

SOLANCO SD

121 S Hess St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Solanco School District is to connect, inspire, and empower all stakeholders.

VISION STATEMENT

We believe each student . . . *can learn *is a unique learner *has unique talents and experiences *deserves respect and fosters self-respect *should be nurtured physically, emotionally and intellectually *is deserving of an academically challenging environment *has a right and responsibility to provide a safe environment *has a responsibility to contribute to their own academically challenging environment *has the potential to contribute to family, school and community We believe learning . . . *should be engaging, challenging and empowering *is enhanced by quality instruction *is enhanced by positive student to staff and peer relationships *is a shared responsibility between parents, students, and teachers *is a life-long process We believe educators . . . *are committed to the welfare of all children *should model and encourage life-long learning *should demonstrate professionalism *inspire students to discover and develop their individual abilities and talents *are vital to the academic success of our students We believe effective schools . . . *educate the whole child *are safe *have parental and community involvement and support *encourage innovation *plan for the future *have strong leadership *prepare students to be successful in a global and diverse society *provide necessary resources *foster a collaborative environment *communicate with all stakeholders

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Solanco School District has developed a core set of agreed upon values. These values were derived from an extensive process which involved a large and over-arching representation of our school community. The four values that were agreed upon include the following: Respect Responsibility Courage Kindness Of course, defining expectations was only one step—how would we, as a community, embrace and demonstrate these? How could we ensure students embraced these? For this, student leaders and faculty/staff met and developed a plan to implement these expectations throughout the district in multiple ways. A key step was to include the Solanco Expectations in the elementary civics curriculum, K-5, which teaches how government is structured, civic responsibility, and how these expectations are essential. Each year, these expectations have become further ingrained in the district. Many valuable programs have developed, as a result—the victories have been both great and small. Not only are the Solanco Expectations displayed, they are also practiced. For example, when Students of the Month are nominated, they are nominated based on how they demonstrate the Solanco Expectations in their every day lives. The nominating teachers' letters describe specifically how the student demonstrates these repeatedly. We annually give awards in both middle schools and Solanco High School to students who embody these traits. The Solanco Expectations also have formed the basis for our anti-discrimination/harassment/bullying programs. Once these Solanco Expectations were developed, the district refined them and developed a district-wide initiative, the Solanco Stands Together initiative (established 2017), which consists of four components: Building (a Culture of Kindness), Reporting, Intervening, and Supporting (Each Other).

STAFF

The strength and power of the Solanco School District Expectations is that the four agreed upon tenets are not in place for only one group. Instead, the four core expectations (Respect, Responsibility, Courage, and Kindness) apply to all members of the school community. Solanco staff members are expected to embody and demonstrate the four expectations in all interactions. In instances when this is not the case, addressing this can be done through a common language. Our school environment is safe and nurturing. Staff will create and maintain a safe and nurturing environment. Supports and conditions exist where all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Staff will maintain, improve, and/or develop courses, programs, and supports that provide students with opportunities to grow in the areas of academics, technical and career skills, and social-emotional learning. Excellence in

education is a shared responsibility in partnership with all district and community members. Staff will work with all stakeholders to support excellence in education. Our decision-making process is student-centered and student voice is valued. Staff will develop opportunities to hear and respond to student voice as part of decision-making processes. Whole child development is vital to our educational system. Staff will maintain, improve, and/or develop opportunities for students to grow academically, socially, and emotionally.

ADMINISTRATION

Our school environment is safe and nurturing. Administrators will maintain, improve and/or develop procedures to ensure the safe and nurturing environment at each building. Supports and conditions exist where all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Administrators will oversee, guide, and support student opportunities to grow and excel in these areas. Excellence in education is a shared responsibility in partnership with all district and community members. Administrators will communicate effectively with all stakeholders in order to support partnerships among home, school, and community. Our decision-making process is student-centered and student voice is valued. Administrators will create opportunities to elicit and respond to student voice. Whole child development is vital to our educational system. Administrators will oversee, guide and support opportunities for whole child development.

