

**DRAFT:**

**2022-2025 Comprehensive Plan**

**Goals & Action Steps**

CONFIDENTIAL

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
All schools are above the state average for career benchmarks and have at least 94.3% of students meeting career benchmarks.	
Elementary academic growth indicators strong in all subject areas.	
Middle school math has a 100.0 growth score for mathematics	
High school has a 100.0 growth score for ELA, mathematics, and science	
Focus of Title I programming on early literacy is based on empirical research that third grade reading proficiency is a key indicator for high school graduation and future success.	
A 339 guidance plan that tightly aligns to district goals established through the comprehensive planning process.	
Career benchmark attainment for two largest Economically Disadvantaged groups is not significantly lower than overall attendance rate.	
The district offers a wide variety of Advanced Placement (AP) courses, despite participation in rigorous courses of study by students being below the state average.	
The mean score of 2021 graduates taking the SAT for the English-Reading-Writing component was 573, with 93% of students meeting the college readiness benchmark (PA mean score was 566 with 83% meeting benchmark; National mean score was 533 with 67% meeting benchmark)	
The mean score of 2021 graduates taking the SAT for the Math component was 581, with 78% of students meeting the college readiness benchmark (PA mean score was 557 with 62% meeting benchmark; National mean score was 528 with 49% meeting benchmark)	

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
All levels have subject areas where they are below the state average for percentage of 'Advanced' students. Similarly, High School below state average for "Rigorous Course of Study" participation.	Emphasis has been given in the past to getting all students to proficiency, resulting in a lack of focus on pushing learners who are already proficient to advanced. Additionally, although the district offers a variety of rigorous courses of study,	Yes	District Strategic Imperative 1 (College Readiness): Ensure all students have access to a high quality academic program which includes a rigorous, challenging, and standards-

	<p>professional development on the profile of students who can be successful in such courses has not been provided. The pandemic has also impacted student confidence in being willing to take AP Courses and dual enrollment opportunities.</p>		<p>aligned curricula, delivered through personalized instructional practices.</p>
<p>The district would benefit from an updated Technology Plan to help support district goals around contemporary and innovative instruction, including blended learning initiatives. The district has established expectations for how to utilize instructional technology to increase student access to, engagement with, and expression of learning, but lacks a plan for resource allocation of technology to support these initiatives.</p>	<p>The pandemic has caused the district to have to move the needle towards blended learning environments at a quicker pace than anticipated. Although the district has secured resources for instructional technology, more professional learning opportunities are needed to "up-skill" professionals in their capacity to develop and implement blended learning environments and in finding the balance between technology integration and quality in-person instruction.</p>	No	
<p>Elementary Level: Not meeting interim proficiency targets for ELA or Math with economically disadvantaged students.</p>		No	
<p>Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning</p>		No	
<p>Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities</p>	<p>The district vision and strategic imperatives established during the previous comprehensive planning process centers around a future-focused planning framework of college, career, and life readiness. Although significant efforts have been made to improve college and career readiness opportunities, more emphasis is needed on life readiness efforts, specifically mental health supports and social-emotional learning initiatives.</p>	Yes	<p>District Strategic Imperative 3 (Life Readiness): Ensure all students are equipped with the skills, mindsets, and dispositions to be successful in their academic, professional, and personal lives.</p>
<p>Partner with local businesses, community organizations, and other</p>	<p>Pandemic has impacted the momentum the district had with partnering with businesses and</p>	Yes	<p>District Strategic Imperative 2 (Career Readiness): Ensure all students have</p>

agencies to meet the needs of the district	community organizations on experiential learning opportunities. Partnering with community organizations is also a critical component of providing mental health supports to students.		access to and engage with career awareness, exploration, and planning activities, including experiential learning opportunities that align to the PA Career and Work Standards.
There is not a wide variety of dual enrollment offerings or opportunities for students to earn industry-recognized credentials through course work within the related academics.		No	
Despite a high percentage of students score 3 or above on English AP exams, overall participation in AP courses is low		No	
Although exceeding state average for industry-based learning, SWHS is below the state average for students earning industry-recognized credentials.		No	

