

POTTSVILLE AREA SD

1501 W Laurel Blvd

Comprehensive Plan | 2020 - 2023

## Steering Committee

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## LEA Profile

### Description of the educational community:

The Pottsville Area School District (PASD) is located in central Schuylkill County, Pennsylvania. PASD serves Kindergarten through 12<sup>th</sup> grade students residing in the City of Pottsville and five additional municipalities: the boroughs of Mechanicsville, Mount Carbon, Port Carbon, Palo Alto, and Norwegian Township. Additionally, PASD has had tuition-based agreements since the 1989-1990 school year with the Saint Clair Area School District (SCASD) for their 9th through 12th grade students to attend the Pottsville Area High School. The Pottsville Area School District encompasses 12 square miles and also serves the HS students residing within the approximately 48 square miles of SCASD from the boroughs of Middleport, New Philadelphia, and Saint Clair combined with the townships of Blythe, East Norwegian, and New Castle. The populations within both districts consist of urban, suburban and rural communities.

The City of Pottsville is home to approximately 13,475 residents as of 2019 with a median household income of \$42,083<sup>1</sup>. As the county seat of Schuylkill County, Pottsville, along with the surrounding areas, has transitioned from the historical coal and textile industries to a workforce comprised of healthcare and service providers, distribution center employees, governmental agency workers and small business owners. The District's proximity to transportation corridors Interstates 78, 80 and 81 allows for easy access to metropolitan areas.

The Pottsville Area School District has three schools: John S. Clarke Elementary Center (K-4th grades), DHH Lengel Middle School (5th – 8th grade) and Pottsville Area High School (9th – 12th grades). The high school, built in 1933 features a 1500 seat auditorium, a Little Theatre, a planetarium and two gymnasiums. The middle school, constructed in 1970, houses Martz Hall and is a premier sports venue in Pennsylvania. The John S. Clarke Elementary Center, formerly the Van Heusen plant, was constructed in 1982 and features an upper and lower campus. Due to the aging facilities that have not been renovated, the District is in the midst of work on the Martz Hall roof through a RACP grant and is in the planning process to use ESSER funds for HVAC upgrades in every building and possibly masonry work at PAHS.

The PASD has a one-to-one iPad program across all grade levels. Students have access to virtual learning through a combination of PASD faculty and third-party providers. Pottsville Area High School students also are able to apply for Schuylkill Technology Centers, which has 21 programs. The District has a partnership with Child Development, which educates preschool children within Pottsville and Schuylkill County. The Child Development program earned a PA Keystone STARS 4 Rating and progressively serves students and their families through Head Start and Pre-K Counts with a focus on Social-Emotional Learning and Positive Behavior Interventions and Supports in addition to academics. Local post-secondary options include Alvernia University, Penn State Schuylkill Campus, Lehigh Carbon Community College, Empire Beauty School and Schuylkill Technology Centers.

District students, staff and families benefit educationally, financially and socially from relationships with local businesses and organizations located in the school district such as the **Schuylkill Chamber of Commerce, Northeast PA Manufacturers & Employers Association, CareerLink, Pottsville Business Association, Salvation Army, Schuylkill YMCA, Yuengling Brewery, Pottsville Housing Authority, CAFL Financial, Explore Schuylkill, Schuylkill County Council for the Arts and many more.** The District is experiencing growth and revitalization due to the addition of a variety of small businesses, **Alvernia University's Pottsville CollegeTowne** and the planned Granbury Manor Estates in the Peach Mountain section of Norwegian Township.

