

ROSE TREE MEDIA SD

308 N Olive St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Students are the focus of the Rose Tree Media School District learning community. All students will reach their intellectual, emotional, social, and physical potential in a safe environment that celebrates diversity, individual talents and efforts, and promotes collaboration, caring, respect, and leadership. Students will be well prepared to create meaningful and productive lives in a global society.

VISION STATEMENT

All member of the school community are lifelong learners committed to continuous improvement, who contribute to a diverse yet globally connected world. All members of the school community are able to use technology to extend, enhance, and facilitate learning and develop other 21st Century Skills. All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potential.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child.

STAFF

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

ADMINISTRATION

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

PARENTS

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

COMMUNITY

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe

and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|---------------------|------------------|---------------------------------|
| Bill Dougherty | Administrator | Rose Tree Media School District |
| Frances Garner | Administrator | Rose Tree Media School District |
| Andrew Coonradt | Administrator | Rose Tree Media School District |
| Ed Roth | Administrator | Penncrest High School |
| Bob Salladino | Administrator | Springton Lake Middle School |
| Julia Friedgen | Staff Member | Indian Lane Elementary |
| Gina Kokoska | Staff Member | Glenwood Elementary |
| Tina Loveland-Smith | Staff Member | Media Elementary |
| Noelle Weinrich | Parent | Parents |
| Gina Pisasale | Parent | Parents |
| Meg Barney | Community Member | Community |
| Tracie Cummings | Community Member | Community |
| | | |
| | | |

Name

Position

Building/Group

| | | |
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| | | |
| | | |

ESTABLISHED PRIORITIES

Priority Statement

Build collective efficacy through Professional Learning Communities that are focused on a learn, apply, and reflect model for building highly effective instructional practices that support student learning outcomes and lead to continuous improvement.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Professional learning

Implement instructional practices and learning experiences which reflect a contemporary model of teaching and learning.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Ensure all students graduate with the skills, knowledge and attitudes to pursue productive and satisfying lives.

Provide programs to strengthen the social, emotional, and physical wellness of students and staff

ACTION PLAN AND STEPS

Evidence-based Strategy

Understanding by Design

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards Aligned Curricula | The district will establish a system that fully ensures consistent implementation of standards aligned curricula and assessment across all schools for all students, through the development of Understanding by Design curricula documents for all courses K-12. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------|
| Recruit teachers to review/revise/develop standards aligned curricula based on the Understanding by Design (UbD) process | 2022-07-04 - 2024-09-09 | Supervisor of Curriculum & Instruction | None |
| Provide professional development to teachers on the UbD process and the district system for curriculum development | 2022-08-01 - 2024-10-18 | Supervisor of Curriculum & Instruction | UbD training presentations |
| Check in with teachers twice during the development process to answer questions and evaluate progress. | 2022-09-30 - 2025-04-30 | Supervisor of Curriculum and Instruction | none |
| Review and evaluate UbD course documents. | 2022-12-05 - 2025-06-30 | Supervisor of Curriculum and Instruction | none |

Anticipated Outcome
 All courses in all buildings with fully developed standards aligned curriculum in the UbD format. This will be accomplished by groups of 15-20 teachers at a time over the three year period.

Monitoring/Evaluation

Two check ins per each group of teachers final evaluation upon completion of the documents.

Evidence-based Strategy

Professional Learning Options

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional learning options | The professional development committee will create a series of professional learning options for teachers on contemporary models of teaching and learning, including pedagogy and practice. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------|
| Establish and maintain a professional development committee made up of teachers and administrators from all levels. | 2022-09-06 - 2025-06-30 | Assistant Superintendent | None |
| Survey district teachers regarding professional development topics. In the survey teachers will be asked to rate each topic in terms of interest and need. | 2022-08-22 - 2022-09-30 | Supervisor of Curriculum and Instruction | google form survey |
| Facilitate discussion with the professional development team to plan | 2022-09-30 - | Assistant | Survey results |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------|-------------------------------------|
| out topics and methods of professional development based on the survey responses and various district needs. | 2022-11-30 | Superintendent | |
| Organize specific professional development options based on the survey results and district initiatives. | 2022-11-01 - 2022-12-30 | Assistant Superintendent | None |
| Provide professional development with the goal of providing teachers choice while at the same time meeting obligations of local and state requirements | - | Assistant Superintendent | None |

