

MOSHANNON VALLEY SD

4934 Green Acre Rd

Comprehensive Plan | 2021 - 2024

PDE Approved 4-1-2021



Steering Committee

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William Ellis	Community Member	Comp Plan	
Ryan Saupp	Business Owner	Comp Plan, Special Ed Plan,	

LEA Profile

Educational Community:

Moshannon Valley School District is located within Clearfield County. Clearfield County has an estimated population of 81, 184 (Sources Include United States Census Bureau data). In Clearfield County, the average household size is 2.44 and the median income is \$37, 869.

The top employer within the Moshannon Valley School District is the State Secure Corrections Institute, and the district itself. The area also has various other small businesses including the following: grocery stores, restaurants, banks, etc.

The Moshannon Valley School District encompasses the town of Houtzdale, Jordan Township, and parts of other smaller townships. According to www.usa.com, a national population resource, in 2017, there were approximately 8,474 people residing in the Moshannon Valley School District which encompasses 94.14 square miles and includes the townships of: Gulich, Jordan, Bigler, and Woodward. Boroughs are the following: Brisbin, Houtzdale, Ramey, and Glen Hope.

The median household income in the Moshannon Valley School District in 2019 was \$38,828. The School Performance Profile indicated that approximately 98.09% of those living in the Moshannon Valley School District are White.

Moshannon Valley School District is one of Pennsylvania's smaller school districts. The Moshannon Valley School District is considered to be a rural district. The District is relatively poor with over 60% of the District's students receiving free or reduced lunches. The building organization structure of the Moshannon Valley School District is an elementary (K-6) and a junior-senior high (7-12). Within this structure, the educational program is organized as:

- Kindergarten to Third Grade (Primary Program- Elementary)
- Fourth Grade to Sixth Grade (Intermediate Program-Elementary)
- Seventh Grade to Ninth Grade (Junior High School-Secondary)
- Tenth Grade to Twelfth Grade (High School-Secondary)

The professional and non-instructional organization of the Moshannon Valley School District is as follows:

- Superintendent
- Business Administrator
- Special Education Director
- Psychologist [contracted]
- Secondary Principal
- K-12 Assistant Principal
- Elementary Principal
- Maintenance Supervisor
- Teachers (Regular Education, Special Education, Itinerant Staff)
- Specialists (Nurses, Counselors, Speech, ELL)
- School Police Officer [new for 2020]
- Non-instructional Support

The Moshannon Valley School District has established a reputation for innovation and excellence. Its student population is approximately 840.

The Moshannon Valley School District has several community partners such as: the Cen-Clear Child Services, Universal Behavioral Health Systems, Alumni Association, Moshannon Valley Community Education Foundation, Penn State Altoona, St. Francis University, Lock Haven Clearfield, Mt. Aloysius, and other colleges/universities, etc.

Mission and Vision

Mission

Working Together to Ensure Every Student Succeeds

Vision

Students strive for learning excellence in a community that takes pride in our schools.

Educational Value Statements

Students

The Moshannon Valley School District has the responsibility to provide safe, consistent, meaningful and high-quality educational experiences for each unique learner whether regular or special education. All students can demonstrate development and improvement toward achievement on standards-based assessments when given differentiated instruction in the least restrictive environment. Administrators, instructors and students are responsible for analyzing specific student barriers when they are not demonstrating growth on state and local assessments. Students, parents and school community are stakeholders in a common commitment to excellence. All students are given opportunities to grow as individuals and to develop skills (academic, social, technological, vocational, etc.) to become productive 21st century world citizens. All students, staff and school community stakeholders are worthy of respect. All people, cultures and individual differences are respected.

Staff

The Moshannon Valley School District has the responsibility to provide safe, consistent, meaningful and high-quality educational experiences for each unique learner (regular or special education). All students can demonstrate development and improvement toward achievement on standards-based assessments when given differentiated instruction in the least restrictive environment. Administrators, instructors and students are responsible for analyzing specific student barriers when they are not demonstrating growth on state and local assessments. Instructors strive to continuously improve student achievement by participating in trainings that include differentiated and research-based instructional strategies. All students are given opportunities to grow as individuals and to develop skills (academic, social, technological, vocational, etc.) to become productive 21st century world citizens. Instruction must be implemented and monitored to improve student achievement of ALL students. All students, staff and school community stakeholders are worthy of respect. All people, cultures and individual differences are respected. District staff need to understand the impact of economic challenges on the education and lives of individuals in impoverishment; and provide strategies to improve the quality of students' learning and life.

