

MANHEIM TOWNSHIP SCHOOL DISTRICT

450A Candlewyck Road, PO Box 5134

PA Department of Education: **District Comprehensive Plan** | 2022 - 2025



## Steering Committee

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## ABOUT THE MANHEIM TOWNSHIP SCHOOL DISTRICT

The Manheim Township School District extends over 24 square miles and serves a community of approximately 44,000 citizens in 16,000+ residential dwellings, with 27 percent of these households having children. MTSD is a diverse school district in Lancaster County with over 800 employees who care for approximately 6,000 students in grades K-12. The district addresses our students' needs by providing educational services in one high school (grades 9-12), one middle school (grades 7-8), one intermediate school (grades 5-6), and six elementary schools (grades K-4). The district also offers a virtual academy for students in grades K-12 -- the Manheim Township Virtual Academy (MTVA).

### STUDENT INFORMATION

(as of May 2022)

#### Student Enrollment Data

Brecht Elementary: 250  
Bucher Elementary: 389  
Neff Elementary: 297  
Nitrauer Elementary: 479  
Reidenbaugh Elementary: 457  
Schaeffer Elementary: 321  
Landis Run Intermediate: 897  
Middle School: 974  
High School: 1,855

**Total Student Enrollment: 5,919**

#### Student Demographic Data

Caucasian: 62%  
Hispanic: 15%  
Asian: 10%  
Multi-Racial: 7%  
Black: 6%  
American Indian: <1%

### **Student Free and Reduced Lunch Data**

Brecht Elementary: 35.06%  
Bucher Elementary: 35.38%  
Neff Elementary: 23.83%  
Nitrauer Elementary: 30.88%  
Reidenbaugh Elementary: 21.59%  
Schaeffer Elementary: 40.99%  
Landis Run Intermediate: 29.10%  
Middle School: 26.71%  
High School: 28.10%

**Total % Districtwide: 30.18%**

### **Additional Student Enrollment Information**

# of Career and Technical Center Students: full day--46, half day--35  
# of Home-Schooled Students: 123  
# of Private/Parochial School Students: 564\*  
# of Gifted Education Students: 476  
# of Special Education Students in District: 923 (includes IU, and out-of-district placements)  
# of Cyber Charter Students in the District: 114  
# of Charter School (brick/mortar) Students in the District: 2  
# of English Language Learners: 269 (students receiving full-time ESL services)

*\*Based on information provided by the private/parochial schools*

## STAFF INFORMATION

### Staff Profile

Teachers: 446  
Elementary: 152  
Landis Run: 57  
Middle School: 74  
High School: 115  
Special Education: 48  
Support Staff: 324  
Administration: 36

**Total Staff: 806 employees**

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## Mission and Vision

### Mission

Mission Statement: NURTURE AND CHALLENGE FOR SUCCESS

### Vision

MTSD Vision: We are committed to the achievement of each individual's potential by providing ....

A NURTURING LEARNING COMMUNITY that:

- Provides safety and mutual respect
- Stimulates curiosity and creativity
- Promotes personal integrity
- Encourages good citizenship

A CHALLENGING LEARNING COMMUNITY that:

- Establishes high expectations and promotes individual achievement
- Encourages critical thinking and problem solving
- Inspires lifelong learning
- Provides opportunities for extracurricular experiences
- Facilitates collaborative communication
- Embraces the richness of diversity