Anticipated Outcome

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

Monitoring/Evaluation

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Evidence-based Strategy

Curriculum/Instructional Review

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards Aligned Curricula | The district will establish a system that fully ensures consistent implementation of standards aligned curricula and assessment across all schools for all students, through the development of Understanding by Design curricula documents for all courses K-12. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------|--------------------------------------------|
| At the beginning of the school year grade and subject level teams and PLCs will review the UbD curriculum for their courses in terms of time frame, sequence, differentiated learning activities and common assessments. | 2022-08-25 - 2025-06-14 | Supervisor of Curriculum & Instruction | UbD formatted curriculum documents |
| Unit review - at regular intervals as units are completed PLCs will meet to review common assessment results and effective instructional practices used as determined by data from the common assessment | 2022-09-16 - 2025-06-13 | Curriculum Coordinators | UbD formatted units and common assessments |
| At the end of each year grade and course level teams of teachers as PLCs will review their course as a whole and make adjustments for future years. | 2023-05-01 - 2025-05-30 | Curriculum coordinators | UbD formatted units and common assessments |

Anticipated Outcome
 Teams of teachers will regularly review their curriculum documents and work to improve alignment

Monitoring/Evaluation
 At the end of each school year the teams will evaluate courses, scope & sequence, common assessments, and instructional practices.

Evidence-based Strategy

Differentiated Instruction

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------|---------------------------------------------------------------------------------------------------------------|
| Instructional Technology | Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------|-------------------------------------|
| Contract with Teaching Learning Succeeding (TLS) to continue professional development in Differentiated Instruction at Springton Lake MS | 2022-08-01 - 2022-08-31 | Assistant Superintendent | None |
| TLS provides professional development on a scheduled basis to different groups of MS teachers on differentiated instruction | 2022-09-06 - 2023-06-15 | Supervisor of Curriculum and Instruction | |
| TLS provides instructional coaching to different groups of MS teachers on differentiated instructional practices. | 2022-10-03 - 2023-06-15 | Supervisor of Curriculum and Instruction | |
| Evaluate data from teacher feedback, observations, and assessments | 2023-06-15 - | Assistant | |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------------------------------------------------------------------------------------------|------------------------------|----------------------|-------------------------------------|
| to determine effectiveness of differentiated instruction professional development and coaching. | 2023-07-31 | Superintendent | |

Anticipated Outcome

Participating middle school teachers will consistently use differentiated instructional practices to meet the different needs of their students.

Monitoring/Evaluation

Implementation will be monitored through coaching and observation, and administration will evaluate effectiveness through teacher feedback, as well as observation and assessment data.

Evidence-based Strategy

Planned Instructional Enrichment

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|--------------------------|---------------------------------------------------------------------------------------------------------------|
| Instructional Technology | Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
| | | | |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------|
| Recruit teachers at different elementary and middle school levels to research and develop enrichment options for mathematics | 2022-07-01 - 2024-08-31 | Assistant Superintendent | |
| As a component of contracted summer work select teachers representing elementary and middle school levels will receive an initial overview on best practices for enrichment as well as the project parameters. | 2022-06-16 - 2022-07-15 | Supervisor of Curriculum and Instruction | |
| Teachers will research and develop enrichment resources aligned to curriculum and instructional programs for math at different grade levels. | 2022-07-11 - 2024-08-31 | Supervisor of Curriculum and Instruction | |
| Teachers will provide professional development/coaching to their colleagues on the enrichment resources developed over the summer months. | 2022-08-24 - 2024-08-31 | Supervisor of Curriculum & Instruction | |

Anticipated Outcome

Teachers will use a variety of standards aligned enrichment activities to meet students instructional needs.

Monitoring/Evaluation

There will be regular walk through of classrooms to specifically look for use of enrichment activities to differentiate instruction.



Evidence-based Strategy

Data informed planning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Data review of the enrollment in rigorous courses of study, specifically looking at numbers of students from various under represented subgroups

2022-09-15 -
2022-11-30

Supervisor of
Curriculum
and
Instruction

Meet with teachers, counselors, administrators and other stakeholders regarding patterns shown in the data about which groups of students are not attempting to take rigorous courses of study.

2022-12-01 -
2023-01-10

High school
principal

Develop a variety of options to encourage students to enroll in rigorous courses of study in their areas of interest.