Administration

The Moshannon Valley School District has the responsibility to provide safe, consistent, meaningful and high-quality educational experiences for each unique learner (regular or special education). All students can demonstrate development and improvement toward achievement on standards-based assessments when given differentiated instruction in the least restrictive environment. Administrators, instructors and students are responsible for analyzing specific student barriers when they are not demonstrating growth on state and local assessments. The District communicates and addresses the instructional needs of the students and creates conditions conducive to learning. All students are given opportunities to grow as individuals and to develop skills (academic, social, technological, vocational, etc.) to become productive 21st century world citizens. Instruction must be implemented and monitored to improve student achievement of ALL students. All students, staff and school community stakeholders are worthy of respect. All people, cultures and individual differences are to be respected. District staff need to understand the impact of economic challenges on the education and lives of individuals in impoverishment; and provide strategies to improve the quality of students' learning and life.

Parents

The Moshannon Valley School District has the responsibility to provide safe, consistent, meaningful and high-quality educational experiences for each unique learner whether regular or special education. Students, parents and school community are stakeholders in a common commitment to excellence. All students, staff and school community stakeholders are worthy of respect. All people, cultures and individual differences are to be respected.

Community

The Moshannon Valley School District has the responsibility to provide safe, consistent, meaningful and high-quality educational experiences for each unique learner whether regular or special education. Students, parents and school community are stakeholders in a common commitment to excellence. All students are given opportunities to grow as individuals and to develop skills (academic, social, technological, vocational, etc.) to become productive 21st century world citizens. All students, staff and school community stakeholders are worthy of respect. All people, cultures and individual differences are respected.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	No
Maintain full-day Kindergarten Program; Maintain College & Career Counselor; Maintain Title Reading Supports	Yes
Mental Health Supports	No
Continue to minimize the effect of the digital divide for students	No
Elementary school attendance is over 90%	No
Elementary school science and math growth scores above 97%	Yes
High School ELA and Science meeting growth expectations	No
Economically Disadvantaged subgroup is higher than overall district average for Industry-based Learning at the CCCTC	No
Independent Curriculum Audit completed Fall 2019	Yes
Elementary school growth in achievement scores	No
Study Island Benchmark Test Scores - Grades K-10	No
Secondary teachers using Study Island Benchmark data more to drive instructions, ES teachers showing Study Island Benchmark improvement in all grades	No
Growth in participation and students receiving scores above 3 [AP Calculus]	No
ES showing positive math achievement growth in grades 3-6 for 2 consecutive years	Yes
PSSA Positive growth and achievement scores in grades 4 and 8	Yes

Secondary teachers using Study Island Benchmark data more to drive instructions	No
Independent Curriculum Audit Spring 2020	No
Industry-based Learning	No
Rigorous Courses of Study and Transition	No
PSSA growth scores suggest economically disadvantaged are growing in ELA and Science at the HS, and in math and science at ES	No
PSSA growth scores suggest students with disabilities are growing in all grade levels	Yes

Challenges

Challenge	Consideration In Plan
Ensure effective, standards-aligned curriculum and assessment	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families	Yes
Increased mental health supports [counselors, social workers, psychologist]	Yes
Rigorous aligned curriculum and Instruction in both regular and special education	Yes
Secondary math PSSA and Keystone Algebra scores for achievement and growth are below the state average	Yes
Written Curriculum in Secondary ELA and Science	No
Secondary Attendance Rate	Yes
Secondary ELA PSSA and Keystone Literature scores for achievement are below the state average	No
Written Curricular Recommendations Need Addressed	Yes
Addition of Instructional Coach Recommended	Yes
Improving growth scores in ELA in grades 3-10	No
Study Island Benchmark Test Scores - Grades K-10	No

HS showing largest gap in achievement, growth, and in our economically disadvantaged subgroup in our state reporting	No
Algebra score still below 40% for achievement	Yes
Secondary math growth score at 50%, 25% below state average	Yes
Keystone Biology consistent below 40% in achievement	No
Career Standards Benchmark	No
PSSA Concern with achievement in economically disadvantaged	No
Attendance is a concern with economically disadvantaged	Yes
Concern with achievement for students with disabilities in all grade levels	No
Elementary Achievement and Growth in ELA	Yes
Elementary achievement scores in math	No
Elementary Achievement Scores in math	No
Integrating more STEM opportunities at the ES level	No