CONFIDENTIAL

## Goal Setting

**Priority:** District Strategic Imperative 1 (College Readiness): Ensure all students have access to a high quality academic program which includes a rigorous, challenging, and standards-aligned curricula, delivered through personalized instructional practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Rigorous Courses of Study Section	Increase student participation in Rigorous Courses of Study at both the middle school level and high school level (By school year 2024-2025, 25% of 8th grade students will have taken the Algebra Keystone in either 7th or 8th grade; and increase the number of High School students completing Rigorous Courses of Study (AP and Dual Enrollment courses) by 12.8% by 2024-2025 (12.8% is based on doubling the difference between the district pre-pandemic percentage of students participating in rigorous courses of student (51.1%) and the pre-pandemic statewide average (57.5%).	College Readiness 1 (Program implementation goal)	MS Goal: 22% of current 8th grade students will have taken the Algebra Keystone in either 7th or 8th grade. HS Goal: Increase Dual Enrollment participation 4% (to 55.1%)	MS Goal: 23.5% of current 8th grade students will have taken the Algebra Keystone in either 7th or 8th grade. HS Goal: Increase Dual Enrollment participation by 4% from previous year (to 59.4.1%).	Increase student participation in Rigorous Courses of Study at both the middle school level and high school level (By school year 2024-2025, 25% of 8th grade students will have taken the Algebra Keystone in either 7th or 8th grade; and increase the number of High School students completing Rigorous Courses of Study (AP and Dual Enrollment courses) by 12.8% by 2024-2025 (12.8% is based on doubling the difference between the district pre-pandemic percentage of students participating in rigorous courses of student (51.1%) and the pre-pandemic statewide average (57.5%).
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the 2024-2025 school year, 50% of teachers who in 2022 reported that they are below proficiency in their competency in (1) integrating instructional technology and (2) implementing blended learning models will report that they have at least a moderate level of proficiency in both areas.	College Readiness 2 (Professional development goal)	15% increase from baseline data in teachers reporting at least a moderate level of competency in technology integration and implementation of blended learning models.	30% increase from baseline data in teachers reporting at least a moderate level of competency in technology integration and implementation of blended learning models.	By the 2024-2025 school year, 50% of teachers who in 2022 reported that they are below proficiency in their competency in (1) integrating instructional technology and (2) implementing blended learning models will report that they have at least a moderate level of proficiency in both areas.

**Priority:** District Strategic Imperative 3 (Life Readiness): Ensure all students are equipped with the skills, mindsets, and dispositions to be successful in their academic, professional, and personal lives.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Wellness	By the 2024-2025 school year, fully implement the following components of a Mental Health Multi-Tiered Systems of Support (MTSS) that have been identified as a need by the district's Mental Wellness Focus Group: (1) Expansion of the Student Assistance Program (SAP) to grades K-5 (Tier II); (2) Implementation of a mental health universal screener K-12 (Tier I); Provide follow-up professional development on Youth Mental Health First Aid and other mental health awareness and support practices to professional staff (Tier I); Provide professional development to all professional staff on trauma informed care (Tier I), and; Implementation of the Signs of Suicide program at the secondary level (Tier I).	Life Readiness 1 (Program Implementation Goal)	By the end of the 2022-2023 school year, have all members of the middle school and high school SAP teams fully trained, as well as one fully trained SAP team member at each elementary school. Complete pilot study of universal screening tool.	By end of the 2023-2024 school year, implement universal screener tool K-12, implement the Signs of Suicide program at the secondary level, and provide follow-up professional development to professional staff on Youth Mental Health First Aid and Trauma Informed Care.	By the 2024-2025 school year, fully implement the following components of a Mental Health Multi-Tiered Systems of Support (MTSS) that have been identified as a need by the district's Mental Wellness Focus Group: (1) Expansion of the Student Assistance Program (SAP) to grades K-5 (Tier II); (2) Implementation of a mental health universal screener K-12 (Tier I); Provide follow-up professional development on Youth Mental Health First Aid and other mental health awareness and support practices to professional staff (Tier I); Provide professional development to all professional staff on trauma informed care (Tier I), and; Implementation of the Signs of Suicide program at the secondary level (Tier I).
Social emotional learning	By the beginning of the 2024-2025 school year, have a clearly articulated K-12 social-emotional learning (SEL) matrix of support that identifies how the following core SEL competencies are being addressed within the overall educational program: (1) Self-awareness; (2) Self-management; (3) Social awareness; (4) Relationship skills, and; (5) Responsible decision-making.	Life Readiness 2 (Exploration Goal)	Conduct an analysis of current K-12 practices relating to SEL instruction and complete a gap-analysis of critical SEL components K-12.	Develop an action plan for addressing gaps in SEL related instructional practices K-12.	By the beginning of the 2024-2025 school year, have a clearly articulated K-12 social-emotional learning (SEL) matrix of support that identifies how the following core SEL competencies are being addressed within the overall educational program: (1) Self-awareness; (2) Self-management; (3) Social awareness; (4) Relationship skills, and; (5) Responsible decision-making.