2023-01-15 -
2023-02-15

High School
Principal

Implement different ideas developed to encourage students to take rigorous courses of student during the course selection process.

2023-02-15 -
2023-04-01

High school
principal

Review data from course enrollment to determine effectiveness of efforts to encourage enrollment.

2023-04-15 -
2023-06-01

High school
principal

Review historical data and current data to which students could benefit

2023-06-01 -

Supervisor of

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------|
| from additional support to be successful in rigorous courses | 2023-08-12 | Curriculum and Instruction | |
| Hold data discussion with teachers of rigorous courses to understand where groups of students have typically struggled with understanding content and workload. | 2023-08-15 - 2023-08-31 | High School Principal | |
| Teachers of rigorous courses develop series of targeted supports they will make available to students to help them succeed in their advanced courses. | 2023-09-01 - 2023-09-30 | High school principal | |
| Teachers of rigorous courses implement different targeted supports for students who request help as well as for students whose data indicate a need for extra help. | 2023-09-30 - 2024-06-01 | Supervisor of Curriculum and Instruction | |

Anticipated Outcome

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

Monitoring/Evaluation

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.



Evidence-based Strategy

School Culture and climate

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------|-------------------------------------|
| Review and evaluate goals/progress based on Youth Truth survey from November 2021 | 2022-08-15 - 2022-09-30 | Administrator for Safe and Inclusive Schools | Youth truth survey |
| Implement interventions based on goals and data from the 2021 youth truth survey | 2022-09-01 - 2023-06-15 | Administrator for Safe and Inclusive Schools | |
| Conduct annual youth truth survey | 2022-11-01 - 2023-04-15 | Administrator for Safe and Inclusive Schools | |
| Review data from recent youth truth survey to determine effectiveness of interventions and future direction. | 2023-05-01 - 2023-06-30 | Administrator for Safe and Inclusive Schools | |

Anticipated Outcome

Annual Youth Truth survey with data on climate/culture of each school in the district

Monitoring/Evaluation

Review of data comparing year over year results and effectiveness of interventions.

Evidence-based Strategy

Trauma Informed Approach to Education

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) | | |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------|-------------------------------------|
| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
| Review different trauma informed training providers and options and select at least two to provide district wide proposals. | 2022-09-05 - 2023-01-15 | Administrator for Safe and Inclusive Schools | |
| Share proposals from providers for trauma informed training with administrative team and professional development council | 2023-02-01 - 2023-04-01 | Administrator for Safe and Inclusive Schools | |
| Decide on provider for trauma informed K-12 training | 2023-05-01 - 2023-06-01 | Administrator for Safe and Inclusive Schools | |
| Provide trauma informed training to K-12 staff during various in-service opportunities throughout the school year. | 2023-08-15 - 2024-06-01 | Administrator for Safe and Inclusive Schools | |

Anticipated Outcome

All K-12 staff will receive trauma-informed training and be able to implement those lessons into daily practice.

Monitoring/Evaluation

Observations, walk-throughs, and discussions will continue with staff and students to determine effectiveness and implementation fidelity.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| The district will establish a system that fully ensures consistent implementation of standards aligned curricula and assessment across all schools for all students, through the development of Understanding by Design curricula documents for all courses K-12. (Standards Aligned Curricula) | Understanding by Design | Provide professional development to teachers on the UbD process and the district system for curriculum development | 08/01/2022 - 10/18/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Differentiated Instruction | TLS provides professional development on a scheduled basis to different groups of MS teachers on differentiated instruction | 09/06/2022 - 06/15/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Planned Instructional Enrichment | As a component of contracted summer work select teachers representing elementary and middle school levels will receive an initial overview on best practices for enrichment as well as the project parameters. | 06/16/2022 - 07/15/2022 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Planned Instructional Enrichment | Teachers will provide professional development/coaching to their colleagues on the enrichment resources developed over the summer months. | 08/24/2022 - 08/31/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------|
| | Trauma Informed Approach to Education | Provide trauma informed training to K-12 staff during various in-service opportunities throughout the school year. | 08/15/2023 - 06/01/2024 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| The professional development committee will create a series of professional learning options for teachers on contemporary models of teaching and learning, including pedagogy and practice. (Professional learning options) | Professional Learning Options | Survey district teachers regarding professional development topics. In the survey teachers will be asked to rate each topic in terms of interest and need. | 08/22/2022 - 09/30/2022 |

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.