Most Notable Observations/Patterns

Following the recommendation of Independent Curriculum Audits completed in 2019 and 2020 regarding written, taught, and tested curricula Creation of a K-12 Instructional Coach Improving attendance at the secondary level Improving Growth Scores in ELA and Math across all grade levels

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	The District has done a fine job of keeping a focus on continually improving. The Comprehensive Planning process is ongoing, stakeholder involvement is encouraged, and the District uses the Comprehensive Plan, Special Ed Plan, Technology Plan to guide instructional decision making
Maintain full-day Kindergarten Program; Maintain College & Career Counselor; Maintain Title Reading Supports	Maintaining these supports provides additional readiness skills to students, and be used as a basis for increasing the value of education to students and the community
Elementary school science and math growth scores above 97%	Changes to our scheduling to create hybrid teams in grades 3 and 4 have been beneficial
Independent Curriculum Audit completed Fall 2019	Providing an opportunity to self-reflect; embrace our challenges, and provides direction and recommendations to support the District's continued improvement
ES showing positive math achievement growth in grades 3-6 for 2 consecutive years	GoMath has been a positive addition, continue to implement with fidelity, continue with annual PD for instrutors
PSSA Positive growth and achievement scores in grades 4 and 8	Utilize the growth scores to have conversations with teachers, growth leads to improved achievement scores over time, but growth can be affected immediately
PSSA growth scores suggest students with disabilities are growing in all grade levels	This supports our current Special Education program, supports the addition of an instructor that was recently completed

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Ensure effective, standards-aligned curriculum and assessment	Written curriculum was outdated and not aligned to PA Core, assessed curriculum when teacher-created assessments were utilized lacked	No	

	alignment and rigor;Following the recommendations from the independent curriculum audits		
Foster a vision and culture of high expectations for success for all students, educators, and families	Continue to work to establish a positive school climate and high expectations for all students and staff. School Climate Surveys, Staff Surveys, and other data points [PAYS, SAP], implementation of Second Step SEL Curriculum at the ES and addition of Second Step SEL for grades 6-8	Yes	Increasing parent engagement and realizing the "value of education" to all stakeholders through increased communication, increased opportunities to interact, and increased targeted professional development. 1. Increasing the number of opportunities for communication and connection with families 2. Increasing the number of times families are invited into the building [both academic and social] 3. Establish a PR Campaign [similar to Twitter Campaign] to promote district initiatives and family engagement opportunities
Increased mental health supports [counselors, social workers, psychologist]	Transportation and supports in the community are difficult or nonexistent	No	
Rigorous aligned curriculum and Instruction in both regular and special education	Written curriculum was outdated and not aligned to PA Core, assessed curriculum when teacher-created assessments were utilized lacked alignment and rigor; following the recommendations from the independent curriculum audits, continuing with quality professional development	Yes	Follow through with independent curriculum audit recommendations including: 1. Improve alignment across grade levels horizontally and vertically across the District 2. Increased assessment rigor [Curriculum Department, Observation, and Department Chair/Grade Level Leadership] 3. Improved instructional strategies [targeted professional development; teacher selected PD; teacher led PD] 4. Continue to research beneficial research-based instructional practices and resources 5. Creation of a full-time instructional coach
Secondary math PSSA and Keystone Algebra scores for achievement and growth are below the state average	Insufficient time for 8th grade students in both Algebra and 8th grade math, staff utilization, and master schedule utilization; Implementing GoMath with fidelity grades 7-Algebra II	Yes	Several supports have been discussed and/or implemented including: 1. New curriculum resources in secondary math 2. Additional PD from GoMath 3. Changes to the master schedule to increase math instruction 4. Increase in technology to engage students 5. Addition of an instructional/technology coach to support teachers Additional supports include: 1. Looking at incorporating Project-based Learning [PBL] to assist

