

SOUTH PARK SD

2005 Eagle Ridge Rd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The South Park School District fosters a student-centered culture of lifelong learners, difference makers, and global citizens.

VISION STATEMENT

The South Park School District cultivates resourceful, lifelong learners who persevere in purposeful goals, embrace challenges, and strengthen the local and global community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued. - Students are engaged in and value learning opportunities and experiences. - Extracurricular and co-curricular opportunities are essential in the development of a student-centered culture.

STAFF

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued.

ADMINISTRATION

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment.

PARENTS

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning

environment.

COMMUNITY

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Wayne Gdovic	Administrator	South Park School District
Robert Furman	Administrator	South Park School District
David Palmer	Administrator	South Park School District
Justin Dellarose	Administrator	South Park School District
Lynn Como	Administrator	South Park School District
Kelly Dellarose	Administrator	South Park School District
Steve Powell	Administrator	South Park School District
Patrick Harrigan	Administrator	South Park School District
Erica Kolat	Administrator	South Park School District
Isaac Tarbell	Administrator	South Park School District
Chelsea Campolongo	Administrator	South Park School District
Louis Didio	Administrator	South Park School District
Brian Duggan	Staff Member	SPMS/ Parent/ Staff

Name	Position	Building/Group
Jessica Ferguson	Staff Member	SPMS/ Parent/ Staff
Stephani Giusti	Parent	SPMS/ Parent/ Community Member
Charlie Bova	Parent	SPMS/ Parent/ Community Member
Kelly Aultz	Parent	SPMS/ Parent/ Community Member
Rosemary Siyufy	Community Member	SPHS / Staff / Community Member
Natalie Liptak	Staff Member	SPHS / Staff
Erika Stull	Staff Member	SPHS / Staff
Carey Mejalli	Parent	SPHS / Staff / Parent
Alexandra Sahady	Staff Member	SPHS / Staff
John Pastorius	Staff Member	SPHS / Staff / PSEA Representative
Ann Schemm	Staff Member	SPHS / Staff
Cathy Paylo	Parent	SPHS Parent
Christine Massari	Staff Member	SPHS / Staff
Brenda Lindsay	Staff Member	SPEC / Staff / Community Member
Anthony Trozzi	Staff Member	SPEC / Staff

Name	Position	Building/Group
Melissa Dubyak	Staff Member	SPEC / Staff
Mary Lynn Brace	Staff Member	SPHS / Staff
Beverly Jones	Community Member	SPEC / Community Member
Eve Chambon	Staff Member	SPEC / Staff
Bruce Fennell	Staff Member	SPHS / Staff
Caroline Hecht	Staff Member	SPHS / Staff
David Bailey	Staff Member	SPHS / Staff
Norm Solomon	Board Member	Board Member / Community
Wayne Perry	Board Member	Board Member / Community
Angela Girol	Board Member	Board Member / Parent / Community
Howard Anderson	Staff Member	SPMS / Staff
Teresa Lesako	Staff Member	SPEC / Staff
Margaret Deprospo	Staff Member	South Park School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To improve mathematics performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.	Mathematics
To improve reading performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Science of Reading	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Build administrator knowledge and understanding in the Science of Reading	2022-01-26 - 2022-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Pathways to Literacy Leadership Program access for principals, assistant principals, director of special education, and director of curriculum
Develop a master schedule that includes daily supplemental intervention for all students students in K-8.	2022-05-02 - 2022-06-30	Ms. Kelli Dellarose, SPEC Early Childhood Prinicipal Dr. L. Robert Furman, SPEC Principal Ms. Lynn Como, SPMS Principal	Computers, PowerSchool
Build teacher knowledge and understanding in the Science of Reading	2022-08-22 - 2023-06-02	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Pathways to Proficient Reading course access for all K-8 ELA teachers and K-12 special education teachers
Complete Foundations Grade-Level Workshop (All K-3 teachers and specialists)	2022-08-01 - 2022-10-07	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Access to Foundations Workshop and supporting materials
Develop instructional guide to support application of the science of reading to classroom instruction	2023-01-09 - 2023-06-30	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Principals, Instructional Team Leaders, resources from AIM, Wilson, and AIU3
Develop walkthrough guide to support feedback for teachers on applying the science of reading to classroom instruction	2023-01-09 - 2023-08-15	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Principals, Instructional Team Leaders, resources from AIM, Wilson, and AIU3