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

Chief School Administrator

Eleanor DiMarino-Linnen

2022-12-15

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary schools achieving 20% + higher rate of proficiency than the state average on Math PSSAs

Springton Lake Middle School achieving 26% higher rate of proficiency than the state average on the ELA PSSAs

High school met or exceeded the state levels of proficiency for Literature and Algebra I for ethnic subgroups and economically disadvantaged students.

At Springton Lake Middle School the different ethnic subgroups and Economically Disadvantaged met or exceeded the state averages for ELA proficiency.

Students with IEPs in grade 8 exceeded the state standard for growth in Math in 2021.

Students with IEPs in grades 7& 8 exceeded the state standard for growth in ELA in 2021.

Economically Disadvantaged students met or exceeded the state standard for growth in ELA in grades 5-8 in 2021

Establish and maintain a focused system for continuous

Challenges

Middle school math achievement shows a 53% proficiency rate for 2018-19 school year.

Middle school Math proficiency is at 17% for 2018-2019 for special education subgroup

With the Elementary level special education sub group Math and ELA proficiency is below 30% in 2018-19.

Students with IEPs had a math proficiency rate of 12.5% in 2021

Students with IEPs did not meet the standard for growth on the Literature Keystone

Economically Disadvantaged students did not meet the state standard for growth on the Algebra I Keystone

Economically Disadvantaged students did not meet the state standard for growth on the Literature Keystone

Foster a vision and culture of high expectations for success for all students, educators, and families *

Conditions For Leadership Not Yet Evident Emerging Operational

Strengths

improvement and ensure organizational coherence *

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *

District focus to reduce the number of students educated in other settings. Instructional teams meet to review student performance and focus interventions to address student needs.

81.2% of students in the class of 2022 met the career standards benchmark.

Fall 2021 MAP assessment shows 9th grade Reading proficiency at 90.3%

Winter 2022 MAP assessment shows 3rd grade Reading proficiency at 82.5%

Winter 2022 MAP assessment shows 5th grade Math proficiency at 93.9%

Winter 2022 MAP assessment shows 3rd grade Math proficiency at 79.4%

Most recent Biology keystone results show Rose Tree Media School district students at 93.9% proficiency.

Winter CDT results show significant majority of students

Challenges

Exemplary Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *

81.2% of students in the class of 2022 met the career standards benchmark.

Mid year (2021-22) DIBELS proficiency 64.3% for Kindergarten.

Winter 2022 MAP assessment shows 8th grade Reading proficiency at 79%

Winter 2022 MAP assessment shows 4th grade Math proficiency at 63.3%

Winter 2022 MAP assessment shows 6th, 7th & 8th grade Math proficiency at 49.8%, 50.8%, and 43.7% respectively

Class of 2023 had less than 50% participation on the Biology keystone exam.

Strengths

performing at or above grade level for 8th grade.

Most Notable Observations/Patterns

In reviewing the data there are significant challenges in math at all levels and particularly for students with IEPs and during the middle school years. In addition students with IEPs and economically disadvantaged students are not meeting growth expectations for the high school Literature Keystone.

Challenges

**Discussion
Point**

Priority for Planning

Middle school math achievement shows a 53% proficiency rate for 2018-19 school year.

Middle school Math proficiency is at 17% for 2018-2019 for special education subgroup

With the Elementary level special education sub group Math and ELA proficiency is below 30% in 2018-19.

Winter 2022 MAP assessment shows 4th grade Math proficiency at 63.3%

Students with IEPs had a math proficiency rate of 12.5% in 2021

Students with IEPs did not meet the standard for growth on the Literature Keystone

Economically Disadvantaged students did not meet the state standard for growth on the Algebra I Keystone

Economically Disadvantaged students did not meet the state standard for growth on the Literature Keystone

Foster a vision and culture of high expectations for success for all students, educators, and families *

ADDENDUM B: ACTION PLAN

Action Plan: Understanding by Design

| Action Steps | Anticipated Start/Completion Date | |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Recruit teachers to review/revise/develop standards aligned curricula based on the Understanding by Design (UbD) process | 07/04/2022 - 09/09/2024 | |
| Monitoring/Evaluation | Anticipated Output | |
| Two check ins per each group of teachers final evaluation upon completion of the documents. | All courses in all buildings with fully developed standards aligned curriculum in the UbD format. This will be accomplished by groups of 15-20 teachers at a time over the three year period. | |
| Material/Resources/Supports Needed | PD Step | Comm Step |
| None | no | no |

Action Steps**Anticipated Start/Completion Date**

Provide professional development to teachers on the UbD process and the district system for curriculum development

08/01/2022 - 10/18/2024

Monitoring/Evaluation**Anticipated Output**

Two check ins per each group of teachers final evaluation upon completion of the documents.