			under-performing populations 2. Changing to a Learning Targets focus for math instruction
Secondary Attendance Rate	Community value of attendance is low; missing school is an accepted practice. Attendance town hall [2/13/2020] as part of TSI improvement was valuable	No	
Written Curricular Recommendations Need Addressed	Following the recommendations from the independent curriculum audits	No	
Addition of Instructional Coach Recommended	District lacks consistent, job-embedded professional development for instructors	No	
Algebra score still below 40% for achievement	Part of a larger problem of math curriculum weaknesses that were addressed starting in 2017 with purchase of GoMath but needs time to filter up to Algebra	No	
Secondary math growth score at 50%, 25% below state average	Difficult dynamic, elementary math shows 100% student growth while secondary shows 50%. Secondary adoption of rigorous math curriculum resource lagged behind elementary by 1 year	No	
Attendance is a concern with economically disadvantaged	Attendance is a concern overall, nearly 60% [and growing] of the student population is identified as economically disadvantaged	No	
Elementary Achievement and Growth in ELA	Not following written, taught, and tested curriculum with fidelity. Teachers utilized too many teacher-created assessments and activities that lack rigor. Station/center work still lacks rigor in many classrooms. Following the recommendations from the independent curriculum audits	Yes	Several supports have been discussed and/or implemented including: 1. Additional PD from Benchmark Literacy and StudySync 2. Changes to the master schedule to increase ELA instruction 3. Increase in technology to engage students adding 1:1 in grade 6 and grade 5 to take advantage of digital components of current educational resources 4. Addition of an instructional/technology coach to support teachers 5. Focus on writing - defining an essay at each grade level and providing a universal assessment for each grade level 6. Better use of instructional data from Study Island benchmarking, DIBELS, and

			teacher developed assessments and use the information to guide instruction
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Goal Setting

Priority: Increasing parent engagement and realizing the "value of education" to all stakeholders through increased communication, increased opportunities to interact, and increased targeted professional development. 1. Increasing the number of opportunities for communication and connection with families 2. Increasing the number of times families are invited into the building [both academic and social] 3. Establish a PR Campaign [similar to Twitter Campaign] to promote district initiatives and family engagement opportunities

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Improve secondary student attendance rate from 76% to 80%; maintain elementary student attendance above 90%	Student Attendance	80% student attendance at the HS; minimum of 90% at the ES	85% student attendance at the HS; minimum of 90% at the ES	90% student attendance at the HS; minimum of 90% at the ES
Parent and family engagement	Parent and Family engagement is based on four key goal statements [1] Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. [2] Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school. [3] Engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and family involvement activities. [4] Respond to parent and family concerns and/or complaints in a timely manner to ensure child's educational needs are met.	Family Engagement	Maintain current engagement activities	Increase family engagement by creating a volunteer program. All families will be invited to join and participate in the school volunteer program, and training will be provided for volunteers.	The school will begin to annually assess the impact of the volunteer program on school operations, school climate, and student performance.
Essential Practices 3: Provide Student-Centered Support Systems	Increase supports including college and career counseling, social worker, behavioral and mental health supports through programs like WIN, differentiated instruction, creating trauma-sensitive classrooms and providing necessary professional development to staff.	Student-centered Support	Addition of a Social Worker to support families	Establish Trauma-Sensitive Classrooms	Maintain Social Worker when grant funding ends

Priority: Follow through with independent curriculum audit recommendations including: 1. Improve alignment across grade levels horizontally and vertically across the District 2. Increased assessment rigor [Curriculum Department, Observation, and Department Chair/Grade Level Leadership] 3. Improved instructional strategies [targeted professional development; teacher selected PD; teacher led PD] 4. Continue to research beneficial research-based instructional practices and resources 5. Creation of a full-time instructional coach

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Increase Math Growth Scores at the secondary level from 50% to 75% over three years as measured through PVAAS and PA Future Ready Index scores	Math Growth Scores	Growth scores of 55%	Growth scores of 65%	Growth scores of 75%
English Language Arts	Increase ELA achievement scores from 61% to 68% over three years as measured by PA Future Ready Index scores	ELA Achievement	Achievement scores of 63%	Achievement scores of 65%	Achievement scores of 68%
Essential Practices 1: Focus on Continuous Improvement of Instruction	As part of TSI school improvement designation complete building level school plans annually with a focus on math and ELA growth and achievement scores	TSI School Level Planning	Complete HS School Level Plan	Complete HS School Level Plan	Complete HS School Level Plan

