for all students in Mathematics. | Allow students to meet and exceed a career pathway; prepares them for postsecondary instruction. |
| Advanced Placement and College in the High School options are available for all students in Science. | Allow students to meet and exceed a career pathway; prepares them for postsecondary instruction. |
| The high school has expanded dual enrollment/credit programs and partnerships. | Allow students to meet and exceed a career pathway; prepares them for postsecondary instruction. |
| Additional staff have obtained their ESL certification, allowing the district to bring some ELL programming in-house. | They are part of our professional development and training opportunities in our district; know our students, district, and culture; more easily accessible; better meet the needs of students and staff. |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | Curriculum cycle; ongoing PD and district initiatives. |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Support new programs and initiatives to ensure our students are prepared for postsecondary success. |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | Support new programs and initiatives to ensure our students are prepared for postsecondary success. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | Our new math curriculum will allow our school district to meet the needs of all learners. |
| | Our school district will transition to Full day Kindergarten to meet the needs of all learners. |
| | We will implement college and career readiness initiatives to prepare our students for real world success. |

Goal Setting

Priority: Our new math curriculum will allow our school district to meet the needs of all learners.

| | | |
|---|--|--|
| Outcome Category | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| Measurable Goal Statement (Smart Goal) | | |
| By 2028, all students groups in grades 3-11, including those with disabilities, will increase achievement by 5%. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Math Growth | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| During year 1, the school district will conduct IMER reviews of textbook programs and resources. This will include the piloting of select programs. | During year 2, the school district will implement its new math curriculum, textbook programs, and resources. | By 2028, all students groups in grades 3-11, including those with disabilities, will increase achievement by 5%. |

Priority: Our school district will transition to Full day Kindergarten to meet the needs of all learners.

| | | |
|--|--|---|
| Outcome Category | | |
| Early childhood development | | |
| Measurable Goal Statement (Smart Goal) | | |
| By 2028, the school district will offer Full day Kindergarten | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Full Day K | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| The school district will assess the feasibility behind offering full day Kindergarten. | The school district will plan for the implementation of full day Kindergarten. | By 2028, the school district will offer Full day Kindergarten |

Priority: We will implement college and career readiness initiatives to prepare our students for real world success.

| | | |
|---|--|---|
| Outcome Category | | |
| Post-secondary transition to school, military, or work | | |
| Measurable Goal Statement (Smart Goal) | | |
| By 2028, all of our students will be receiving college and career readiness exposure. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| College and Career Readiness | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Assess our current college and career program and identify strengths and weaknesses. | Establish partnerships to ensure we are exposing all students to college and career readiness. | By 2028, all of our students will be receiving college and career readiness exposure. |

| | | |
|--|---|--|
| Outcome Category | | |
| Rigorous Courses of Study Section | | |
| Measurable Goal Statement (Smart Goal) | | |
| Expand our current College in the High School and Advanced Placement course offerings. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| CHS/AP | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Develop a plan of CHS and AP courses we would like to add to the High School | Propose the addition of new CHS and AP courses at the HS level. | Expand our current College in the High School and Advanced Placement course offerings. |

Action Plan

Measurable Goals

| | |
|------------------------------|------------|
| Math Growth | Full Day K |
| College and Career Readiness | CHS/AP |