**Priority:** District Strategic Imperative 2 (Career Readiness): Ensure all students have access to and engage with career awareness, exploration, and planning activities, including experiential learning opportunities that align to the PA Career and Work Standards.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	Increase the percentage of high school students participating in industry-based learning experiences to 50% by the 2024-2025 school year: (1) Increase percentage of students earning an industry-recognized credential to 10%; (2) Increase the percentage of students completing a work-based learning experience to 45%.	Career Readiness 1 (Program enhancement/implementation goal)	Increase the percentage of students completing work-based learning experiences from 30.9% to 35.6%.	(1) Increase the percentage of students completing work-based learning experiences from 35.6% to 40.3%. (2) Increase the percentage of students earning an industry-recognized credential from 6.5% to 8.25%.	Increase the percentage of high school students participating in industry-based learning experiences to 50% by the 2024-2025 school year: (1) Increase percentage of students earning an industry-recognized credential to 10%; (2) Increase the percentage of students completing a work-based learning experience to 45%.
Post-secondary transition to school, military, or work	By the 2024-2025 school year, all K-12 curriculum teams for all courses across the district will incorporate and facilitate the implementation of transdisciplinary transfer goals that are a part of the K-12 curriculum blueprint.	Career Readiness Goal 2 (Program Implementation Goal)	All 6-12 course curriculum teams will develop and incorporate transdisciplinary transfer goals into written curriculum maps.	All 6-12 teachers will implement identified learning activities and appropriate assessments in support of the transdisciplinary transfer goals. All K-5 course curriculum teams will have revised curriculum documents drafted that include transdisciplinary transfer goals.	By the 2024-2025 school year, all K-12 curriculum teams for all courses across the district will incorporate and facilitate the implementation of transdisciplinary transfer goals that are a part of the K-12 curriculum blueprint.