Priority: Several supports have been discussed and/or implemented including: 1. New curriculum resources in secondary math 2. Additional PD from GoMath 3. Changes to the master schedule to increase math instruction 4. Increase in technology to engage students 5. Addition of an instructional/technology coach to support teachers Additional supports include: 1. Looking at incorporating Project-based Learning [PBL] to assist under-performing populations 2. Changing to a Learning Targets focus for math instruction

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Review written curriculum and curricular resources every 3 years	Curriculum Review	Implement curriculum with fidelity	Implement curriculum with fidelity	Review K-12 math curriculum and curricular resources
Essential Practices 1: Focus on Continuous Improvement of Instruction	Addition of an Instructional Coach	Instructional Coaching	Implement an Instructional Coach	Incorporate instructional coach into annual PD plan	Maintain financial resources to keep full-time instructional coach position
Career Standards Benchmark	Maintain at least 95% of students with required documentation	Career Readiness	Implement Career Cruising to document career readiness documentation and artifact tracking	Maintain 95%	Maintain 95%

Priority: Several supports have been discussed and/or implemented including: 1. Additional PD from Benchmark Literacy and StudySync 2. Changes to the master schedule to increase ELA instruction 3. Increase in technology to engage students adding 1:1 in grade 6 and grade 5 to take advantage of digital components of current educational resources 4. Addition of an instructional/technology coach to support teachers 5. Focus on writing - defining an essay at each grade level and providing a universal assessment for each grade level 6. Better use of instructional data from Study Island benchmarking, DIBELS, and teacher developed assessments and use the information to guide instruction

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Increase elementary ELA achievement scores from 55% to 68% over three years as measured by PA Future Ready Index scores	Elementary ELA Achievement	Achievement scores of 60%	Achievement scores of 63%	Achievement scores of 68%
Essential Practices 1: Focus on Continuous Improvement of Instruction	Addition of Instructional Coach	Instructional Coaching	Implement an Instructional Coach	Incorporate instructional coach into annual PD plan	Maintain financial resources to keep full-time instructional coach position
Social emotional learning	Implementation of Second Step SEL Curriculum	SEL Curriculum	Implementation of Second Step K-5	Add grades 6-8	Maintain SEL curriculum grades K-8

Action Plan

Action Plan for: In-Classroom Coaching and Continuous Professional Development for Instructional Staff						
Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Math Growth Scores ELA Achievement TSI School Level Planning Instructional Coaching Instructional Coaching 		Continuous embedded professional development for instructional staff		Use of state metrics [PSSA, Keystone, PVAAS]; grade level benchmark metrics [Study Island], and teacher survey		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Creation of full-time Instructional Coach Position	08/24/2020	08/24/2020	Superintendent	Creation of position, allocation of funds to maintain position, professional development for instructional coach	Yes	Yes
Increase math periods in student schedules in grades 7 and 8	08/27/2019	08/25/2021	Building Principal	Master Schedule and maximizing staff assignments	Yes	Yes
Increase ELA professional development at the ES	08/24/2020	08/25/2021	Building Principal/Director of Curriculum	funding for professional development	Yes	Yes
Grade Level Benchmark Testing	08/24/2020	08/25/2024	Building Principal/Curriculum Director	Purchase of testing product	Yes	Yes

Action Plan for: Addition of SEL curriculum K-8

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> • Student Attendance • Family Engagement • SEL Curriculum 		Improved school climate, reduced discipline incidents, improved academic performance		Student Climate Survey, discipline data review, state testing metrics [PSSA, Keystone, PVAAS]		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implementation of SEL curriculum for grades K-8	08/24/2020	08/25/2021	Building Principal	Funding for purchase of materials, professional development for instructional staff	Yes	Yes
Increase opportunities for Families to engage with District	08/24/2020	08/25/2024	Superintendent	Increase number of events, hold town hall style meetings, increase communication via letters, newsletters, social media, website, and others to families	No	Yes

Action Plan for: Review of written, tested, and taught curriculum by independent auditor