All courses in all buildings with fully developed standards aligned curriculum in the UbD format. This will be accomplished by groups of 15-20 teachers at a time over the three year period.

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

UbD training presentations

yes

no



Action Steps**Anticipated Start/Completion Date**

Check in with teachers twice during the development process to answer questions and evaluate progress.

09/30/2022 - 04/30/2025

Monitoring/Evaluation**Anticipated Output**

Two check ins per each group of teachers final evaluation upon completion of the documents.

All courses in all buildings with fully developed standards aligned curriculum in the UbD format. This will be accomplished by groups of 15-20 teachers at a time over the three year period.

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

none

no

no



Action Steps

Anticipated Start/Completion Date

Review and evaluate UbD course documents.

12/05/2022 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

Two check ins per each group of teachers final evaluation upon completion of the documents.

All courses in all buildings with fully developed standards aligned curriculum in the UbD format. This will be accomplished by groups of 15-20 teachers at a time over the three year period.

Material/Resources/Supports Needed

PD Step

Comm Step

none

no

no

Action Plan: Professional Learning Options

Action Steps**Anticipated Start/Completion Date**

Establish and maintain a professional development committee made up of teachers and administrators from all levels.

09/06/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

Survey district teachers regarding professional development topics. In the survey teachers will be asked to rate each topic in terms of interest and need.

08/22/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

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

google form survey

no

yes



Action Steps**Anticipated Start/Completion Date**

Facilitate discussion with the professional development team to plan out topics and methods of professional development based on the survey responses and various district needs.

09/30/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

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

Survey results

no

no



Action Steps**Anticipated Start/Completion Date**

Organize specific professional development options based on the survey results and district initiatives.

11/01/2022 - 12/30/2022

Monitoring/Evaluation**Anticipated Output**

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

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

None

no

no



Action Steps

Anticipated Start/Completion Date

Provide professional development with the goal of providing teachers choice while at the same time meeting obligations of local and state requirements

01/01/0001 - 01/01/0001

Monitoring/Evaluation

Anticipated Output

During regular meetings of the professional development committee there will be a review of data from recent in-service days. At the end of each school year there will be an overall evaluation of the effectiveness of that year's professional development.

Provide meaningful professional development throughout the school year for the teaching staff that meets their criteria for need and interest, as well as district initiatives.

Material/Resources/Supports Needed

PD Step

Comm Step

None

no

no

Action Plan: Curriculum/Instructional Review

Action Steps**Anticipated Start/Completion Date**

At the beginning of the school year grade and subject level teams and PLCs will review the UbD curriculum for their courses in terms of time frame, sequence, differentiated learning activities and common assessments.

08/25/2022 - 06/14/2025

Monitoring/Evaluation**Anticipated Output**

At the end of each school year the teams will evaluate courses, scope & sequence, common assessments, and instructional practices.

Teams of teachers will regularly review their curriculum documents and work to improve alignment

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

UbD formatted curriculum documents

no

no



Action Steps**Anticipated Start/Completion Date**

Unit review - at regular intervals as units are completed PLCs will meet to review common assessment results and effective instructional practices used as determined by data from the common assessment

09/16/2022 - 06/13/2025

Monitoring/Evaluation**Anticipated Output**

At the end of each school year the teams will evaluate courses, scope & sequence, common assessments, and instructional practices.

Teams of teachers will regularly review their curriculum documents and work to improve alignment

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

UbD formatted units and common assessments

no

no



Action Steps**Anticipated Start/Completion Date**

At the end of each year grade and course level teams of teachers as PLCs will review their course as a whole and make adjustments for future years.

05/01/2023 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

At the end of each school year the teams will evaluate courses, scope & sequence, common assessments, and instructional practices.

Teams of teachers will regularly review their curriculum documents and work to improve alignment

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

UbD formatted units and common assessments

no

no

Action Plan: Differentiated Instruction

Action Steps**Anticipated Start/Completion Date**

Contract with Teaching Learning Succeeding (TLS) to continue professional development in Differentiated Instruction at Springton Lake MS

08/01/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

Implementation will be monitored through coaching and observation, and administration will evaluate effectiveness through teacher feedback, as well as observation and assessment data.