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Share instructional guide with teachers and administrators	2023-08-21 - 2023-09-29	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Instructional Guide
Share walkthrough tool with teachers and administrators	2023-08-21 - 2023-09-29	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Walkthrough Tool
Review lesson plans, observations, and walkthrough data on a quarterly basis with administrators	2022-10-03 - 2024-06-28	Dr. Erica Kolat	administrators, collected data from lesson plans, observations, and walkthroughs; data review protocols

Anticipated Outcome

Certificates of completion for administrators and teachers
 Instructional Guide for Applying the Science of Reading to Instruction
 Walkthrough Guide for Teacher Feedback

Monitoring/Evaluation

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders
 Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Evidence-based Strategy

Develop professional learning communities K-12

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Goal	By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I.
ELA Goal	By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify PLC focus areas for each day of the week, including but not limited to improvement planning/reviewing, review of student work, instructional planning, professional learning, and curriculum development.	2022-07-01 - 2022-07-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation & Principals	Common planning time, district calendar, PLC models
Develop expectations, meeting routines, and resource library for PLC teams	2022-07-01 - 2022-08-12	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation &	PLC Guide

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principals	
Share expectations, meeting routines, and resource library with instructional team leaders	2022-08-15 - 2022-08-19	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	PLC Guide
Provide monthly professional learning opportunities to support each building's PLC focus areas	2022-09-01 - 2024-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	technology, common planning time, reference materials, Ascent newsletters
Conduct semi-annual survey on PLC implementation and needs for support & provide follow-up support, as identified in the survey results	2022-10-01 - 2024-06-28	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	PLC Experience Survey
Anticipated Outcome			
Monitoring/Evaluation			

Evidence-based Strategy

Rigorous Curriculum Design

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Update the curriculum development handbook to describe the phases of the 6-year curriculum development process and the components included in curricula aligned to standards, instruction, and assessment	2022-07-01 - 2022-08-12	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	technology, reference books
Build curriculum development capacity of educators and administrators	2022-08-19 - 2024-06-30	Dr. Erica Kolat, Director of Curriculum,	curriculum resources, dedicated time during in-service, staff development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Academics, & Innovation	and common planning times, instructional team leaders
Assign monthly tasks to instructional teams for curriculum review and development	2022-08-19 - 2024-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	technology, reference materials, common planning time, instructional team leaders
Provide monthly professional learning opportunities and resources to support curriculum review and development	2022-08-19 - 2024-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	technology, reference materials, common planning time, in-service days
Review progress on curriculum review and development quarterly	2022-08-19 - 2024-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	curriculum development documents, technology
Provide monthly professional learning opportunities focused on the Standards for Mathematical Practice: Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to	2022-09-01 - 2024-05-31	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	reference materials, consultants, technology, common planning time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
precision; look for and make use of structure; and look for and express regularity in repeated reasoning.			
Anticipated Outcome			
Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels			
Monitoring/Evaluation			
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas			



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>	<p>Science of Reading</p>	<p>Build administrator knowledge and understanding in the Science of Reading</p>	<p>01/26/2022 - 05/31/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Build teacher knowledge and understanding in the Science of Reading	08/22/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Complete Foundations Grade-Level Workshop (All K-3 teachers and specialists)	08/01/2022 - 10/07/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)</p>	<p>Develop professional learning communities K-12</p>	<p>Provide monthly professional learning opportunities to support each building's PLC focus areas</p>	<p>09/01/2022 - 05/31/2024</p>
<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

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By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

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<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

precision; look for
and make use of
structure; and look
for and express
regularity in
repeated
reasoning.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Share instructional guide with teachers and administrators	08/21/2023 - 09/29/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Share walkthrough tool with teachers and administrators	08/21/2023 - 09/29/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Review lesson plans, observations, and walkthrough data on a quarterly basis with administrators	10/03/2022 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)</p>	<p>Develop professional learning communities K-12</p>	<p>Conduct semi-annual survey on PLC implementation and needs for support & provide follow-up support, as identified in the survey results</p>	<p>10/01/2022 - 06/28/2024</p>
<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