***A variety of athletics, clubs, and program opportunities are offered to Pottsville Area School District students including:***

- ACHIEVE After School Program
- PIAA Athletics – Basketball, Baseball, Cross Country, Football, Golf, Softball, Soccer, Swimming, Tennis, Track & Field, Volleyball and Wrestling

- Band (including Flags and Majorettes) and Chorus with additional small musical group opportunities
- Big Impact Group
- Cheerleading
- Clubs – AID, Alethea, Art, Astronomy, Interact-Key Club-Leo, Ecology, Lit/Art Magazine, Senior Mural, SADD, Sketch, Student Council, TKD and World Languages
- Career Programming including YES (Your Employability Skills) and Martz Hall serves as a hub for College & Career Fairs for Schuylkill County
- Field Trips
- National Honor Society
- Math 24 and Math Counts
- Musical Productions
- Local presenters including Clarissa from SARCC and Porcupine Pat
- Publications – Award winning Yearbook, TideLines and Lengel Lingo
- School Dances, Holiday Prom and Senior Prom
- Spelling Bee
- STEM – including Envirothon, K'nex competition, What's So Cool About Manufacturing and Tech Club
- Tutoring
- Youth Summit and Junior Advisory

***A greater focus on building positive relationships and decision making is reflected in the PRIDE Positive Behavior Intervention and Supports programming and reward system.***

***Along with these activities, the school buildings and facilities serve as the hub of our community. Family events to showcase student work and performances include the Art Show, Book Fairs, Title I Family Nights, Career programming and more. Various organizations such as Gabriel Youth Symphony Orchestra, Youth Basketball and Wrestling, Midget Football and Cheerleading, Parent-Teacher Organizations (PTO), Teener League Baseball and the Winter Carnival use the school grounds and facilities for activities throughout the year.***

***Resource links:***

***Big Impact (formerly Big Brothers/Big Sisters): <https://www.bigschuylkillcounty.org>***

***City of Pottsville: <http://www.city.pottsville.pa.us>***

***Child Development: <http://childdevelop.org>***

***Pottsville Area Little League: <https://www.facebook.com/PottsvilleAreaLittleLeague>***

***Pottsville Cruise: <https://www.facebook.com/events/humane-fire-company/2021-great-pottsville-cruise/899278594205832>***

***Pottsville Area Soap Box Derby: <https://www.facebook.com/Pottsville-Area-Soap-Box-Derby-1459764207659113>***

***Schuylkill Intermediate Unit #29: <https://www.iu29.org> and***

***<https://www.facebook.com/SchuylkillIntermediateUnit29>***

***Schuylkill Technology Centers: <https://www.stcenters.org> and***

***<https://www.facebook.com/STCProud>***

(1) Data retrieved on October 20, 2021 from <https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=Pottsville%20city,%20PA>



## Mission and Vision

### Mission

The mission statement of the Pottsville Area School District, in partnership with home and community, is to provide each student with diverse and challenging learning opportunities incorporating 21st century skills which foster responsible, creative citizens who understand and value the rewards of lifelong learning.

### Vision

The Pottsville Area School District's vision focuses on the belief that all students will be successful. Working together, the community, family, students and staff share the responsibility for providing an educational program that sets high standards of excellence. Residents of the district will recognize that quality public education benefits the community and is essential for a democratic society. District administrators and staff believe that learning is most effective in a caring and safe environment, while balancing the individual rights of students and staff with a sense of social responsibility. All students will be provided the opportunity to become self-sufficient, productive members of our society.

## Educational Value Statements

### Students

The Pottsville Area School District believes that all students can learn. Learning styles differ, but all students are entitled to reach their highest potential. We believe high standards and differentiated instruction encourage high achievement.

### Staff

A dedicated staff, caring community, and safe environment in which to learn are essential for the success of the educational program.

### Administration

The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline.

### Parents

The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline.

### Community

Our educational community believes that excellence in education is worth the commitment of time, effort, and monetary investment. The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline.