Participating middle school teachers will consistently use differentiated instructional practices to meet the different needs of their students.

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

None

no

no



Action Steps**Anticipated Start/Completion Date**

TLS provides professional development on a scheduled basis to different groups of MS teachers on differentiated instruction

09/06/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Implementation will be monitored through coaching and observation, and administration will evaluate effectiveness through teacher feedback, as well as observation and assessment data.

Participating middle school teachers will consistently use differentiated instructional practices to meet the different needs of their students.

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

yes

no



Action Steps**Anticipated Start/Completion Date**

TLS provides instructional coaching to different groups of MS teachers on differentiated instructional practices.

10/03/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Implementation will be monitored through coaching and observation, and administration will evaluate effectiveness through teacher feedback, as well as observation and assessment data.

Participating middle school teachers will consistently use differentiated instructional practices to meet the different needs of their students.

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

no

no



Action Steps

Anticipated Start/Completion Date

Evaluate data from teacher feedback, observations, and assessments to determine effectiveness of differentiated instruction professional development and coaching.

06/15/2023 - 07/31/2023

Monitoring/Evaluation

Anticipated Output

Implementation will be monitored through coaching and observation, and administration will evaluate effectiveness through teacher feedback, as well as observation and assessment data.

Participating middle school teachers will consistently use differentiated instructional practices to meet the different needs of their students.

Material/Resources/Supports Needed

PD Step

Comm Step

no

no

Action Plan: Planned Instructional Enrichment

Action Steps**Anticipated Start/Completion Date**

Recruit teachers at different elementary and middle school levels to research and develop enrichment options for mathematics

07/01/2022 - 08/31/2024

Monitoring/Evaluation**Anticipated Output**

There will be regular walk through of classrooms to specifically look for use of enrichment activities to differentiate instruction.

Teachers will use a variety of standards aligned enrichment activities to meet students instructional needs.

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

no

no



Action Steps**Anticipated Start/Completion Date**

As a component of contracted summer work select teachers representing elementary and middle school levels will receive an initial overview on best practices for enrichment as well as the project parameters.

06/16/2022 - 07/15/2022

Monitoring/Evaluation**Anticipated Output**

There will be regular walk through of classrooms to specifically look for use of enrichment activities to differentiate instruction.

Teachers will use a variety of standards aligned enrichment activities to meet students instructional needs.

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

yes

no



Action Steps**Anticipated Start/Completion Date**

Teachers will research and develop enrichment resources aligned to curriculum and instructional programs for math at different grade levels.

07/11/2022 - 08/31/2024

Monitoring/Evaluation**Anticipated Output**

There will be regular walk through of classrooms to specifically look for use of enrichment activities to differentiate instruction.

Teachers will use a variety of standards aligned enrichment activities to meet students instructional needs.

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

no

no



Action Steps

Anticipated Start/Completion Date

Teachers will provide professional development/coaching to their colleagues on the enrichment resources developed over the summer months.

08/24/2022 - 08/31/2024

Monitoring/Evaluation

Anticipated Output

There will be regular walk through of classrooms to specifically look for use of enrichment activities to differentiate instruction.

Teachers will use a variety of standards aligned enrichment activities to meet students instructional needs.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no

Action Plan: Data informed planning

Action Steps**Anticipated Start/Completion Date**

Data review of the enrollment in rigorous courses of study, specifically looking at numbers of students from various under represented subgroups

09/15/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Meet with teachers, counselors, administrators and other stakeholders regarding patterns shown in the data about which groups of students are not attempting to take rigorous courses of study.

12/01/2022 - 01/10/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a variety of options to encourage students to enroll in rigorous courses of study in their areas of interest.

01/15/2023 - 02/15/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Implement different ideas developed to encourage students to take rigorous courses of student during the course selection process.

02/15/2023 - 04/01/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Review data from course enrollment to determine effectiveness of efforts to encourage enrollment.

04/15/2023 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Review historical data and current data to which students could benefit from additional support to be successful in rigorous courses

06/01/2023 - 08/12/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Hold data discussion with teachers of rigorous courses to understand where groups of students have typically struggled with understanding content and workload.