## Educational Value Statements

### Students

When provided with the question, "What is the expectation for you to help the school district successfully attain the mission and vision?" students provided the following responses: --Students do try to put effort into the improvement of their own education and want others to benefit from our education as well. --All of the stakeholder groups need encouragement to get involved in activities to help the district achieve its mission. --When there are committees or other similar types of planning groups, the meetings should be Interactive and give opportunities for students to talk and be involved. --Students can have an active role in the development of the district planning. --When students feel as if they are active members of committees that ask everyone to talk about issues affecting the district, they will offer meaningful information that truly contributes to the final outcomes -- which will be positive! --The school district should promote the notion that ALL students are welcome to participate -- not just those who are involved in current leadership roles and advanced coursework. --When students are part of the planning and execution of a project, they will get to own the successes, triumphs, and even the failures. --Having students involved in the discussion about how to attain the mission and vision will bring productive relationships within/among all stakeholder groups. --Students can "show up and be open to sharing and hearing ideas." --Students should feel as if they can take risks, possibly fail, and it's OK -- this approach will help MT achieve their mission and vision. --Students need to "Know their WHY (understand their purpose);" and hear the "WHY" from the other stakeholder groups.

### Staff

When provided with the question, "What is the expectation for you to help the school district successfully attain the mission and vision?" staff provided the following responses: --Promote opportunities for staff and students to get involved in all aspects of the district. --Encourage proactive involvement from all stakeholder groups. --Develop interactions with community. --Develop those programs and opportunities for students that promote equitable opportunities. --Set realistic goals and recognize when small achievements are made. --Provide concise and accurate communication; succinct communication is easier to understand. --Create a positive culture among all stakeholder groups. --Include student voices in the planning and arrangement of feedback loops (span beyond just "student council"). --Expand the definition of what is considered "success" (it's not just grades). --Focus on Pathways to Success: define the field of options/opportunities as varied - it's not "one way" (upper-level classes, and then college)...there are many "mountain tops"...we don't need to push/point all kids toward one "mountaintop." --Give students the DESIRE to come to school...make them "want" to come to us (to learn, participate, compete, perform, engage, relate, etc..)

### Administration

When provided with the question, "What is the expectation for you to help the school district successfully attain the mission and vision?" the administrators provided the following responses: --Need to accomplish all of this in a cost-conscious manner - noting that 70% of our community does not send kids to our schools. --Develop a workforce in our schools that is representative of our student population (in terms of ethnicity). --Leading with authenticity should be the foundation of our work. --Place a strong focus on building relationships in order to establish a nurturing and challenging learning community (key components of our mission and vision). --Finding ways to nurture growth can be challenging, but it must happen at the staff level. --Share that everyone plays a role in creating a nurturing and challenging learning environment for students and help them understand the significance of their individual role. --Support a culture of modeling in terms of setting expectations -- and a willingness to

give and receive. --Reinforce the need to maintain a growth mindset. --Create an opportunity for diverse student perspectives (use unconventional methods) --Foster student voice, enhancing voice and listening to underrepresented voices. --Establish student check-ins for ALL!

## Parents

When provided with the question, "What is the expectation for you to help the school district successfully attain the mission and vision?" parents and community members provided the following responses: --Provide opportunities for students to understand and know your purpose. --Create opportunities for establishing meaningful, reliable communication about how everyone plays a role in the betterment of the district. --Identify disparities among families in different school communities. --Show parents that the schools are welcoming to ALL; provide ways for interested parents to get involved. --Teach parents how to access important information about their students -- ex. how to use Sapphire, access the grade book, etc. --Provide communication/letters in the languages preferred by families -- to make them feel welcome and obtain important information. --Lean into and remember the same goal of ultimately wanting "all students to succeed" --Focus on the broad spectrum of values that specifically relates to different groups of stakeholders --Focus on the need for social emotional wellness and mental health --Check in with students to see how they are feeling --Ensure that there are processes in place to support student learning (problem-solving skills), particularly students who are struggling. --Create an environment where new families and students feel welcomed to the school and community.