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> • Math Growth Scores • ELA Achievement • TSI School Level Planning • Curriculum Review • Elementary ELA Achievement 		Continuous review and updating of curriculum, ensure capitol resources are directed toward curriculum, curriculum resources, and material purchases that support curriculum			Continue annual independent curriculum audit; evaluate the programs, implementation, and instructional practice as part of annual building level planning and comprehensive planning	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Independent Audit of written, tested and taught curriculum K-12	08/24/2020	08/25/2024	Director of Curriculum	Funding for purchase of audit services	No	Yes
Curriculum Writing Professional Development for Staff in grades K-12	08/24/2020	08/25/2024	Director of Curriculum	Professional Development both in-house and outside vendor	Yes	No
Ensure implementation with fidelity for written, tested, and taught curriculum in all grades K-12	08/24/2020	08/25/2024	Building Principal	Observation and Documentation	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
In-Classroom Coaching and Continuous Professional Development for Instructional Staff	<ul style="list-style-type: none"> • Creation of full-time Instructional Coach Position • Increase math periods in student schedules in grades 7 and 8 • Increase ELA professional development at the ES • Grade Level Benchmark Testing
Addition of SEL curriculum K-8	<ul style="list-style-type: none"> • Implementation of SEL curriculum for grades K-8
Review of written, tested, and taught curriculum by independent auditor	<ul style="list-style-type: none"> • Curriculum Writing Professional Development for Staff in grades K-12 • Ensure implementation with fidelity for written, tested, and taught curriculum in all grades K-12

Professional Development Activities

Instructional Coaching Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 teachers	instructional strategies and instructional technology	Teachers will plan and deliver at least one lesson that has been co-planned and/or co-taught with the instructional coach	Instructional Coach	08/24/2020	05/01/2021
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1-2 times per school year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 			Teaching Diverse Learners in an Inclusive Setting	

Curriculum Writing

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Teachers	Writing rigorous aligned curriculum	Completion of curriculum writing	Director of Curriculum	08/24/2020	08/25/2021

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1f: Designing Student Assessments 	Teaching Diverse Learners in an Inclusive Setting

Math Professional Development for GoMath

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Math Instructors	Math specific professional development from GoMath	Improved student growth and achievement	Superintendent	08/24/2020	08/25/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Monthly		Teaching Diverse Learners in an Inclusive Setting
Seminar(s)	Annually from GoMath		Teaching Diverse Learners in an Inclusive Setting

Social Emotional Learning, Trauma-Sensitive Classrooms

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Teachers and Support Staff	SEL and Trauma-informed classrooms	Implementation of SEL Curriculum K-8	Building Principals	08/24/2020	08/25/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly		Teaching Diverse Learners in an Inclusive Setting
Seminar(s)	As needed		Teaching Diverse Learners in an Inclusive Setting
Independent study	As needed		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
In-Classroom Coaching and Continuous Professional Development for Instructional Staff	<ul style="list-style-type: none"> • Creation of full-time Instructional Coach Position • Increase math periods in student schedules in grades 7 and 8 • Increase ELA professional development at the ES • Grade Level Benchmark Testing
Addition of SEL curriculum K-8	<ul style="list-style-type: none"> • Implementation of SEL curriculum for grades K-8 • Increase opportunities for Families to engage with District
Review of written, tested, and taught curriculum by independent auditor	<ul style="list-style-type: none"> • Independent Audit of written, tested and taught curriculum K-12

Communications Activities

Curriculum Audit					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Independent Audit of written, tested and taught curriculum K-12 	All Teachers	Written, Tested, and Taught Curriculum K-12	Director of Curriculum	08/27/2020	06/30/2021
Communications					
Type of Communication			Frequency		
Posting on district website			Annually		
Email			As Needed		
Letter			Beginning of School Year		
Presentation			Annually		

Increased Family Engagement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All students, staff, families, and community members	District initiatives, local agency contacts, special education, trauma-sensitive classrooms, online learning and others	Superintendent	08/27/2020	06/30/2023

Communications

Type of Communication	Frequency
Email	Monthly
Letter	Monthly
Newsletter	Weekly
Posting on district website	As Needed
Other	District Social Media
Presentation	2-4 times per year

Social Emotional Learning & Trauma-sensitive Classrooms

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of SEL curriculum for grades K-8 	Students, teachers, staff, and families	Social Emotional Learning Curriculum K-8, and creating trauma-sensitive classrooms	Building Principals	08/24/2020	06/30/2023
Communications					
Type of Communication			Frequency		
Email			Monthly		
Newsletter			Weekly		
Posting on district website			As needed		