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By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

SPEC - According to the 2021 All Student Group Performance for English Language Arts, 70.4% of 3rd and 4th graders scored Proficient or Advanced (Statewide Average 55.0%). 20% of students scored Advanced, which is above the state average of 13.5%. SPMS - 60.1% of middle school students scored Proficient or Advanced, which is above the state average of 55%.

SPEC - According to the 2021 All Student Group Performance for Science - 83% of 4th graders scored Proficient or Advanced (Statewide Average 63.7%). 43.8% of students scored Advanced, which is above the state average of 27.7%. SPHS - 97.4% of students who took Biology as 9th graders scored Proficient or Advanced on the Biology Keystone Exam. 87.2% of these students scored Advanced, which is above the state average of 27.7%.

Strengths were captured in the Future Ready section for individual student groups.

According to the Star Early Literacy Assessment, which assesses both reading and mathematics, the percentage of kindergarten students at or above benchmark increased from 59% in the Fall to 78% in the Spring. This reflects a 19% increase.

Challenges

SPEC - According to the 2021 All Student Group Performance for Mathematics, 40.4% of 3rd and 4th graders scored Proficient or Advanced (Statewide Average 37.3%). SPMS - 38.8% of SPMS students scored Proficient or Advanced on the PSSA in Mathematics. SPHS - 77.5% of students scored proficient or advanced on the Algebra I Keystone Exam.

SPEC - 30% of 3rd and 4th graders are not meeting grade-level expectations in ELA. SPMS - 40% of middle school students are not meeting grade-level expectations in ELA. SPHS- 2019 performance for Literature was not available; however, SPHS students did not meet the annual growth standard in ELA. (SPHS 50.0, Statewide Growth Standard 70.0).

According to the 2021 PVAAS report across all grades, there is moderate evidence that we are not meeting the growth standard in ELA (Below - Yellow). According to the 2019 PVAAS report across all grades, there is evidence that we were meeting the growth standard (Green - Meets). For the Keystone Literature PVAAS report, there is significant evidence that we are not meeting the growth standard in both 2019 and 2021. In order to close opportunity gaps, significant evidence must be available that the district exceeded the growth standard.

Strengths

According to the STAR Reading Assessment, the percentage of second graders meeting grade-level expectations increased by 4%, when comparing the Fall and Spring measures. (from 66% to 70%)

According to the STAR Reading Assessment, the percentage of 5th graders meeting grade-level expectations increased by 7% (from 52% to 59%).

According to the STAR Math Assessment, the percentage of 5th (from 34% to 45%), 6th (from 35% to 49%), and 7th graders (from 30% to 46%) meeting grade-level expectations increased by 11%, 14%, and 16%, respectively.

According to the 2021 PVAAS report, there was significant evidence that 8th grade met the growth standard.

Over 90% of students at SPMS and SPHS met the Career Standards Benchmark, 90.1% and 90.8%, respectively.

The District recently hired three interventionists to coordinate and monitor supports aligned with students' and families' needs at the elementary center and middle school.

The District recently hired a Director of Curriculum, Academics, and Innovation to help ensure effective, standards-aligned curriculum and assessment.

Challenges

Challenges were captured in the Future Ready section for individual student groups.

According to the STAR Reading Assessment, the percentage of students meeting grade level expectations decreased in grades 1 (-17%, from 83% to 66%), 3 (-8%, from 65% to 57%), and 4 (-17%, from 71% to 54%) between the Fall and Spring measures.

According to the STAR Reading Assessment, the percentage of middle school students meeting grade-level expectations decreased in grades six (-1%, from 54% to 53%) and eight (-7%, from 44% to 37%).

According to the STAR Math Assessment, the percentage of students meeting grade-level expectations decreased in grades 1 (-2%, from 70% to 68%), 2 (2%, from 63% to 61%), 3 (-8%, from 57% to 49%), and 4 (-3%, from 41% to 38%).