PARENTS

As with other groups, the Solanco Expectations initiative has laid groundwork and given "rules of play" that are to be adhered to when parents are interacting with one another and within the school community or any of its events. We value and encourage parents as our partners in the education of their child(ren). Excellence in education is a shared responsibility in partnership with all district and community members. Parents will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

COMMUNITY

The Solanco Expectations have also supported community efforts, notably the Solanco Family Life Network (SFLN). The Solanco Family Life Network is designed to connect community needs with community resources in a three-part structure known as "Love, Lift, and Launch." The work of the Solanco Family Network has been tremendous and has addressed many needs in the community (and continues to do so). The community effort to support the Solanco School District plus the efforts to improve community life overall represent a core strength of the

Solanco community, a strength demonstrated many times each year (and visibly demonstrated when the community gathered to develop the Solanco Expectations.)

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|-----------------|------------------|---------------------------------|
| Scott Long | Administrator | High School |
| Paul Gladfelter | Administrator | Middle School |
| Rebecca Gajecki | Administrator | Quarryville Elementary |
| Chris Zander | Administrator | Clermont Elementary |
| Chris Keeler | Administrator | District-Special Education |
| Brian Musser | Board Member | School Board |
| Craig Chubb | Board Member | School Board |
| Tim Brazelton | Parent | Parent |
| Teresa Dolan | Community Member | Solanco Neighborhood Ministries |
| Danielle Booth | Staff Member | High School |
| Patti McTaggart | Staff Member | High School |
| Leah Willis | Staff Member | Providence Elementary |
| Caitie DeSimone | Staff Member | Smith Middle School |

| Name | Position | Building/Group |
|------------------|-----------------|--------------------------|
| Amy Rineer | Parent | Parent |
| Melissa Reynolds | Staff Member | Bart-Colerain Elementary |
| Emily Ritholz | Staff Member | Bart-Colerain Elementary |
| Danielle Evans | Parent | Parent |
| Darius Razgaitis | Parent | Parent |
| Tim Tercha | Staff Member | Smith MS |
| Megan McClune | Parent | Parent |
| Jessica Misel | Staff Member | Elementary |
| Katina Martin | Parent | Parent |
| John Biles | Staff Member | Solanco HS |
| Kara Phipps | Staff Member | Clermont Elementary |
| Elise Graybill | Staff Member | Providence Elementary |
| Sarah Roth | Parent | Parent |
| Sara Parrish | Administrator | Bart Colerain Elementary |
| Eva Gimello | Staff Member | Quarryville Elementary |

| Name | Position | Building/Group |
|-------------------|-----------------|------------------------|
| Leah Willis | Staff Member | Providence Elementary |
| Jen McDowell | Staff Member | Smith MS |
| Heather Terry | Staff Member | Clermont Elementary |
| Danielle Booth | Staff Member | Solanco HS |
| Heather Yarnell | Staff Member | Quarryville Elementary |
| John Dolan | Administrator | Swift MS |
| Dana Zuber | Staff Member | Swift MS |
| Billie Corbin | Administrator | Providence Elementary |
| Tara Leister | Staff Member | Swift MS |
| Lindsay Capoferri | Administrator | Smith MS |
| Jon Treese | Administrator | High School |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| <p>If we build the capacity of central office and school administrative staff as instructional leaders through targeted and specific training in this area, then we will possess the skills necessary to effectively monitor, supervise and support high quality teaching and learning.</p> | <p>Essential Practices 2: Empower Leadership</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> |
| <p>If, as a school district, we provision timely and supportive services that identify, at-risk students in a timely manner, and support them and their families with addressing barriers to regular attendance, then we can improve this metric</p> | <p>Regular Attendance</p> |
| <p>If as a district we provide quality instructional programming, and timely, data driven interventions and supportive practices, then students' four year graduation rates will improve.</p> | <p>Graduation rate</p> |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|-----------------------------------|--|
| Targeted Professional Development | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------------|--|
| Building Leadership Capacity | All district and building level leaders will be proficient in their understanding of the accelerated learning framework, and visible learning strategies and will deliver professional development for their buildings in these areas. |
| Impacting Teacher Practice | All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|-------------------------------------|---|---|
| Building administrators will be trained in the Framework for Accelerated Learning & Visible Learning | 2022-08-26 - 2022-08-26 | Professional Development Budget, Training materials | Professional Development Budget, Training materials |