## Action Plan

Action Plan for: Implementing a Standards-Aligned System						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>College Readiness 1 (Program implementation goal)</li> <li>Career Readiness 1 (Program enhancement/implementation goal)</li> <li>Career Readiness Goal 2 (Program Implementation Goal)</li> </ul>		Overall increase in proficiency in ELA K-12, increase in students scoring advanced on ELA PSSA's and Keystone exams.			Progress towards aligned goals and action steps will be monitored on an ongoing basis for implementation and student data will be evaluated over time to determine effectiveness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implementation of elementary literacy framework and ELA core curriculum K-5.	07/01/2022	06/01/2023	Director of Curriculum/Instruction/Assessment	EduPlanet21, UBD Framework, Specific Program Materials TBD	No	No
Provide professional development to all K-5 teachers on the Elementary Literacy Framework.	08/01/2022	12/30/2022	Director of Curriculum/Instruction/Assessment; Elementary Supervisor	Specific Program Materials TBD	Yes	No
Develop and Implement an Honors ELA course at the middle school.	07/01/2022	08/22/2022	Director of Curriculum/Instruction/Assessment; Middle School Principal	EduPlanet21, UBD Framework, Specific Program Materials TBD	No	No
Through the district curriculum revision process, revise course curriculums to integrate transdisciplinary transfer goals.			Director of Curriculum/Instruction/Assessment; Building Principals	Curriculum Guides; UBD Framework; EduPlanet 21	No	No
Provide PD on the integration and implementation of transdisciplinary transfer goals.	08/01/2022	07/01/2023	Director of Curriculum/Instruction/Assessment; Curriculum Liaisons; Grade Level Leaders	Curriculum Guides; UBD Framework; EduPlanet 21	Yes	No

CONFIDENTIAL

## Action Plan for: Data Informed Decision Making

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>College Readiness 1 (Program implementation goal)</li> <li>College Readiness 2 (Professional development goal)</li> </ul>		Established performance targets identified in College Readiness goals obtained; Teacher self-efficacy in technology integration improves based on established target.			Progress towards aligned goals and action steps will be monitored on an ongoing basis for implementation and student data will be evaluated over time to determine effectiveness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase communication to secondary faculty on identifying students who could be successful in honors level, AP, and dual enrollment courses based on research-based indicators.	08/01/2022	06/01/2023	High School Principal	AP Placement Materials; Redefining Ready Research Studies; Misc. Literature Reviews on Rigorous Course of Study Benefits.	No	Yes
Conduct a perception survey for teachers on their efficacy with technology integration and establish baseline data	09/01/2022	01/30/2023	District Technology Coaches; Assistant Superintendent	Google Forms	No	No
Develop targeted PD opportunities (Tech Coaches) that offer multiple entry points depending on teachers' self-assessment of their competency on implementing blended learning models	01/31/2023	06/01/2024	District Technology Coaches	Specific Training Materials TBD.	Yes	No
Conduct follow-up perception survey and assess results.	06/01/2023	08/30/2023	Assistant Superintendent; Director of Curriculum/Instruction/Assessment	Survey Results	No	No

Plan to evaluate barriers to student participation in rigorous courses of study [prerequisite requirements, recommendation process, etc.] and/or dual enrollment courses.	01/01/2023	12/30/2023	High School Administration	Enrollment Data. Means and tools to be utilized to determine barriers TBD.	No	No
---	------------	------------	----------------------------	--	----	----

CONFIDENTIAL

## Action Plan for: Increasing Rigor in Instruction

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>College Readiness 1 (Program implementation goal)</li> <li>College Readiness 2 (Professional development goal)</li> <li>Career Readiness Goal 2 (Program Implementation Goal)</li> </ul>		Increase in participation and performance in high school participation in dual enrollment courses and in rigorous courses of study.			Dual Enrollment/Rigorous Course of Study Enrollment Data. AP Test Performance Results.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase partnerships with colleges/universities for offering dual enrollment courses.	07/01/2022	06/01/2025	Superintendent; Assistant Superintendent; High School Principal	N/A	No	No
Develop and offer professional development to all K-12 teachers on increasing rigor in instruction through effective questioning and discussion strategies and techniques.	01/01/2023	06/01/2024	Assistant Superintendent; Director of Curriculum/Instruction/Assessment	Necessary training materials and resources TBD.	Yes	No
Increase communication to secondary faculty on identifying students who could be successful in honors level, AP, and dual enrollment courses.	07/01/2022	06/01/2023	High School Principal; High School Counselors	College Board Research Material/Literature Reviews; Dual Enrollment Program Literature	No	Yes
Develop and implement communication plan for high school students and families about dual enrollment and AP opportunities and benefits.	07/01/2022	06/01/2025	High School Principal; High School Counselors	College Board Research Material/Literature Reviews; Dual Enrollment Program Literature; Curriculum/Course Selection Guides	No	Yes
Develop a Communication and Education Plan for Parents and Community on contemporary learning	08/30/2022	08/30/2023	Director of Curriculum/Instruction/Assessment; Building Principals	Communication materials to be developed by district administration	No	Yes

models - a curriculum in action education plan for families						
---	--	--	--	--	--	--