## Community

The community members were grouped with the parents on the planning committee; their responses are included in the "Parents" section above.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
The district effectively implements data-driven human capital strategies. Data is used to make decisions about staffing and budgetary needs, and we are able to attract and retain high quality professional staff.	Yes
The district provides meaningful training in relevant and important topics for teachers, school leaders, and District Office administration which has contributed to the overall continued improvement of our educational programs and supports. A key focus of our training/professional development is increased student achievement and the development of an inclusive learning environment where all students and staff feel a sense of belonging.	Yes
The district empowers leadership for district continuous improvement. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate and communicate the conditions necessary to continuously improve student learning and outcomes. This commitment will help to guide our district into moving to the exemplary level.	Yes
The district has high expectations for all staff in our district. We also show strengths in recruitment (and retention) of exemplary staff, and maintaining curriculum aligned with state standards which support effective instruction.	Yes
The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.	Yes
Between May of 2018 and May 2022, the percentage of Limited English Proficient (LEP) students (English Learners [ELs] and monitor students) identified for Special Education services (including Speech and Language) has decreased from 27.3% (78/286) to 21.5% (84/394).	No
Steps taken to increase awareness and prevention of over-identification of LEP students for Special Education services since the 2017-18 school year include the following: 2017-18 - Implementation of MTSD CLD Intervention/ Support Discussion Guidance for use during the PST process 2017-18 to present - Consistent participation of MTSD ELD consultant at K-12 PST meetings for ELs 2019-20 - Implementation of the ECOS (Ensuring a Continuum of Success) process as a proactive approach to providing background information, resources, and appropriate scaffolding techniques to teachers of individual English learners	No

Between May of 2019 and May 2022, the percentage of LEP students (ELs and monitor students) identified for Gifted Education services has increased from 1.5% (5/329) to 2.28% (9/394).	No
Steps taken to increase awareness and prevention of underrepresentation of LEP students (ELs and monitor students) for Gifted Education services since the 2018-19 school year include the following: 2018-19 - District-wide committee formed to investigate the underrepresentation of sub-groups (including ELs) for Gifted Education services 2019-20 - Implementation of Gifted Screening Checklist for Culturally and Linguistically Diverse Learners 2020-21 - Guidance created for ELs taking the OLSAT (Recommendations for Culturally and Linguistically Diverse Learners Taking the OLSATs)	No
Foundational reading training based on the science of reading has allowed our K-4 teachers to have a common vocabulary and background as we move into the use of a new ELA resource. The implementation of the Heggerty curriculum has provided a common program for phonemic awareness.	No
MTSS and the development of an assessment calendar give us common data in order to measure the effectiveness of our programming and to allocate our reading specialists as needed according to the data.	No
Advanced placement courses in English are now available for all students in 11th and 12th grade rather than limited to grade-level placement.	No
The district has committed to the purchase and implementation of a new grades K-6 ELA reading program, which dates scheduled for follow up professional development. This program will help the district implement consistent content, instructional practices and assessments across the schools, thereby increasing student achievement.	No
Grades 7-12 Curriculum and Pacing Guides have been rewritten to align with the PA Standards / Eligible Content for mathematics.	No
Work to facilitate the development/revision of Grade 5 math assessments is slated to occur during the Summer 2022.	No
MTSS Grade 5 Team has been formed; teachers are/will be trained by the IU13 on the use of the Rotational Model approach.	No
Elementary level continues to map strategies for increasing student achievement of the math standards/eligible content.	No
A new resource, Introduction to Python, was identified to provide additional opportunities for all students regardless of their math background to participate in an engaging computer science introductory course.	No
A new Computer Science / STEM 7 course was written for the 2022-2023 school year. Computer Science / STEM 8 will be written for the 2023-2024 school year. The district is increasing opportunities for early exposure to computer science courses.	No