| Anticipated Outcome |
|--|
| Building administrators will demonstrate proficiency in their understanding through training artifacts, and building plans |

| Monitoring/Evaluation |
|---|
| Building plans will be utilized to monitor understanding and implementation |

| Evidence-based Strategy |
|--|
| Instructional Staff Professional Development |

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|----------------------------|---|
| Impacting Teacher Practice | All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|--|
| Instructional staff will be trained in the use of the Framework for Accelerated Learning and visible learning in order to maximize student academic growth | 2022-08-23 - 2025-09-01 | Building Principal | Professional development budget, training materials, access to outside supports provided through IU 13 |

Anticipated Outcome

Instructional staff will demonstrate an increase in instructional practices correlated with one year or more of student growth as evidenced by review of their lesson plans, observations, and classroom walkthroughs conducted by building principals

Monitoring/Evaluation

Teacher lesson plans, classroom walkthroughs, formalized teacher observations, and local assessments

Evidence-based Strategy

Identifying Root Causes of Non-attendance

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------------------|--|
| Regular School Attendance | Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|--|---|
| Individual buildings will utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family. | 2022-09-01 - 2025-09-01 | Building Principal/School Counselor | Access to historical student attendance data, resources to address various root causes of absenteeism |
| Recognizing the signs and symptoms of trauma in students, how this manifests in school, and successful approaches. | 2023-01-02 - 2023-06-10 | Assistant Superintendent/Building Principals | Current research on trauma informed practices |

Anticipated Outcome

Students identified as at-risk will show a decrease in absenteeism rate as evidenced through absence records

Monitoring/Evaluation

Student absence record, Regular attendance metric in FRI.

Evidence-based Strategy

Targeted Graduation Plan

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|-----------------|---|
| Graduation Rate | Through the use of quality instructional programming, data driven interventions that are timely, and practices that support student academic success, four year graduation rates will increase. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|--------------------------------|---|
| School counselors will review and monitor current students with junior and senior standing, identifying those students that are currently not on track to graduate. Once identified, counselors will work with the student and their family in order to identify a plan of action for achieving an on-time graduation if plausible. | 2022-08-29 - 2023-06-15 | HS Principal/School Counselors | Transcript review protocol, Student/parent meeting protocol |
| School counselors will review and monitor rising sophomore, junior, and senior students, identifying those students that are currently not on track to graduate in a four year time-span. Once identified, counselors will work with the student and their family in order to identify a plan of action for achieving an on-time graduation if plausible. | 2023-08-28 - 2025-09-01 | HS Principal/School Counselors | Transcript review protocol, Student/parent meeting protocol |

Anticipated Outcome

Students identified as at risk will have a plan formulated that identifies specific actions to be taken in order to preserve an "on-time" (4-year) graduation, ultimately leading to an increase in the 4 year graduation rate year over year.