### Other (Optional)

Description of the shared values: The Pottsville Area School District believes that all students can learn. Learning styles differ, but all students are entitled to reach their highest potential. We believe high standards and differentiated instruction encourage high achievement. Our educational community believes that excellence in education is worth the commitment of time, effort, and monetary investment. The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. A dedicated staff, caring community, and safe environment in which to learn are essential for the success of the educational program.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
ELA - All Student Groups HS	No
Science ES	No
Professional development was provided in Google Classroom, G-Suite Chrome extensions, high-level priority standards for ELA, co-teaching, social emotional learning and building resiliency, and effective instruction.	Yes
Fifth and sixth grade collaborated with the administration as well as the instructional coach to implement identified strategies from the professional development.	No
Co-teachers collaborated with the administration and the instructional coach to discuss a plan for next school year. Consistent meeting times for grade level planning and professional sharing at the elementary school	No
Various professional development trainers provided training on best practices.	Yes
Common planning time within grade level and math department provided opportunities to review and analyze student data. Consistent meeting times for grade level planning and professional sharing at the elementary school	No
Despite the unfamiliar pace and different scope and sequence of the new series and aligned curriculum, the content and rigor demonstrated better alignment to the PA Core Standards.	No
Common planning time within grade level and science department provided opportunities to review and analyze student data.	No
According to Lengel's curriculum cycle, Science is the focus for the 20/21 school year. A new series, Discovery Education, is being purchased this school year for Science.	Yes
Increased opportunities to collect common forms of data to guide effective instruction	No
Increased and dedicated time to discuss and analyze student dataHybrid learning model impacted the ability for comprehensive data collection for the 21/22 school year	No
Exposure to higher order thinking and student expectations	No
- The course addresses the Career Readiness standards and aligns with Lengel's vision for socially responsible students	No

Adding a guidance counselor at the ES to address SEL	No
Adding a STEM teacher at the ES to increase student knowledge in the areas of Science, Technology, and Math	Yes
We are adding a Graduation Coach at our HS.	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Support the No
Coordinate and monitor supports aligned with students' and families' needs businesses, community organizations, and other agencies to meet the needs of the district	Partner with local No
Ensure effective, standards-aligned curriculum and assessment evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Support schools in implementing No
For identified students., Reading Plus, an intervention reading program, is utilized and is aligned to the PA core Standards.	No
Essentials for Algebra (SRA), an intervention math program, was utilized and is aligned to the PA core standards	No
Consistent meeting times for grade level planning and professional sharing at the elementary school	No
The high school has a mentor committee.	No
All teachers at the high school conduct career readiness activities at the start of school and throughout the year to introduce students to career pathways that are available to them.	No
All teachers are highly qualified in their content areas	No

## Challenges

Challenge	Consideration In Plan
Graduation rate - All student groups HS	Yes
Math/Algebra 1 MS	No
Inconsistent attendance due to COVID-19 pandemic.	No
The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.	No
The ability to administer and access all planned assessments and data sources to ALL students.	No
The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.	No
Limited opportunities for the type of professional development due to the global pandemic.	Yes
The ability to administer and access all planned assessments and data sources to ALL students	No
The ability to deliver instruction in a traditional class setting as opposed to the hybrid learning model.	No
The ability to administer and access all planned assessments and data sources to ALL students.	No
Hybrid learning model impacted the ability for comprehensive data collection for the 21/22 school year	No
Need to increase the students with disabilities subgroup to at least 93% from 91.2% in Career Readiness	Yes
The students with disabilities student group did not meet the statewide goal/interim target for growth in Mathematics/Algebra. This group decreased performance from the previous year.	Yes
The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.	No
Limited opportunities for the type of professional development due to the global pandemic.	No
Time constraints present a significant challenge in offering meaningful professional development opportunities. The A-TSI Steering Committee is continuing to seek non-traditional opportunities to provide professional development	No
Recovering from inconsistent educational opportunities due to COVID - 19	No
Consistent attendance by students	Yes

Foster a vision and culture of high expectations for success for all students, educators, and families	No
Attendance gains will help the graduation discrepancy between regular education and special education	Yes
Attendance gains will help the graduation discrepancy between regular education and special education	Yes
Limited opportunities to access engineering and technology education at the elementary school	Yes
Elementary school does not have a school counselor position	Yes
Lack of progression through Keystone related content	No
Professional learning is a challenge and continues to be due to budget and time constraints	Yes
Use of a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices	Yes

#### Most Notable Observations/Patterns

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Professional development was provided in Google Classroom, G-Suite Chrome extensions, high-level priority standards for ELA, co-teaching, social emotional learning and building resiliency, and effective instruction.	
Various professional development trainers provided training on best practices.	
According to Lengel's curriculum cycle, Science is the focus for the 20/21 school year. A new series, Discovery Education, is being purchased this school year for Science.	
Adding a STEM teacher at the ES to increase student knowledge in the areas of Science, Technology, and Math	
We are adding a Graduation Coach at our HS.	