CONFIDENTIAL

## Action Plan for: Authentic and Experiential Learning Experiences

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Career Readiness 1 (Program enhancement/implementation goal)</li> <li>Career Readiness Goal 2 (Program Implementation Goal)</li> </ul>		Increase in experiential learning opportunities and overall participation rate of students based on Future Ready Index reported categories.			Progress towards completion of identified action steps will be monitored and adjusted as necessary on an ongoing basis and progress towards outcomes on future ready index indicators will be evaluated annually.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to work with local businesses to increase experiential learning opportunities (shadowing, internships, pre-apprenticeships), ensuring opportunities exist in all career clusters.	07/01/2022	06/01/2025	Superintendent; Assistant Superintendent; HS Career Counselor	PA Career to Work Standards. Other materials/resources TBD.	No	No
Revise curriculums within the visual, performing, and practical arts departments ,and the business and technology education departments to include the integration of industry-recognized credentialing opportunities into courses curriculum requirements as appropriate.	07/01/2022	06/01/2025	Director of Curriculum/Instruction/Assessment; Assistant Superintendent	Industry-based credential information from PDE; Curriculum materials/guides	No	No
Complete the development of the high school cyber-security course and implement during the 2022-2023 school year.	07/01/2022	06/01/2023	Director of Curriculum/Instruction/Assessment; Business Department Chairperson	Course curriculum guide. Specific core and supplemental course resources TBD.	No	No
Evaluate the implementation of STEM/computer science/coding learning opportunities at the K-5 and 6-8 level and make			Director of Curriculum/Instruction/Assessment; Elementary Supervisor; Middle School Principal	Curricular documents; Teacher feedback on implementation.	No	No

recommendations for program enhancements.						
Explore the interest and potential for developing an Agricultural Science program/course at the high school level and make recommendations for next steps.	07/01/2022	06/01/2023	Director of Curriculum/Instruction/Assessment; Science department chairperson	Interest surveys; Curriculum planning materials. Specific program resources TBD.	No	No
Develop and implement a communication plan for high school students and families about work-based learning opportunities.			High School Principal; Career Counselor	Written communication plan; SWHS Career Pathways Informational Guide	No	Yes
Begin to explore HS scheduling and course format options that allow upper class students more opportunities to participate in industry-based learning experiences.	07/01/2022	06/01/2024	High School Principal	Current scheduling information; Site/virtual visits to other high schools; State and local graduation requirement information.	No	No
Have a minimum of three secondary faculty members participate in 'Educator in the Workplace' annually, targeting faculty members from a diverse number of departmental areas across the district.	07/01/2022	06/01/2025	Assistant Superintendent; HS Career Counselor	Educator in the Workplace Program Materials.	Yes	No