Action Plan For: Instructional Materials Effectiveness Review

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By 2028, all students groups in grades 3-11, including those with disabilities, will increase achievement by 5%. |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|-----------------------------------|------------|
| The school district will conduct a systematic, data-driven review of textbooks to ensure they meet educational standards, align with our goal of increasing mathematical growth, and improve students outcomes. A rigorous evaluation process will result in piloting programs to determine the effectiveness of each program. The school district will also ensure all K-12 instructional staff have received professional development on grade and content specific enrichment and remediation strategies. | | 2025-08-25 | 2025-06-06 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Assistant to the Superintendent K-6 Assistant to the Superintendent 7-12 | Pilot and review of tiered resources for K-12 math Peer facilitated professional development on remediation and enrichment. | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| The IMER process will result in the school district selecting comprehensive, tiered math textbook and curricular resources to ensure all learners are exhibiting growth on standardized assessments. | 1. A districtwide committee of teachers will conduct a IMER review of textbook programs. 2. This committee will rely upon pilot teachers to determine the growth and effectiveness of each curricular program. All pilot teachers will receive professional development before embarking on their pilot. 3. The districtwide committee will make recommendations to the school board for adoptions of textbook programs and resources. 4. The Assistant to the Superintendents will ensure all staff receive the necessary professional development and training to implement the new program(s) with fidelity. 5. Building level data meetings will be conducted on a quarterly basis to ensure students are making adequate progress towards our growth goal. |

Action Plan For: Enhanced Literacy and Numeracy Instruction

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> By 2028, the school district will offer Full day Kindergarten |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| Establishing a full day kindergarten program in our school district. | | 2025-08-25 | 2028-06-02 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Deputy Superintendent | An action plan to determine the feasibility, logistics, staffing, and resources needed to implement this new program. Additional staff and math, science, and social studies curricular resources. Board and community support Financial support | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| The school district will have a full day Kindergarten program implemented for the start of the 2027-2028 school year | 1. Monthly presentations to the Building and Grounds committee and School board members. 2. Develop clear implementation metrics 3. Gather stakeholder feedback 4. Implement professional development for new hires 5. Share findings with stakeholders |

Action Plan For: Academic Rigor and Dual-Enrollment Opportunities

| Measurable Goals: |
|--|
| <ul style="list-style-type: none"> Expand our current College in the High School and Advanced Placement course offerings. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| The school district will assess current course offerings and strengthen relationships with local colleges/universities to expand upon our AP, CHS, and dual enrollment courses and programming. | | 2025-08-25 | 2028-06-02 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| High School Principal High School Academic Principal | 1. Qualified teachers 2. Textbooks 3. Partnerships with local colleges and universities 4. Academic and career counseling | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| 1. Increased enrollment in AP, CHS, and dual enrollment courses and programming. 2. Improved student performance on AP and CHS exams. 3. Improved college readiness | 1. Credit accumulation tracker 2. College enrollment data 3. Performance Data 4. Comparative Performance Analysis 5. Feedback from students and teachers |

Action Plan For: Personalized College and Career Counseling

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> By 2028, all of our students will be receiving college and career readiness exposure. |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| School counselors will assist the student in exploring their strengths, interests, and skills to help them research postsecondary options related to qualities and characteristics. Collaboratively, they will identify a personal college and career plan for each student to prepare them for postsecondary success. | | 2025-08-25 | 2028-06-01 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| High School Principal Academic Principals | 1. XELLO 2. School counselors in all schools 3. Partnerships with local businesses and organizations. 4. Experiential Learning opportunities | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Each high school student will have developed a college and career readiness plan to ensure they will be successful after high school. | 1. Counselor meetings 2. Monitor progress towards goals/plan 3. Coordinate experiential learning opportunities 4. Employment letter/military enlistment or acceptance to a trade school, 2 year school, or 4 year college/university. |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|--|
| Instructional Materials Effectiveness Review | The school district will conduct a systematic, data-driven review of textbooks to ensure they meet educational standards, align with our goal of increasing mathematical growth, and improve students outcomes. A rigorous evaluation process will result in piloting programs to determine the effectiveness of each program. The school district will also ensure all K-12 instructional staff have received professional development on grade and content specific enrichment and remediation strategies. |
| Enhanced Literacy and Numeracy Instruction | Establishing a full day kindergarten program in our school district. |