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Graduation rate - All student groups HS	A graduation coach is needed to increase the high school graduation rate	Yes	Graduation rate needs to be increased to meet the targeted rates.
Limited opportunities for the type of professional development due to the global pandemic.	co-teaching training, math training, study island training	Yes	Explore more opportunities for professional development in the areas of co-teaching, math, STEM
Need to increase the students with disabilities subgroup to at least 93% from 91.2% in Career Readiness		No	
The students with disabilities student group did not meet	We are in TSI and ATSI for	Yes	The students with disabilities subgroup

the statewide goal/interim target for growth in Mathematics/Algebra. This group decreased performance from the previous year.	students with disabilities subgroups		performance needs to be increased.
Consistent attendance by students	A graduation coach is needed to increase the consistent attendance of students	No	
Attendance gains will help the graduation discrepancy between regular education and special education		No	
Attendance gains will help the graduation discrepancy between regular education and special education		No	
Limited opportunities to access engineering and technology education at the elementary school	a STEM teacher is needed at the elementary school	Yes	STEM learning opportunities are needed at the elementary school to increase student knowledge in the areas of Science, Technology, Engineering, and Math.
Elementary school does not have a school counselor position	the elementary school should have a guidance counselor	No	
Professional learning is a challenge and continues to be due to budget and time constraints		No	
Use of a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices		No	

## Goal Setting

**Priority:** Graduation rate needs to be increased to meet the targeted rates.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Graduation rate	Our goal is to decrease the percentage of students not graduating by 9% during the next 3 years. Our current graduation rate is 84.2%, our goal is to achieve 92.4% (the statewide 2030 goal)	graduation rate	3% decrease in the percentage of students not graduating	6% decrease in the percentage of students not graduating	Our goal is to decrease the percentage of students not graduating by 9% during the next 3 years. Our current graduation rate is 84.2%, our goal is to achieve 92.4% (the statewide 2030 goal)

**Priority:** Explore more opportunities for professional development in the areas of co-teaching, math, STEM

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	During the 2020 to 2023 school years, a minimum of 3 professional learning opportunities will be provided to all math teachers in the district.	PD for math	One math professional development opportunity	One math professional development opportunity	During the 2020 to 2023 school years, a minimum of 3 professional learning opportunities will be provided to all math teachers in the district.

**Priority:** The students with disabilities subgroup performance needs to be increased.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	Increase the overall academic scores of students with disabilities in all core subjects by 3% on state assessment measures.	co-teaching	through co-teaching and effective co-teaching practices, scores on state assessments will increase by 1%	through co-teaching and effective co-teaching practices, scores on state assessments will increase by 2%	Increase the overall academic scores of students with disabilities in all core subjects by 3% on state assessment measures.

**Priority:** STEM learning opportunities are needed at the elementary school to increase student knowledge in the areas of Science, Technology, Engineering, and Math.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
STEM	Utilizing OSMO at least 75% of students in fourth grade will demonstrate improvement in their problem solving/coding skills.	STEM	Utilizing OSMO at least 25% of students in fourth grade will demonstrate improvement in their problem solving/coding skills.	Utilizing OSMO at least 50% of students in fourth grade will demonstrate improvement in their problem solving/coding skills.	Utilizing OSMO at least 75% of students in fourth grade will demonstrate improvement in their problem solving/coding skills.