Monitoring/Evaluation

Plan success rate, 4 year graduation rate on the FRI

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|--|-------------------------------|
| <p>All district and building level leaders will be proficient in their understanding of the accelerated learning framework, and visible learning strategies and will deliver professional development for their buildings in these areas. (Building Leadership Capacity)</p> | Targeted Professional Development | Building administrators will be trained in the Framework for Accelerated Learning & Visible Learning | 08/26/2022 - 08/26/2022 |
| <p>All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. (Impacting Teacher Practice)</p> | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|-------------------------------|
| All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. (Impacting Teacher Practice) | Instructional Staff Professional Development | Instructional staff will be trained in the use of the Framework for Accelerated Learning and visible learning in order to maximize student academic growth | 08/23/2022 - 09/01/2025 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|--|
| <p>Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance)</p> | <p>Identifying Root Causes of Non-attendance</p> | <p>Individual buildings will utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family.</p> | <p>09/01/2022 - 09/01/2025</p> |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|-------------------------------|
| Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance) | Identifying Root Causes of Non-attendance | Recognizing the signs and symptoms of trauma in students, how this manifests in school, and successful approaches. | 01/02/2023 - 06/10/2023 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---|---|-------------------------------|
| Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance) | Identifying Root Causes of Non-attendance | Individual buildings will utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family. | 09/01/2022 - 09/01/2025 |

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

Brian A Bliss

2022-12-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Mathematics/Algebra Growth Standard

Career Standards Benchmark

All student growth as noted in the FRI exceeds the average

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

High School students' academic performance exceeds the state average

The number of high school students scoring at the advanced level on the Keystone exceeds the state average

The all student group academic performance exceeded the state average

High school students scoring at the advanced level on the Keystone exceeded the state average

All Student group has met or exceeded the career standards benchmark at all levels

Challenges

English Language Arts/Literature academic performance for Hispanic, Economically disadvantaged, and IEP students

Regular Attendance (Econ. Disadvantaged, IEP, and ELL)

Students with IEP's academic performance is disproportionately lower than the all group

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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

Students categorized as economically disadvantaged scores are disproportionately lower than the all group

Students with IEP's academic performance is disproportionately lower than the all group

Students categorized as economically disadvantaged scores are disproportionately lower than the all group

Strengths

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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

All students group exceeds the state average in the industry based learning metric at the HS

Students with disabilities have met and/or exceeded the growth standard in science

Students categorized as economically disadvantaged have met and/or exceeded the growth standard in ELA

Focus on instruction that promotes/expects academic growth of all students

Removing barriers (actual & perceived) to maximize learning

Challenges

Students categorized as economically disadvantaged scores are disproportionately lower than the all group

Regular Attendance

Four year graduation Rate

EL student course completion rate

Percentage of students categorized as graduates is below the state average 69.3% versus 79.9%

Economically disadvantaged students not meeting the career standards benchmark

Students categorized as economically disadvantaged, and students with disabilities scores are disproportionately lower than the all group in ELA and math

Student attendance rate at the HS is significantly lower than other levels

ELA performance as measured by PSSA/Keystone is low showing a steady decline through higher grade levels

Most Notable Observations/Patterns

The challenges noted for consideration in the plan appear to be interconnected. It is believed by the team that by addressing the teaching and learning challenges noted that both attendance and graduation rate will improve.

| Challenges | Discussion Point | Priority for Planning |
|---|---|-----------------------|
| Regular Attendance (Econ. Disadvantaged, IEP, and ELL) | Potential root causes related to lack of attendance include the following: disengagement of students (instructional, relational), competing interests (family needs, work), and lack of connection (social) | ✓ |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Potential root cause that drives this need include: Recent change of administrative staff that necessitate additional training and skill development in this area, demographic shift in teaching staff that has shifted to a "younger team" | ✓ |
| Foster a vision and culture of high expectations for success for all students, educators, and families | | |
| Four year graduation Rate | Potential root causes that contribute to lower than desired graduation rate: Disengagement from school, competing interests (family needs, work), and lack of connection | ✓ |

ADDENDUM B: ACTION PLAN

Action Plan: Targeted Professional Development

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Building administrators will be trained in the Framework for Accelerated Learning & Visible Learning | 08/26/2022 - 08/26/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Building plans will be utilized to monitor understanding and implementation | Building administrators will demonstrate proficiency in their understanding through training artifacts, and building plans |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|---------|-----------|
| Professional Development Budget, Training materials | yes | no |