According to the STAR Math Assessment, the percentage of middle school students meeting grade-level expectations decreased in grade eight, from 44% to 36% (-8%).

According to the 2021 PVAAS report, there was significant evidence that high school students did not meet the growth standard for the Biology I Keystone Exam.

90.8% of SPHS Students met the Career Standards Benchmark;

Strengths

Challenges

however, this is below the Statewide Performance Standard of 98%.

90.1% of SPMS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 94.1%.

Although the District has high expectations for success for each learner, these efforts have not yet been realized by state or local performance data.

Although the District meets part of the descriptors for "Operational," we identified "Emerging" overall for the components of the Essential Practices Framework.

Most Notable Observations/Patterns

While the District exceeds the State average in several areas, we recognize the need for improvement for All Students in ELA and Mathematics.

Challenges

Discussion Point

Priority for Planning

SPEC - According to the 2021 All Student Group Performance for Mathematics, 40.4% of 3rd and 4th graders scored Proficient or Advanced (Statewide Average 37.3%). SPMS - 38.8% of SPMS students scored Proficient or Advanced on the PSSA in Mathematics. SPHS - 77.5% of students scored proficient or advanced on the Algebra I Keystone Exam.

SPEC - 30% of 3rd and 4th graders are not meeting grade-level expectations in ELA. SPMS - 40% of middle school students are not meeting grade-level expectations in ELA. SPHS- 2019 performance for Literature was not available; however, SPHS students did not meet the annual growth standard in ELA. (SPHS 50.0, Statewide Growth Standard 70.0).

According to the 2021 PVAAS report across all grades, there is moderate evidence that we are not meeting the growth standard in ELA (Below - Yellow). According to the 2019 PVAAS report across all grades, there is evidence that we were meeting the growth standard (Green - Meets). For the Keystone Literature PVAAS report, there is significant evidence that we are not meeting the growth standard in both 2019 and 2021. In order to close opportunity gaps, significant evidence must be available that the district exceeded the growth standard.

According to the STAR Reading Assessment, the percentage of students meeting grade level expectations decreased in grades 1 (-17%, from 83% to 66%), 3 (-8%, from 65% to 57%), and 4 (-17%, from 71% to 54%) between the Fall and Spring measures.

According to the STAR Reading Assessment, the percentage of middle school students meeting grade-level expectations decreased in grades six (-1%, from 54% to 53%) and eight (-7%, from 44% to 37%).

According to the STAR Math Assessment, the percentage of students meeting grade-level expectations decreased in grades 1 (-2%, from 70% to 68%), 2 (2%, from 63% to 61%), 3 (-8%, from 57% to 49%), and 4 (-3%, from 41% to 38%).

Challenges**Discussion
Point****Priority for Planning**

According to the STAR Math Assessment, the percentage of middle school students meeting grade-level expectations decreased in grade eight, from 44% to 36% (-8%).

ADDENDUM B: ACTION PLAN

Action Plan: Science of Reading

Action Steps	Anticipated Start/Completion Date		
Build administrator knowledge and understanding in the Science of Reading	01/26/2022 - 05/31/2022		
Monitoring/Evaluation	Anticipated Output		
Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers	Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback		
Material/Resources/Supports Needed		PD Step	Comm Step
Pathways to Literacy Leadership Program access for principals, assistant principals, director of special education, and director of curriculum		yes	no

Action Steps**Anticipated Start/Completion Date**

Develop a master schedule that includes daily supplemental intervention for all students students in K-8.