## Action Plan

### Action Plan for: allocating Human Resources

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>graduation rate</li> <li>STEM</li> </ul>		Ensure that all identified students receive the resources and services needed to guide them toward graduation. Ensure that literacy in STEM is increased in all elementary grades K-4.			Administration will meet with teacher and periodically monitor the progress of the identified students. Administration will meet with teacher and periodically monitor the progress of all students.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Hire a graduation coach	08/24/2021	08/24/2021	Julie Saunders/Graduation coach	financial support, data	No	Yes
Graduation coach will identify students with high risk factors and support them through graduation	08/24/2021	06/01/2023	Julie Saunders/graduation coach	Collaboration with teachers, data, communication with parents, relationships with workforce representatives	No	No
Hire a STEM teacher for the elementary school	08/24/2021	08/24/2021	STEM teacher	OSMOs, legos, K'nex	No	Yes
Engage students using the provided materials to increase STEM literacy	08/24/2021	06/01/2023	Stem teacher	OSMOs, legos, K'nex	No	No

**Action Plan for: professional development for math**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>PD for math</li> </ul>		- Completed list and schedule of professional development opportunities in 21/22 school year - Implementation and reflection of strategies learned at the professional development opportunities			Meeting and PD agendas, minutes, and sign in sheets	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Utilizing the approved alternate PD idea, multiple professional development opportunities for math will be provided to teachers throughout the 21/22, 22/23 school years.	08/25/2021	06/01/2023	Director of Curriculum	Administration, lead teachers, instructional coach, professional development trainers, teachers, and best practices	Yes	No
Teachers will reflect on the professional development provided throughout the school year on a Google Form. Administration will review responses.	05/01/2022	06/01/2023	Director of Curriculum	Google Form, administration, lead teachers, teachers	No	No

## Action Plan for: Co-teaching

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>co-teaching</li> </ul>		- Updated co-teaching teams - Increased student achievement through application of co-teaching plan		Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Co-teachers implement identified co-teaching models in classrooms. Instructional coach, lead teacher, and/or administration may conduct classroom visits.	08/25/2021	06/01/2023	Middle School Principal	Co-teaching models, co-teaching IU consultant, lead teachers, instructional coach, and administration	No	No
Co-teachers complete a reflection form about the co-teaching model this school year.	04/01/2022	06/01/2023	Middle School Principal	Reflection Google Form and administration	No	No
Co-teaching support through professional development	10/21/2021	06/01/2023	building principals	IU TAC staff	Yes	No

## Professional Development Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
professional development for math	<ul style="list-style-type: none"><li>• Utilizing the approved alternate PD idea, multiple professional development opportunities for math will be provided to teachers throughout the 21/22, 22/23 school years.</li></ul>
Co-teaching	<ul style="list-style-type: none"><li>• Co-teaching support through professional development</li></ul>

## Professional Development Activities

Co-Teaching Support						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Co-teachers	student engagement, differentiation	common assessment, formal and informal observations	building administrator	10/01/2021	06/01/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings		
Inservice day	annually		<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	Teaching Diverse Learners in an Inclusive Setting		

Professional Development for math

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Middle School Math teachers	math best practices	increase student performance on common assessments, such as Study Island	administration	08/25/2021	06/01/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annually	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Trauma Informed Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	Topics covered include findings on trauma and its effect on children, negative life events that contribute to trauma in school-age children, trauma signs and symptoms and effective trauma-informed practices.	Participants will be able to identify signs and symptoms of trauma in children.	All Administrators	01/20/2020	01/20/2020

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once every three	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2b: Establishing a Culture for Learning</li> </ul>	Trauma Informed Training (Act 18)

Study Island Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Elementary and Middle School Faculty	Analyzing reports, use data from reports to guide instruction, extending learning for students, developing lesson plan ideas	Lesson plan development	Elementary and Middle School Administration	10/11/2021	05/31/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once	<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>	Language and Literacy Acquisition for All Students

## Communications Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
allocating Human Resources	<ul style="list-style-type: none"><li data-bbox="491 228 848 261">• Hire a graduation coach</li><li data-bbox="491 266 1146 298">• Hire a STEM teacher for the elementary school</li></ul>

## Communications Activities

Crowd Loop Survey					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Hire a graduation coach</li> <li>Hire a STEM teacher for the elementary school</li> </ul>	Entire school community	Priorities for use ESSR funding, development of list of needs for the district to best meet our student needs	Dr. Sarah E. Yoder	08/23/2021	10/20/2021
Communications					
Type of Communication			Frequency		
Email			three times		