Action Plan: Instructional Staff Professional Development

| Action Steps | Anticipated Start/Completion Date | | |
|--|--|-----------|--|
| Instructional staff will be trained in the use of the Framework for Accelerated Learning and visible learning in order to maximize student academic growth | 08/23/2022 - 09/01/2025 | | |
| Monitoring/Evaluation | Anticipated Output | | |
| Teacher lesson plans, classroom walkthroughs, formalized teacher observations, and local assessments | Instructional staff will demonstrate an increase in instructional practices correlated with one year or more of student growth as evidenced by review of their lesson plans, observations, and classroom walkthroughs conducted by building principals | | |
| Material/Resources/Supports Needed | PD Step | Comm Step | |
| Professional development budget, training materials, access to outside supports provided through IU 13 | yes | no | |
| ----- | | | |
| ----- | | | |

Action Plan: Identifying Root Causes of Non-attendance

Action Steps**Anticipated Start/Completion Date**

Individual buildings will utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family.

09/01/2022 - 09/01/2025

Monitoring/Evaluation**Anticipated Output**

Student absence record, Regular attendance metric in FRI.

Students identified as at-risk will show a decrease in absenteeism rate as evidenced through absence records

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

Access to historical student attendance data, resources to address various root causes of absenteeism

yes

yes



Action Steps**Anticipated Start/Completion Date**

Recognizing the signs and symptoms of trauma in students, how this manifests in school, and successful approaches.

01/02/2023 - 06/10/2023

Monitoring/Evaluation**Anticipated Output**

Student absence record, Regular attendance metric in FRI.

Students identified as at-risk will show a decrease in absenteeism rate as evidenced through absence records

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

Current research on trauma informed practices

yes

no

Action Plan: Targeted Graduation Plan

Action Steps**Anticipated Start/Completion Date**

School counselors will review and monitor current students with junior and senior standing, identifying those students that are currently not on track to graduate. Once identified, counselors will work with the student and their family in order to identify a plan of action for achieving an on-time graduation if plausible.

08/29/2022 - 06/15/2023

Monitoring/Evaluation**Anticipated Output**

Plan success rate, 4 year graduation rate on the FRI

Students identified as at risk will have a plan formulated that identifies specific actions to be taken in order to preserve an "on-time" (4-year) graduation, ultimately leading to an increase in the 4 year graduation rate year over year.

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

Transcript review protocol, Student/parent meeting protocol

no

no



Action Steps**Anticipated Start/Completion Date**

School counselors will review and monitor rising sophomore, junior, and senior students, identifying those students that are currently not on track to graduate in a four year time-span. Once identified, counselors will work with the student and their family in order to identify a plan of action for achieving an on-time graduation if plausible.

08/28/2023 - 09/01/2025

Monitoring/Evaluation**Anticipated Output**

Plan success rate, 4 year graduation rate on the FRI

Students identified as at risk will have a plan formulated that identifies specific actions to be taken in order to preserve an "on-time" (4-year) graduation, ultimately leading to an increase in the 4 year graduation rate year over year.