05/02/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

Computers, PowerSchool

no

no

Action Steps**Anticipated Start/Completion Date**

Build teacher knowledge and understanding in the Science of Reading

08/22/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

Pathways to Proficient Reading course access for all K-8 ELA teachers and K-12 special education teachers

yes

no

Action Steps	Anticipated Start/Completion Date
Complete Foundations Grade-Level Workshop (All K-3 teachers and specialists)	08/01/2022 - 10/07/2022

Monitoring/Evaluation	Anticipated Output
Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers	Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed	PD Step	Comm Step
Access to Foundations Workshop and supporting materials	yes	no

Action Steps**Anticipated Start/Completion Date**

Develop instructional guide to support application of the science of reading to classroom instruction

01/09/2023 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

Principals, Instructional Team Leaders, resources from AIM, Wilson, and AIU3

no

no

Action Steps	Anticipated Start/Completion Date	
Develop walkthrough guide to support feedback for teachers on applying the science of reading to classroom instruction	01/09/2023 - 08/15/2023	
Monitoring/Evaluation	Anticipated Output	
Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers	Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback	
Material/Resources/Supports Needed	PD Step	Comm Step
Principals, Instructional Team Leaders, resources from AIM, Wilson, and AIU3	no	no

Action Steps**Anticipated Start/Completion Date**

Share instructional guide with teachers and administrators

08/21/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

Instructional Guide

no

yes

Action Steps**Anticipated Start/Completion Date**

Share walkthrough tool with teachers and administrators

08/21/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

Walkthrough Tool

no

yes

Action Steps**Anticipated Start/Completion Date**

Review lesson plans, observations, and walkthrough data on a quarterly basis with administrators

10/03/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output**

Attendance at virtual communities of practice, certificate of course completion submitted to District Administration Meeting agendas with principals and instructional team leaders Review lesson plans, observe lessons, and engage in data review meetings that capture reading experiences of students and teachers

Certificates of completion for administrators and teachers Instructional Guide for Applying the Science of Reading to Instruction Walkthrough Guide for Teacher Feedback

Material/Resources/Supports Needed**PD Step****Comm Step**

administrators, collected data from lesson plans, observations, and walkthroughs; data review protocols

no

yes

Action Plan: Develop professional learning communities K-12

Action Steps**Anticipated Start/Completion Date**

Identify PLC focus areas for each day of the week, including but not limited to improvement planning/reviewing, review of student work, instructional planning, professional learning, and curriculum development.

07/01/2022 - 07/31/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Common planning time, district calendar, PLC models

no

no

Action Steps

Anticipated Start/Completion Date

Develop expectations, meeting routines, and resource library for PLC teams

07/01/2022 - 08/12/2022

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Comm Step

PLC Guide

no

no

Action Steps**Anticipated Start/Completion Date**

Share expectations, meeting routines, and resource library with instructional team leaders

08/15/2022 - 08/19/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

PLC Guide

no

no

Action Steps**Anticipated Start/Completion Date**

Provide monthly professional learning opportunities to support each building's PLC focus areas

09/01/2022 - 05/31/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

technology, common planning time, reference materials, Ascent newsletters

yes

no

Action Steps**Anticipated Start/Completion Date**

Conduct semi-annual survey on PLC implementation and needs for support & provide follow-up support, as identified in the survey results

10/01/2022 - 06/28/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

PLC Experience Survey

no

yes

Action Plan: Rigorous Curriculum Design

Action Steps**Anticipated Start/Completion Date**

Update the curriculum development handbook to describe the phases of the 6-year curriculum development process and the components included in curricula aligned to standards, instruction, and assessment

07/01/2022 - 08/12/2022

Monitoring/Evaluation**Anticipated Output**

Feedback from professional development evaluations
Quarterly review of progress on monthly focus areas

Curriculum Development Handbook Professional Development agendas, materials
Standards-Aligned Curriculum for all content areas and grade levels

Material/Resources/Supports Needed**PD Step****Comm Step**

technology, reference books

no

no

Action Steps	Anticipated Start/Completion Date	
Build curriculum development capacity of educators and administrators	08/19/2022 - 06/30/2024	
Monitoring/Evaluation	Anticipated Output	
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas	Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels	
Material/Resources/Supports Needed	PD Step	Comm Step
curriculum resources, dedicated time during in-service, staff development and common planning times, instructional team leaders	yes	no

Action Steps	Anticipated Start/Completion Date
Assign monthly tasks to instructional teams for curriculum review and development	08/19/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas	Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels

Material/Resources/Supports Needed	PD Step	Comm Step
technology, reference materials, common planning time, instructional team leaders	no	no