## Action Plan for: Multi-Tiered System of Support (Student Services and Mental Wellness)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Life Readiness 1 (Program Implementation Goal)</li> <li>Life Readiness 2 (Exploration Goal)</li> </ul>		Implementation of MTSS tiered supports for mental wellbeing across the district.			Progress towards action steps will be monitored and adjusted on an ongoing basis.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify members of elementary SAP teams.	07/01/2022	07/30/2022	Elementary Principals; Director of Special Education	N/A	No	No
Ensure all SAP team members K-12 have received appropriate training/support.	07/01/2022	09/01/2022	Director of Special Education	PA Approved SAP Training	No	No
Provide professional development to district professional staff on mental health awareness and response (YMHFA follow-up, training on district referral processes, etc.)	09/01/2022	08/30/2023	Director of Special Education; Social Services Coordinator	Misc. training materials/resources. District referral process flowchart.	Yes	No
Implement mental health universal screener K-12.	07/01/2022	06/30/2025	Director of Special Education	Universal Screening Tool; Parental Permission and Information	No	No
Offer professional development to district professional staff and paraeducators on trauma	07/01/2022	07/01/2024	Social Services Coordinator	Misc. training materials/resources.	Yes	No
Implement Signs of Suicide (SOS) program at the secondary level	08/22/2022	06/30/2025	Social Services Coordinator	Program materials; Designated instructional time.	No	No
Form a working group of professional staff and administrators to evaluate current SEL practices in the district for the purpose of: (a) conducting a gap analysis of district practices and developing a plan for addressing identified gaps in K-12 SEL efforts, and (b) identifying professional development needs relating to SEL and developing a professional development plan to address identified needs.	09/01/2022	06/01/2023	Assistant Superintendent	Gap analysis tool. CASSEL SEL literature and materials.	No	No
Provide professional development to K-5 teachers in need of Responsive Classroom and	07/01/2022	06/01/2024	Elementary Supervisor	Responsive Classroom Training and related materials/resources.	Yes	No

development consistent expectations of integration of Responsive Classroom principles across the district elementary program.						
Develop and provide family resources on SEL.	06/01/2023	09/01/2023	Assistant Superintendent	District developed SEL information aligned to CASSEL model	No	Yes

CONFIDENTIAL

## Professional Development Activities

Early/Elementary Literacy Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide professional development to all K-5 teachers on the Elementary Literacy Framework.</li> </ul>	K-5 Teachers	Elementary Literacy Framework; Text-Dependent Analysis; Guided Reading Instruction; Writing Instruction	Development of rigorous/standards-aligned lesson plans, Data collection from walkthroughs/observation process	Director of Curriculum/Instruction/Assessment; Elementary Supervisor	07/01/2022	08/30/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Ongoing; Offered throughout 2022-2023 school year	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>			Language and Literacy Acquisition for All Students	
Collaborative curriculum development	Ongoing	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>4d: Participating in a Professional Community</li> </ul>				

## Rigorous and Relevant Learning Experiences

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide PD on the integration and implementation of transdisciplinary transfer goals.</li> <li>Develop and offer professional development to all K-12 teachers on increasing rigor in instruction through effective questioning and discussion strategies and techniques.</li> </ul>	K-12 Teachers	Critical Thinking/Higher Order Thinking Skills; Transdisciplinary/Transfer Goals; Multidisciplinary Learning Experiences;	Development of rigorous/standards-aligned lesson plans, Data collection from walkthroughs/observation process, Artifact submission	Assistant Superintendent; Director of Curriculum/Instruction/Assessment	06/01/2023	07/30/2024
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Ongoing; Workshops to be offered as a component of the district's summer professional development program and throughout the school year during inservice time in both synchronous and asynchronous formats.	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> </ul>				

**Technology Integration**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop targeted PD opportunities (Tech Coaches) that offer multiple entry points depending on teachers' self-assessment of their competency on implementing blended learning models</li> </ul>	K-12 Teachers and Professional Staff	Engaging students through technology; Blended learning models; Learning Management System/Canvas;	Teacher perception survey; LMS utilization data; Lesson Plan Development	District Technology Coaches	08/22/2022	06/30/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing; District technology coaches will development of professional development opportunities through various modalities (workshops, virtual modules, coaching sessions, etc.) that offer multiple entry points based on individual teacher readiness level.	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	

Educator in the Workplace						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Have a minimum of three secondary faculty members participate in 'Educator in the Workplace' annually, targeting faculty members from a diverse number of departmental areas across the district.</li> </ul>	Secondary (6-12) Teachers	Community/Business and School Collaboration, Career Awareness, Career Readiness	Course Completion	High School Career Counselor	06/01/2023	07/30/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Course(s)	Annually; The district will have three secondary teachers participate in the Educator in the Workplace course through YCAL	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>2b: Establishing a Culture for Learning</li> <li>4e: Growing and Developing Professionally</li> </ul>				