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

Transcript review protocol, Student/parent meeting protocol

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|-------------------------------|
| <p>All district and building level leaders will be proficient in their understanding of the accelerated learning framework, and visible learning strategies and will deliver professional development for their buildings in these areas. (Building Leadership Capacity)</p> <p>All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. (Impacting Teacher Practice)</p> | Targeted Professional Development | Building administrators will be trained in the Framework for Accelerated Learning & Visible Learning | 08/26/2022 - 08/26/2022 |
| <p>All teachers will receive professional development in the framework of accelerated learning, and visible learning strategies in order to align their instruction to high quality, high yield practices. (Impacting Teacher Practice)</p> | Instructional Staff Professional Development | Instructional staff will be trained in the use of the Framework for Accelerated Learning and visible learning in order to maximize student academic growth | 08/23/2022 - 09/01/2025 |
| <p>Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and</p> | Identifying Root Causes | Individual buildings will | 09/01/2022 - |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|---|-------------------------------|
| families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance) | of Non-attendance | utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family. | 09/01/2025 |
| Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance) | Identifying Root Causes of Non-attendance | Recognizing the signs and symptoms of trauma in students, how this manifests in school, and successful approaches. | 01/02/2023 - 06/10/2023 |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|-------------------------------|---|
| Framework for Accelerated Learning for Administrators | Building level administrators | Framework for Accelerated Learning Leading Accelerated Learning Efforts Visible Learning Research |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Demonstration of understanding through embedded activities Specific building plans highlighting framework implementation | 07/01/2022 - 06/30/2023 | Assistant Superintendent |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

1f: Designing Student Assessments

2b: Establishing a Culture for Learning

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in Inclusive Settings



| Professional Development Step | Audience | Topics of Prof. Dev |
|--|--------------------|--|
| Framework for Accelerated Learning for instructional Personnel | Classroom Teachers | Leading Accelerated Learning Efforts Visible Learning Research |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|------------------------------|---|
| Demonstration of understanding through embedded activities Lesson plan submission Walkthrough data | 08/22/2022 - 09/01/2025 | Assistant Superintendent/Building Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|--|--|
| 1f: Designing Student Assessments | Teaching Diverse Learners in Inclusive Settings |
| 3c: Engaging Students in Learning | Teaching Diverse Learners in Inclusive Settings |
| 2b: Establishing a Culture for Learning | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |
| 4d: Participating in a Professional Community | |
| 1e: Designing Coherent Instruction | |
| 1c: Setting Instructional Outcomes | |
| 4d: Participating in a Professional Community | |
| 4e: Growing and Developing Professionally | |
| 3c: Engaging Students in Learning | |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1c: Setting Instructional Outcomes
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Identifying Root Causes of Non-attendance

School based teams to include teachers, school counselors, school nurse, and building administrator

Identifying Root Causes Review of resources for combating truancy Developing plans that address truancy

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Development of individualized student plans

08/29/2022 - 09/01/2025

Building Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4c: Communicating with Families

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

Professional Development Step

Audience

Topics of Prof. Dev

Trauma Informed Training

School based teams to include teachers, school counselors, school nurse, and building administrator

Causes/Types of Adverse Experience Identifying Children Impacted by Trauma Trauma Sensitive Responses/Approaches

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Staff will be able to identify: Root causes of trauma trauma manifests Practical approaches for responding

01/16/2023 - 01/22/2024

Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Trauma Informed Training (Act 18)

2a: Creating an Environment of Respect and Rapport

ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---|---|-------------------------|
| Schools will identify specific root causes and barriers of non-regular attendance, identify and provide supportive programming/services that supports students and families, and develop individualized plans for all students that are identified as non-regular attenders. (Regular School Attendance) | Identifying Root Causes of Non-attendance | Individual buildings will utilize existing student data to identify students identified as at risk for high absenteeism as provided through prior school year data, and develop a plan that addresses factors specific to the student and their family. | 2022-09-01 - 2025-09-01 |



COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|------------------------------|------------------|---|
| Truancy Elimination | School Community | Eliminating Barriers to School Attendance |
| Anticipated Timeframe | Frequency | Delivery Method |
| 08/29/2022 - 09/01/2025 | Annual | Presentation |
| Lead Person/Position | | |
| Building Principals | | |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|--|---|--|--|
| Plan publicly available via district website, accompanied by goals | Messages will focus on district areas of focus, and will inform constituents of progress towards goal areas. Individual buildings will hone in on building/level specific initiatives aligned to district goals to seek input. | visually presented to community in person meetings to discuss building specific plans | parents, students, and community members | ongoing throughout the duration of the plan to begin in October 2022 |