Action Steps	Anticipated Start/Completion Date
Provide monthly professional learning opportunities and resources to support curriculum review and development	08/19/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas	Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels

Material/Resources/Supports Needed	PD Step	Comm Step
technology, reference materials, common planning time, in-service days	yes	no

Action Steps	Anticipated Start/Completion Date
Review progress on curriculum review and development quarterly	08/19/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas	Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels

Material/Resources/Supports Needed	PD Step	Comm Step
curriculum development documents, technology	no	yes

Action Steps	Anticipated Start/Completion Date
Provide monthly professional learning opportunities focused on the Standards for Mathematical Practice: Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.	09/01/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Feedback from professional development evaluations Quarterly review of progress on monthly focus areas	Curriculum Development Handbook Professional Development agendas, materials Standards-Aligned Curriculum for all content areas and grade levels

Material/Resources/Supports Needed	PD Step	Comm Step
reference materials, consultants, technology, common planning time	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Build administrator knowledge and understanding in the Science of Reading	01/26/2022 - 05/31/2022
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Build teacher knowledge and understanding in the Science of Reading	08/22/2022 - 06/02/2023
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Complete Foundations Grade-Level Workshop (All K-3 teachers and specialists)	08/01/2022 - 10/07/2022
By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)	Develop professional learning communities	Provide monthly professional learning opportunities to	09/01/2022 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	K-12	support each building's PLC focus areas	
By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)	Rigorous Curriculum Design	Build curriculum development capacity of educators and administrators	08/19/2022 - 06/30/2024
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)			
By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)	Rigorous Curriculum Design	Provide monthly professional learning opportunities and resources to support curriculum review and development	08/19/2022 - 05/31/2024
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)</p>	<p>Rigorous Curriculum Design</p>	<p>Provide monthly professional learning opportunities focused on the Standards for Mathematical Practice: Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look</p>	<p>09/01/2022 - 05/31/2024</p>
<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		for and express regularity in repeated reasoning.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading for Administrators	Principals; Assistant Principals; Director of Special Education; Director of Curriculum, Academics, & Innovation	Science of Reading

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certificate of completion	01/01/2022 - 05/31/2022	Dr. Erica Kolat

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading for Teachers	K-8 ELA teachers, K-12 Special Education Teachers, ELA interventionists, Title I Teachers	Science of Reading - connecting reading research to practice, Simple View of Reading, Scarborough's Reading Rope, best practices for language and literacy instruction in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Course completion (certificate of completion)/Act 48 Hours	08/22/2022 - 06/10/2022	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation

Danielson Framework Component Met in this Plan:

- 1e: Designing Coherent Instruction
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1c: Setting Instructional Outcomes
- 3d: Using Assessment in Instruction

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev	
Foundations	K-3 ELA teachers and specialists	Skills taught in Foundations, including but not limited to print awareness, phonemic awareness, phonological awareness, alphabetic principle, sound mastery, phonics, vocabulary, high-frequency words, fluency, comprehension strategies, handwriting, spelling, punctuation	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
certificate of completion, implementation Foundations as part of core and intervention instruction	08/19/2022 - 09/30/2022	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
1d: Demonstrating Knowledge of Resources		Language and Literacy Acquisition for All Students	
1a: Demonstrating Knowledge of Content and Pedagogy			
1e: Designing Coherent Instruction			
1b: Demonstrating Knowledge of Students			
1f: Designing Student Assessments			
1c: Setting Instructional Outcomes			

Professional Development Step	Audience	Topics of Prof. Dev	
Professional Learning Communities	K-12 teachers and administrators	PLCs @ SPSD, roles, responsibilities, expectations, resources to support PLC operations, evidence-based instructional practices, human-centered design/district demographics, protocols, universal design for learning, inclusive practices, PD centered on team focus areas	

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
implementation of resources and practices during PLC meetings, implementation of strategies during instruction, lesson plans	09/01/2022 - 06/30/2024	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation, Principals, Instructional Team Leaders

Danielson Framework Component Met in this Plan:

- 1d: Demonstrating Knowledge of Resources
- 3b: Using Questioning and Discussion Techniques
- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 4b: Maintaining Accurate Records
- 1c: Setting Instructional Outcomes
- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness
- 1b: Demonstrating Knowledge of Students
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev	
Curriculum Development	K-12 teachers and administrators	<p>Topics include, but are not limited to the following: Rigorous Curriculum Development - prioritizing the standards, identifying curricular units of study, assigning priority/supporting standards to units, preparing a pacing calendar, unit planning organizer, unwrapping the priority standards, creating unit assessments, planning engaging and relevant learning experiences, recommended instructional strategies, big ideas, essential questions, concepts, competencies, materials & resources, PA Core Standards, PA Academic Standards, Assessment (summative, formative, diagnostic, benchmark), standards-aligned system, SAS Portal.</p>	
Evidence of Learning	Anticipated Timeframe		Lead Person/Position
Standards-Aligned curricula for all courses	08/01/2021 - 06/30/2024		Dr. Erica L. Kolat

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Standards of Mathematical Practice

K-12 Math Teachers and
Administrators

Standards for Mathematical Practice, applying the
Standards for Mathematical Practice to curriculum and
instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
lesson plans, curriculum, observation of instructional practice	09/01/2022 - 05/30/2024	Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation; Principals, Assistant Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1d: Demonstrating Knowledge of Resources
- 2b: Establishing a Culture for Learning
- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness
- 1c: Setting Instructional Outcomes
- 2a: Creating an Environment of Respect and Rapport
- 2e: Organizing Physical Space
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students
- 1f: Designing Student Assessments
- 2d: Managing Student Behavior
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2c: Managing Classroom Procedures

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Share instructional guide with teachers and administrators	2023-08-21 - 2023-09-29
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Share walkthrough tool with teachers and administrators	2023-08-21 - 2023-09-29
By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)	Science of Reading	Review lesson plans, observations, and walkthrough data on a quarterly basis with administrators	2022-10-03 - 2024-06-28
By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams	Develop professional learning	Conduct semi-annual survey on PLC	2022-10-01 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>for Mathematics/Algebra I. (Math Goal)</p> <p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>	communities K-12	implementation and needs for support & provide follow-up support, as identified in the survey results	
<p>By the 2023-2024 School Year, at least 59.78% of students in third and fourth grades; 74.38% of middle school students, and 84.5% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I. (Math Goal)</p>	Rigorous Curriculum Design	Review progress on curriculum review and development quarterly	2022-08-19 - 2024-05-31
<p>By the 2023-2024 School Year, at least 82.78% of students in third and fourth grades; 80.98% of middle school students, and 92% of high school students will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. (ELA Goal)</p>			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Science of Reading	teachers and administrators	instructional guide

Anticipated Timeframe

08/21/2023 - 09/29/2023

Frequency

Presentation and then follow-up communications, as needed

Delivery Method

Presentation

Lead Person/Position

Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation

Communication Step

Science of Reading - Implementation

Audience

Administration & Teachers

Topics/Message of Communication

Evidence of science of reading implementation

Anticipated Timeframe

10/31/0022 - 06/28/2024

Frequency

Quarterly each year of 2022-2023 and 2023-2024

Delivery Method

Presentation

Lead Person/Position

Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation

Communication Step	Audience	Topics/Message of Communication
PLC Implementation	teachers and administrators	implementation of professional learning communities

Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/28/2024	Survey will be administered semi-annually during the 2022-2023, 2023-2024 school years; survey results will be communicated via presentation and/or email	Other

Lead Person/Position
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation

Communication Step	Audience	Topics/Message of Communication
Curriculum Development	teachers and administrators	Progress on curriculum revision/design for monthly focus areas

Anticipated Timeframe

08/19/2022 - 05/31/2024

Frequency

Feedback will be provided to teachers and administrators on a quarterly basis during the 2022-2023 and 2023-2024 school years via email and/or presentation

Delivery Method

Other

Lead Person/Position

Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share progress on meeting annual goals	Presentation will communicate progress on annual goals, action items, and adjustments needed in order to meet future goals	Presentation	School Board, Community	Annually upon availability of state assessment data