08/15/2023 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Teachers of rigorous courses develop series of targeted supports they will make available to students to help them succeed in their advanced courses.

09/01/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

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

no

no



Action Steps

Anticipated Start/Completion Date

Teachers of rigorous courses implement different targeted supports for students who request help as well as for students whose data indicate a need for extra help.

09/30/2023 - 06/01/2024

Monitoring/Evaluation

Anticipated Output

At the end of the school year there will be a review of what worked with different groups of students to increase enrollment.

There will be an increase in the number of students from different under represented subgroups enrolled and succeeding in more rigorous courses of study.

Material/Resources/Supports Needed

PD Step

Comm Step

no

no

Action Plan: School Culture and climate

Action Steps**Anticipated Start/Completion Date**

Review and evaluate goals/progress based on Youth Truth survey from November 2021

08/15/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Review of data comparing year over year results and effectiveness of interventions.

Annual Youth Truth survey with data on climate/culture of each school in the district

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

Youth truth survey

no

no

Action Steps**Anticipated Start/Completion Date**

Implement interventions based on goals and data from the 2021 youth truth survey

09/01/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Review of data comparing year over year results and effectiveness of interventions.

Annual Youth Truth survey with data on climate/culture of each school in the district

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

no

no



Action Steps**Anticipated Start/Completion Date**

Conduct annual youth truth survey

11/01/2022 - 04/15/2023

Monitoring/Evaluation**Anticipated Output**

Review of data comparing year over year results and effectiveness of interventions.

Annual Youth Truth survey with data on climate/culture of each school in the district

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

no

no



Action Steps

Anticipated Start/Completion Date

Review data from recent youth truth survey to determine effectiveness of interventions and future direction.

05/01/2023 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Review of data comparing year over year results and effectiveness of interventions.

Annual Youth Truth survey with data on climate/culture of each school in the district

Material/Resources/Supports Needed

PD Step

Comm Step

no

no

Action Plan: Trauma Informed Approach to Education

Action Steps**Anticipated Start/Completion Date**

Review different trauma informed training providers and options and select at least two to provide district wide proposals.

09/05/2022 - 01/15/2023

Monitoring/Evaluation**Anticipated Output**

Observations, walk-throughs, and discussions will continue with staff and students to determine effectiveness and implementation fidelity.

All K-12 staff will receive trauma-informed training and be able to implement those lessons into daily practice.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Share proposals from providers for trauma informed training with administrative team and professional development council

02/01/2023 - 04/01/2023

Monitoring/Evaluation**Anticipated Output**

Observations, walk-throughs, and discussions will continue with staff and students to determine effectiveness and implementation fidelity.

All K-12 staff will receive trauma-informed training and be able to implement those lessons into daily practice.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Decide on provider for trauma informed K-12 training

05/01/2023 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Observations, walk-throughs, and discussions will continue with staff and students to determine effectiveness and implementation fidelity.

All K-12 staff will receive trauma-informed training and be able to implement those lessons into daily practice.

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

no

no



Action Steps

Anticipated Start/Completion Date

Provide trauma informed training to K-12 staff during various in-service opportunities throughout the school year.

08/15/2023 - 06/01/2024

Monitoring/Evaluation

Anticipated Output

Observations, walk-throughs, and discussions will continue with staff and students to determine effectiveness and implementation fidelity.

All K-12 staff will receive trauma-informed training and be able to implement those lessons into daily practice.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| The district will establish a system that fully ensures consistent implementation of standards aligned curricula and assessment across all schools for all students, through the development of Understanding by Design curricula documents for all courses K-12. (Standards Aligned Curricula) | Understanding by Design | Provide professional development to teachers on the UbD process and the district system for curriculum development | 08/01/2022 - 10/18/2024 |
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Differentiated Instruction | TLS provides professional development on a scheduled basis to different groups of MS teachers on differentiated instruction | 09/06/2022 - 06/15/2023 |
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Planned Instructional Enrichment | As a component of contracted summer work select teachers representing elementary and middle school levels will | 06/16/2022 - 07/15/2022 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| | | receive an initial overview on best practices for enrichment as well as the project parameters. | |
| Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program. (Instructional Technology) | Planned Instructional Enrichment | Teachers will provide professional development/coaching to their colleagues on the enrichment resources developed over the summer months. | 08/24/2022 - 08/31/2024 |
| | Trauma Informed Approach to Education | Provide trauma informed training to K-12 staff during various in-service opportunities throughout the school year. | 08/15/2023 - 06/01/2024 |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Understanding by Design | Teachers who agreed to develop UbD curriculum documents for their respective grades/courses. | Standards aligned curriculum Understanding by Design Curriculum mapping |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------|
| Teachers involved in the effort will create curriculum documents for each unit of their respective courses that are aligned to the state standards and use the understanding by design format. | 08/25/2022 - 08/25/2024 | Supervisor of Curriculum and Instruction |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction | Language and Literacy Acquisition for All Students |