STEM Labs are in place at all elementary schools. All grades K-5 teachers have been trained in Engineering By Design (EBD). The EBD units have been implemented in all grade levels K-5.	No
A wide variety of science courses are offered at the high school: (5) Advanced Placement Sciences and (6) College Prep-level electives. The high school offers an Honors-level Astronomy course where students can earn up to (6) college credits (partnership with WCU). Four (4) Project Lead the Way courses that are affiliated with Collegiate Engineering Programs are also offered. The Science Content Specialist has been kept up to date on the new science standards. There is a plan in effect to support teachers in the implementation of the curriculum and supports.	No
The "Township Ten" aims to enhance students' knowledge, skills, and dispositions beyond traditional content mastery and standardized assessments, including civics, financial literacy, technological proficiency, communication, collaboration, and integrity.	No
The advisory program promotes meaningful relationships between staff and students while providing academic support to students. Each student, along with his/her counselor and advisor, develops an individualized student success plan (SSP) to map out his/her educational path and set academic and personal goals.	No
The Special Education plan notes a continued increase in the least restrictive environment appropriate for the individual student. The plan also includes increased parent involvement and training.	No
The Student Services Plan is a comprehensive plan that touches on all needs of the students.	No
Our Technology Plan is a fluid document that is continually responsive to the technology needs of our district, students, and families. Our technology became a significant focus during the pandemic, allowing us to quickly pivot to remote learning when needed.	No
Our school counseling department continues to further develop, refine and implement a K-12 program of comprehensive, sequential guidance services, including career and life/future readiness that incorporates a county-wide initiative titled "Career Ready Lancaster!"	No
As our district special education program continues to grow in student enrollment, the PDE Special Education Plan continues to expand in its provision of services and placement options. Over the past five years, the district has greatly increased the number of programs offered in the schools, based on need.	No
Landis Run Intermediate (LRIS) is above the statewide average for ELA / Literature and Mathematics/ Algebra for proficient/advanced on PA State Assessments.	No

High School scored 100 in meeting annual academic growth expectations in both Math and Science.	No
High School data showed that 80.8% of ALL students were proficient or advanced in Mathematics / Algebra.	No
LRIS, Middle School and High School showed scores that exceed the Career Standards Benchmarks.	No

## Challenges

Challenge	Consideration In Plan
The district needs to focus on the continued development and consistent implementation of student-centered instruction, resources and materials, and data review protocols within the Multi-tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework at all levels (K-12). The MTSS and PBIS frameworks include supports for academic, behavioral and positive mental health and wellbeing.	Yes
The district needs to focus on development of a comprehensive resource/structure of supports for students that include data-driven decision making based on consistent lines of inquiry (MTSS framework). The fidelity of Tier 1 (Core Instruction) needs to be a comprehensive focus, along with consistent implementation of the Assessment Framework & Guidelines and K-12 Pupil Services Team process.	Yes
The district needs to focus on targeted strategies for promoting powerful learning, personal growth and leadership among students, staff and the community that promotes a vision of continuous improvement and collective responsibility for students to become lifelong learners and college, career, and community ready.	Yes
The district needs to provide differentiated professional development for teachers, non-instructional professional staff, and instructional support staff in order to increase student achievement and establish a positive, welcoming learning environment that promotes sense of belonging.	No
Our students receiving English Language Development services and Special Education Services need differentiation, culturally responsive practices, and appropriate scaffolding in the classrooms. We also need a universal communication system that is not hindered by language barriers.	Yes
There are varying levels of understanding among staff regarding the complexities of determining a disability or giftedness for students with a language difference.	No

The district needs continued refinement to the consistent practices associated with the Pupil Services Team (PST) Process and Gifted Identification Process, including consistent decisions about services and evaluations.	No
The district needs to promote the consistent use of opportunities and resources such as ECOS meetings, EL student profiles, and the gifted screening checklist for culturally and linguistically diverse students.	No
The district needs a defined process for ensuring consistent implementation of curriculum and interventions across the buildings.	Yes
Within the district's MTSS system, the tier criteria need to be identified. The Core Math Program should be evaluated for alignment to the PA Standards/ Eligible Content - additional resources should be identified to supplement.	No
All relevant teachers need professional development on the PA math standards and eligible content.	No
All assessments need to be aligned to the PA standards/ eligible content to ensure effective coverage and rigor. All assessment data needs to be easily accessed in order to drive instruction.	No
The district will need to implement the rotational model / differentiation to grades 5 and 6 during the 2022/2023 school year.	No
New Curriculum Guides / