

## LEA Profile

The Northgate School District is a district focusing on the whole child, with a motivated and professional faculty and support staff. Strong leadership is provided by a supportive Board and Administrative team contributing to a future-focused approach. The District includes two elementary buildings (K-6) and a middle/high school complex (7-12). Northgate borders the city of Pittsburgh and is more urban than suburban.

At the cornerstone of any community is its school district. The Northgate School District traces its heritage back to the latter years of the 1950's. It was at this juncture that officials first advanced the idea of a school merger, which would include the school districts of Avalon and Bellevue. After many years of proposals, the two districts were merged in the spring of 1971. The actual physical merger of staff, students and facilities took place in the fall of 1976 with the opening of the new Northgate Junior/Senior High School.

The Northgate School District, serving the boroughs of Avalon and Bellevue, has approximately 1,050 students in its preK-12 classrooms. Its modest size is one of its strongest assets, affording each student the personal attention that optimizes educational opportunities.

The District is governed by a nine-member Board of School Directors that meets regularly for the purpose of establishing District policy and providing oversight to the operation of the District's schools. The Administration includes the Superintendent of Schools, Director of Curriculum, Director of Partnerships and Equity, Director of Finance and Operations, Coordinator of Special Services and four building administrators.

At the core of the District's philosophy and commitment in providing exemplary educational opportunities to its students is the pursuit of excellence, which is reflected by the following features:

A neighborhood school concept; all three schools are within walking distance of every home;

Modern, safe and well-maintained physical facilities that have been upgraded for cutting edge technology;

Advanced Placement (AP) and College in the High School (CIHS) programs in the high school, and a gifted program in grades K-12;

Comprehensive extra-curricular activities and interscholastic sports;

A comprehensive special education program;

Counselors and outside resource intervention specialists to provide counseling and psychological services; including a partnership with Allegheny Health Network (AHN) and the Chill Project.

Numerous reform efforts focused at the middle/high school level include Dual Enrollment; School Wide Positive Behavior Intervention Supports (SWPBIS), and a very successful Middle School Advisory program;

Student-centered instructional services through a Multi-Tiered System of Supports (MTSS), Title I, Gifted and Talented Programs and Special Education, School Wide Positive Behavior Intervention Supports (SWPBIS);

Support from an interested and involved body of parents through PTO, Booster organizations and various other opportunities

Curriculum mapping and data driven instructional practices.

In addition to having an outstanding school district, Northgate students and families live within neighborhoods that have a deep sense of community. The business districts of Avalon and Bellevue offer products and services diverse enough to make living nearly self-sufficient. All of this is located 7 miles from the center of the city of Pittsburgh. The community is served by major arteries of transportation that permit easy access to Pittsburgh's center of commerce and culture by public and private means. Also found in these two Boroughs, is a collection of older homes that feature style and character not found in homes of more recent vintage. Spacious and graced with architectural details of a time past, these homes offer an exceptional value for families seeking an environment filled with diversity and opportunity. There is a strong sense of community. Other special features include:

An outstanding public school system;

Opportunities for private education in the form of parochial school and numerous nursery and preschools;

Convenience to the cultural, educational, sports, shopping, medical and entertainment opportunities of downtown Pittsburgh;

A commercial district at the heart of the Boroughs that provides nearly all everyday needs;

Sensibly priced housing with interesting architectural features;

Libraries in Bellevue and Avalon with interlibrary loan services and technology accessibility;

Numerous churches representing every major denomination;

Five public parks and playgrounds, two with public swimming pools;

## Mission and Vision

### **Mission**

The Northgate School District provides a challenging academic program that prepares students to value learning, think critically and creatively and embrace diverse viewpoints. With a focus on developing the whole child, the district provides experiences that encourage the development of empathy, integrity and resilience to prepare all students to meet with success

### **Vision**

Students first and foremost



## Educational Values

### Students

**Challenging Academics:** We believe academic success for all students begins by developing foundational skills in reading and mathematics. Through a systematic approach, we meet each student's individual learning needs, and build environments that raise the bar for all students to think critically and take ownership of their learning. **Northgate Way:** We take pride in our schools and our community. We are proud to provide a high quality education in a nurturing environment, and we value the support of our community. We reflect the Northgate school culture by positively communicating and engaging in relationships that reflect our core mission and values. **Empower Students and Staff:** We value the diverse perspectives of our students and encourage them to confidently use their voice. We value the expertise of our staff and seek their input into our educational programming. **Value Diversity:** We view our diversity as an asset. We recognize that everyone brings unique, individual strengths to the school community. We develop opportunities for all stakeholders to see connections between themselves, the curriculum, and the district. **Whole-Child Focus:** We support the development of the physical, mental and unique talents of our student population through extra curricular opportunities (PBIS, the Chill Project, arts, athletics, clubs). We prioritize the full scope of a child's developmental needs and advance educational equity. Our whole child approach understands that students' education and life outcomes are dependent upon their access to deeper learning opportunities in and out of school, as well as their school environment and relationships. **Emphasis on Relationships:** We build healthy, strong relationships and care for each other. We strive to know each other's story and perspective. We treat others with courtesy, respect, and dignity. We view every interaction as an investment in improving relationships. We celebrate each other's successes. **Welcoming Environment:** We strive to make everyone feel welcomed and valued in our schools. This starts with the first greeting on the phone or in the office. We listen and ask questions to seek clarity when a colleague, parent, or student expresses a need. We take ownership and accept responsibility for making sure needs are met. **Community Allies:** We value community partnerships and recognize that it takes a village to enact the mission of the District and collectively "We" (parents/ guardians, faculty, staff and the broader community) can help students realize their potential and become good citizens.

### Staff

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## **Administration**

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## **Parents**

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## **Community**

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## **Other (Optional)**



## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
All Student Group Exceeds Performance Standard	The district has made a concerted effort to prepare our students to plan for what follows after high school graduation. We celebrate the hard work of our school counselors in this area.
Academic Growth Expectations in English Language Arts/Literatures	Beginning with an emphasis on students learning to read in the primary grades, the district has put literacy at the top of the priority list. The district believes that unless our students are literate, they will face significant challenges in all academic areas.

#### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in Mathematics/Algebra 1	Our percentage proficient in mathematics is an ongoing challenge that we are working to improve with changes in curriculum and additional teacher professional development. Our significant transient population contributes to the overall struggles in the area as well.
Academic Growth Expectations in Mathematics/Algebra 1	We continue to struggle in the area of mathematics growth. Considerable work is ongoing in the area and we trust that the changes in curriculum and teacher professional development will make a positive impact over time.

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

#### Strengths

<b>Indicator</b> All Student Group Meets the Standard Demonstrating Growth <b>Grade Level(s) and/or Student Group(s)</b> Bellevue Elementary	<b>Comments/Notable Observations</b> The district is making progress in our efforts to improve mathematics scores. Bellevue Elementary made the growth measure for mathematics and Avalon elementary made strides in this area as well.
<b>Indicator</b> Science/Biology All Student Group Meets Interim Goal/Improvement Target <b>Grade Level(s) and/or Student Group(s)</b> Elementary, 4th grade	<b>Comments/Notable Observations</b> Across the district, our 4th graders met the goal for improvement in science. The districts focus on knowledge building within the literacy instruction contributes to this success.

#### Challenges

<b>Indicator</b> Percent Proficient/Advanced in English Language Arts/Literature (Secondary)	<b>Comments/Notable Observations</b>
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<b>Grade Level(s) and/or Student Group(s)</b> grades 7-12	The scores at the MS/HS building saw a significant drop in their proficiency level on the ELA tests. This has been an area of strength in the past. The district has done a deep dive into the specific data in order to understand what changes created this issue. Teacher turnover is one factor.
<b>Indicator</b> Academic Growth Expectations in Mathematics/Algebra 1 All Student Group Did Not Meet the Standard Demonstrating Growth <b>Grade Level(s) and/or Student Group(s)</b> grades 7-12	<b>Comments/Notable Observations</b> A need to develop cohesive curriculum across our secondary grades has been a critical first step toward improvement.

## 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.

Beginning with an emphasis on students learning to read in the primary grades, the district has put literacy at the top of the priority list. The district believes that unless our students are literate, they will face significant challenges in all academic areas.

Across the district, our 4th graders met the goal for improvement in science. The districts focus on knowledge building within the literacy instruction contributes to this success.

### 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.

The scores at the MS/HS building saw a significant drop in their proficiency level on the ELA tests. This has been an area of strength in the past. The district has done a deep dive into the specific data in order to understand what changes created this issue. Teacher turnover is one factor.

A need to develop cohesive curriculum across our secondary grades has been a critical first step toward improvement.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience	We use Acadience regularly to make decisions as part of the MTSS process. Our scores show marked improvement, especially during the primary years.
Acadience	At our upper elementary, very few students are "in the red" and those students all have significant disabilities.
IXL Diagnostic	Students in ELA are making significant growth according to this measure. More than half of our students are exceeding a year's growth.

### English Language Arts Summary

#### Strengths

A strong MTSS program of assessment and intervention at the primary grades in reading.
Regular use of small group instruction to meet individual needs in language arts throughout the elementary.
Well-aligned curriculum and instruction in ELA.

#### Challenges

Continued use of MTSS into the secondary level.
Use of assessment to drive intervention and instruction at the secondary level.
Identification and supports for our incoming, transient students.

### Mathematics

Data	Comments/Notable Observations
IXL	Our students are making adequate growth at the elementary level according to this measure.
Spring Math	Our students, as a whole, are struggling to master basic mental math.
CDTs	Students are not meeting proficiency.

### Mathematics Summary

#### Strengths

Our elementary has a strong intervention plan that creates planned instruction based on student need.
We are implementing a tier 1.5 intervention for all students to improve math fluency at the elementary level.

#### Challenges

We are not consistently using the data tools that we have to make decisions for students.
We lack a well-articulated MTSS process at the secondary level.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	Our students perform best in this area compared to other tested subjects
CDTs	Our performance decreases in ascending grades. 5>8>Bio

## Science, Technology, and Engineering Education Summary

### Strengths

Our focus on reading development has allowed students to thrive on a test that requires reading skills
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### Challenges

We have not implemented a curriculum that is well-aligned across grade levels.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready Index	All schools meet or exceed all College and Career measures

### 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

RMU

### Agreement Type

Dual Credit

### Program/Course Area

College in High School

## Uploaded Files

RMU.CollegeinH.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.

Strong primary reading program
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Well implemented MTSS at the elementary level
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### 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.

Implementation of a Multi-Tiered System of Supports at the secondary level
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Consistently implement and use math assessment to drive instruction and intervention.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Acadience	English Language Learners are often among our highest need students for reading intervention.

### Students with Disabilities

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

Data	Comments/Notable Observations
Acadience	Disabilities contribute to slower growth in reading.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Acadience	Students within this group generally arrive less prepared for kindergarten.

### 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 reading curriculum at the primary grades is built to bring students up to grade level by grade 2.
The MTSS system finds students, regardless of differences, and interventions are implemented.

### 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.

Transiency in the district creates discontinuity in the curriculum.

# Designated Schools

## Northgate MSHS

Priority Challenge	Comments and Notable Observations
Student Attendance	While attendance has improved, it has not yet risen to pre-COVID levels.

Systemic LEA Challenges
Student attendance following the Pandemic.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Optional
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### Strengths

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

### 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.



## 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	Emerging
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	Operational

### 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	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.

The teaching staff is incredibly qualified and dedicated to education.
Partnerships with local businesses have contributed to our college and career readiness.

### 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.

Creating a culture among our high school students that fosters high expectations of themselves and their peers.

## 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
Beginning with an emphasis on students learning to read in the primary grades, the district has put literacy at the top of the priority list. The district believes that unless our students are literate, they will face significant challenges in all academic areas.	True
Across the district, our 4th graders met the goal for improvement in science. The districts focus on knowledge building within the literacy instruction contributes to this success.	False
A strong MTSS program of assessment and intervention at the primary grades in reading.	True
Regular use of small group instruction to meet individual needs in language arts throughout the elementary.	False
Well-aligned curriculum and instruction in ELA.	True
Our elementary has a strong intervention plan that creates planned instruction based on student need.	True
We are implementing a tier 1.5 intervention for all students to improve math fluency at the elementary level.	False
Our focus on reading development has allowed students to thrive on a test that requires reading skills	True
Strong primary reading program	True
Well implemented MTSS at the elementary level	True
The reading curriculum at the primary grades is built to bring students up to grade level by grade 2.	False
The MTSS system finds students, regardless of differences, and interventions are implemented.	True
The teaching staff is incredibly qualified and dedicated to education.	False
Partnerships with local businesses have contributed to our college and career readiness.	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
The scores at the MS/HS building saw a significant drop in their proficiency level on the ELA tests. This has been an area of strength in the past. The district has done a deep dive into the specific data in order to understand what changes created this issue. Teacher turnover is one factor.	False
A need to develop cohesive curriculum across our secondary grades has been a critical first step toward improvement.	False
Continued use of MTSS into the secondary level.	True



Use of assessment to drive intervention and instruction at the secondary level.	True
Identification and supports for our incoming, transient students.	False
We are not consistently using the data tools that we have to make decisions for students.	False
We lack a well-articulated MTSS process at the secondary level.	False
We have not implemented a curriculum that is well-aligned across grade levels.	False
Implementation of a Multi-Tiered System of Supports at the secondary level	False
Consistently implement and use math assessment to drive instruction and intervention.	True
Transiency in the district creates discontinuity in the curriculum.	False
Creating a culture among our high school students that fosters high expectations of themselves and their peers.	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.

The MTSS program that has been so effective in creating positive results at the elementary level has not been implemented at the secondary building. This strength at the elementary is the most significant challenge at the secondary.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Continued use of MTSS into the secondary level.		True
Use of assessment to drive intervention and instruction at the secondary level.		False
Consistently implement and use math assessment to drive instruction and intervention.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Beginning with an emphasis on students learning to read in the primary grades, the district has put literacy at the top of the priority list. The district believes that unless our students are literate, they will face significant challenges in all academic areas.	
A strong MTSS program of assessment and intervention at the primary grades in reading.	
Well-aligned curriculum and instruction in ELA.	
Our elementary has a strong intervention plan that creates planned instruction based on student need.	
Our focus on reading development has allowed students to thrive on a test that requires reading skills	
Strong primary reading program	
Well implemented MTSS at the elementary level	
The MTSS system finds students, regardless of differences, and interventions are implemented.	
Partnerships with local businesses have contributed to our college and career readiness.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A well-articulated Multi-Tiered System of Supports will be developed at the secondary building, beginning at the middle school.
	The consistent administration of math assessment, along with analysis and use of data to drive instruction, is a critical step in improving math performance.

## Goal Setting

Priority: A well-articulated Multi-Tiered System of Supports will be developed at the secondary building, beginning at the middle school.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
District-approved math assessments will be administered consistently at beginning, middle, and end of math courses with progress monitoring as needed. The data created from these assessments will then be used to drive instruction and intervention.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Assessment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
District-approved math assessments will be delivered by all math teachers in grades 3-Algebra 1	Data analysis of math assessment will be fully integrated into the MTSS process.	District-approved math assessments will be administered consistently at beginning, middle, and end of math courses with progress monitoring as needed. The data created from these assessments will then be used to drive instruction and intervention.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
A fully implemented MTSS process will be developed at the secondary building that includes regularly scheduled meetings, a clear set of student data, and plans for student intervention.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Secondary MTSS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Deliver a district-adopted set of assessments and create a team for MTSS development at the secondary.	Implement an MTSS program at the middle school level.	A fully implemented MTSS process will be developed at the secondary building that includes regularly scheduled meetings, a clear set of student data, and plans for student intervention.

Priority: The consistent administration of math assessment, along with analysis and use of data to drive instruction, is a critical step in improving math performance.

<b>Outcome Category</b>		
Industry-Based Learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
A system that supports students' participation in apprenticeships, internships, and work will be created to include systems to place students, schedule students, and award credit.		
<b>Measurable Goal Nickname (35 Character Max)</b>		



Student Internship		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Build partnerships with local businesses that allow more students to participate in areas of interest.	Develop systems for awarding credit, placing students, and tracking progress.	A system that supports students' participation in apprenticeships, internships, and work will be created to include systems to place students, schedule students, and award credit.

## Action Plan

### Measurable Goals

Math Assessment	Secondary MTSS
Student Internship	

### Action Plan For: Multi-Tiered System of Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"><li>A fully implemented MTSS process will be developed at the secondary building that includes regularly scheduled meetings, a clear set of student data, and plans for student intervention.</li></ul>

Action Step		Anticipated Start/Completion Date	
Implement assessments across core subjects to create necessary student data.		2025-08-30	2026-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Michael Amick/High School Principal	Firefly Assessment, IXL	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The creation of student data across core subjects at the secondary level	Principals and Director of Curriculum, Monthly, Digital and physical observation

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Implement assessments across core subjects to create necessary student data.

### MTSS Training

Action Step		
• Implement assessments across core subjects to create necessary student data.		
Audience		
Core subject and special education teachers		
Topics to be Included		
The importance of data-driven instruction. Intervention strategies, MTSS process		
Evidence of Learning		
Participation in MTSS meetings, delivery of intervention strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Michael Amick/Principal	2025-08-30	2026-06-17

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

## Communications Activities

Digital Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Stakeholders (parents, students, community members, business owners)	What is MTSS, and why is it important? Status of the project, Input from teachers and students	Michael Amick	08/30/2025	06/17/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Continuously throughout the process		



Approvals & Signatures

Uploaded Files

Chief School Administrator	Date