**MTSS (Student Services and Mental Wellness)**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide professional development to district professional staff on mental health awareness and response (YMHFA follow-up, training on district referral processes, etc.)</li> </ul>	K-12 Teachers, Professional Staff, and Support Staff	MTSS Model, Mental Health Awareness (Youth Mental Health First Aid)	YMHFA Training Completion, Student Behavior/Discipline Data, Evidence of Responsive Classroom Implementation	K-12 Coordinator of Social Services; Director of Special Education; Assistant Superintendent	07/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One Time Follow-up Training on YMHFA; Ongoing Initial Training for New Employees on YMHFA	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2d: Managing Student Behavior</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

CONFIDENTIAL

**Trauma Informed Training**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Offer professional development to district professional staff and paraeducators on trauma</li> </ul>	K-12 Teachers, Professional Staff, and Support Staff	Trauma, Trauma Informed Practice, Mental Health, Social-Emotional Learning	Student Behavioral/Discipline Data, Evidence Collection on Strategy Implementation	K-12 Social Services Coordinator	07/01/2022	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One Time Initial Training with Follow-up opportunities.	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	Trauma Informed Training (Act 18)

CONFIDENTIAL



**Responsive Classroom**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide professional development to K-5 teachers in need of Responsive Classroom and development consistent expectations of integration of Responsive Classroom principles across the district elementary program.</li> </ul>	K-5 Teachers and Administrators	Responsive Classroom, Classroom Community Building, Social-Emotional Learning, Restorative Practices	Evidence of strategy implementation through artifact collection, walkthrough/observation feedback.	Elementary Supervisor; Designated Initiative Lead	06/01/2023	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time with opportunities for follow-up	<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> <li>2c: Managing Classroom Procedures</li> <li>3a: Communicating with Students</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	

CONFIDENTIAL

## Communications Activities

High School Parent Communication Plan [Rigorous Course of Study and Experiential Learning 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"> <li>Develop and implement communication plan for high school students and families about dual enrollment and AP opportunities and benefits.</li> <li>Develop and implement a communication plan for high school students and families about work-based learning opportunities.</li> </ul>	Incoming and current high school students and parents	Rigorous course of study opportunities, Dual enrollment opportunities, experiential learning opportunities.	High School Principal	08/15/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			Annually		
Newsletter			Annually		

High School Faculty Communication Plan: Rigorous Courses of Study

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Increase communication to secondary faculty on identifying students who could be successful in honors level, AP, and dual enrollment courses based on research-based indicators.</li> </ul>	HS Faculty	AP Enrollment, Dual Enrollment	High School Principal	08/15/2022	12/30/2022
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Other			One Time; Provide inservice overview to faculty on research-based indicators of student success in AP and dual enrollment courses		
Memorandum			Annual		

CONFIDENTIAL

Family Communication: Contemporary Learning Plan and Models

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop a Communication and Education Plan for Parents and Community on contemporary learning models - a curriculum in action education plan for families</li> </ul>	K-12 Students and Families	Blended Learning Models, Experiential Learning Experiences, Contemporary Instructional Models	Director of Curriculum/Instruction/Assessment	08/15/2022	12/30/2022
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Posting on district website			One time: Updated on an ongoing basis		

CONFIDENTIAL

**Family Communication: SEL Resources**

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop and provide family resources on SEL.</li> </ul>	K-12 Families and Students	SEL Components; Strategies for Improving SEL in Students	Assistant Superintendent	08/30/2022	06/30/2025

**Communications**

Type of Communication	Frequency
Letter	One Time
Newsletter	One Year: Feature a different component of SEL in each issue of the district newsletter for one year.
Posting on district website	Ongoing

CONFIDENTIAL

CONFIDENTIAL