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|-----------------------------------------------------|---------------------------------------------------|
| Differentiated Instruction | Teams of teachers from Springton Lake Middle School | Differentiated Instruction - Formative assessment |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------|
| Teachers will design lessons and instructional practices based on the needs of their students. Instructional activities will include options for learners at different levels of ability. | 08/15/2022 - 06/15/2023 | Supervisor of Curriculum and Instruction |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning | Language and Literacy Acquisition for All Students Teaching Diverse Learners in an Inclusive Setting |

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Enrichment development | Teachers at the elementary and middle school levels who agree to participate in resource development over the summer. | Enrichment Formative assessment |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------|
| Teachers will develop a set of enrichment resources for each math course in grades K-8 to help other teachers prepare to appropriately challenge all learners. | 07/15/2022 - 08/25/2022 | Supervisor of Curriculum and Instruction |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|-----------------------------------------------------------------------------|---------------------------------------------------------------|
| 1e: Designing Coherent Instruction 3c: Engaging Students in Learning | Teaching Diverse Learners in an Inclusive Setting |

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|----------------------------------|------------------------------------------------------------------------------------------|
| Trauma Informed Training | K-12 teachers and administrators | Trauma informed policies and practices and what they look like in a K-12 school setting. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|------------------------------------------------------------------|-------------------------|----------------------------------------------|
| Observations, walkthroughs, discussions with students and staff. | 08/15/2023 - 05/15/2024 | Administrator for Safe and Inclusive Schools |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating an Environment of Respect and Rapport
2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students
1b: Demonstrating Knowledge of Students
1b: Demonstrating Knowledge of Students
2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students
2a: Creating an Environment of Respect and Rapport

Trauma Informed Training (Act 18)
Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Trauma Informed Training

K-12 teachers and administrators

Trauma informed policies and practices and what they look like in a K-12 school setting.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Observations, walkthroughs, discussions with students and staff.

08/15/2023 - 05/15/2024

Administrator for Safe and Inclusive Schools

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Trauma Informed Training (Act 18)

1b: Demonstrating Knowledge of Students

Trauma Informed Training (Act 18)

2a: Creating an Environment of Respect and Rapport

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| The professional development committee will create a series of professional learning options for teachers on contemporary models of teaching and learning, including pedagogy and practice. (Professional learning options) | Professional Learning Options | Survey district teachers regarding professional development topics. In the survey teachers will be asked to rate each topic in terms of interest and need. | 2022-08-22 - 2022-09-30 |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|------------------------------|-------------------------------------------------------------------|------------------------------------------------------------|
| Professional Learning | K-12 Teachers | Content, interest, and format of professional development. |
| Anticipated Timeframe | Frequency | Delivery Method |
| 09/15/2022 - 10/15/2024 | Annual survey to staff regarding professional development options | Email |
| Lead Person/Position | | |
| Assistant Superintendent | | |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|-------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|--------------------------------|
| District wide communication | Comprehensive plan overview and discussion as an agenda item of the June 2022 board work session | Posted on district office, posted on district web-site, | All residents and employees of the Rose Tree Media school district | First two weeks of June 2022 |
| School board work session | Comprehensive plan overview and discussion | In person meeting and live streamed event | All residents and employees of the Rose Tree Media school district. | June 9, 2022 |
| District Comprehensive Plan Public Notice | Overview and complete comprehensive plan of school district. | Posted on school district website | All residents and employees of the Rose Tree Media school district | June 9, 2022-August 25, 2022 |
| District wide communication | Comprehensive plan overview as an agenda item of the August 2022 board legislative meeting. | Posted on district office, posted on district web-site, | All residents and employees of the Rose Tree Media school district | August 15, 2022-August 25-2022 |
| School board legislative session | District comprehensive plan | In person meeting and live streamed event | All residents of the school district. | August 25, 2022 |