Differentiation and Remediation

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> The school district will conduct a systematic, data-driven review of textbooks to ensure they meet educational standards, align with our goal of increasing mathematical growth, and improve students outcomes. A rigorous evaluation process will result in piloting programs to determine the effectiveness of each program. The school district will also ensure all K-12 instructional staff have received professional development on grade and content specific enrichment and remediation strategies. | | |
| Audience | | |
| All K-12 classroom teachers | | |
| Topics to be Included | | |
| Differentiation and remediation by grade level and content area | | |
| Evidence of Learning | | |
| Successful observation and implementation of differentiation and remediation in all K-12 classrooms | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Assistant to the Superintendent K-6 and 7-12 | 2025-08-25 | 2028-06-01 |

Learning Format

| | |
|--|------------------------|
| Type of Activities | Frequency |
| Inservice day | Once every three years |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes 3a: Communicating with Students 4b: Maintaining Accurate Records 1f: Designing Student Assessments | |

| |
|---|
| <ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources • 3b: Using Questioning and Discussion Techniques • 4c: Communicating with Families |
| This Step Meets the Requirements of State Required Trainings |
| |

Enhanced Literacy and Numeracy Instruction

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Establishing a full day kindergarten program in our school district. | | |
| Audience | | |
| Kindergarten teachers | | |
| Topics to be Included | | |
| Professional development on CKLA Amplify, Amplify Science, and new math and science programming. | | |
| Evidence of Learning | | |
| Successful implementation of a full day model of Kindergarten. Successful implementation of all four academic content area in Kindergarten. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Deputy Superintendent Assistant to the Superintendent K-6 | 2027-08-23 | 2028-06-02 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Inservice day | One time |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments • 4a: Reflecting on Teaching • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 3a: Communicating with Students • 1a: Demonstrating Knowledge of Content and Pedagogy | |

- 3b: Using Questioning and Discussion Techniques
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Communications Activities

| New Mathematics Program | | | | | |
|---|----------------------------------|--|---|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> The school district will conduct a systematic, data-driven review of textbooks to ensure they meet educational standards, align with our goal of increasing mathematical growth, and improve student outcomes. A rigorous evaluation process will result in piloting programs to determine the effectiveness of each program. The school district will also ensure all K-12 instructional staff have received professional development on grade and content specific enrichment and remediation strategies. | All K-12 Parents and Families | Communication to families about the piloting and implementation of new mathematics textbooks and resources | Assistant to the Superintendent K-6 Assistant to the Superintendent 7-12 | 08/25/2025 | 06/02/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Letter | | | Twice; once for the pilot; once for new textbook program and resources | | |

| Full Day Kindergarten | | | | | |
|-----------------------|---|---|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Families of all prospective Kindergarten students | Transition to full day Kindergarten, redistricting, staffing and financial needs. | Deputy Superintendent | 08/25/2025 | 06/02/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Letter | | | As needed throughout the planning and implementation process | | |

Academic Rigor and Dual Enrollment Opportunities

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|--|--|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> The school district will assess current course offerings and strengthen relationships with local colleges/universities to expand upon our AP, CHS, and dual enrollment courses and programming. | Families of current and prospective AP and CHS students | Benefits of taking college level courses in High School; how to ensure your students receives college credit | High School Principal Academic Principals | 08/25/2025 | 06/02/2028 |

Communications

| Type of Communication | Frequency |
|-----------------------|---|
| Letter | Annually; At the start of the school year to explain CHS, how to enroll to receive college credit, and why you should enroll and obtain college credit. |
| Presentation | Annually; Once per year at Parent Scheduling night to discuss the differences and benefits of AP and CHS courses and offerings. |

Personalized College and Career Counseling

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|---------------------------------|--|---|---------------------------------|--------------------------------------|
| | Parents of high school students | To inform parents about the personalized college and career counseling provided by high school school counselors | High School Principal High School Assistant Principal | 08/25/2025 | 06/02/2028 |

| Communications | |
|-----------------------|---------------|
| Type of Communication | Frequency |
| Letter | Once per year |
| Presentation | Once per year |

Approvals & Signatures

| |
|-----------------------|
| Uploaded Files |
| |

| Chief School Administrator | Date |
|-----------------------------------|-------------|
| | |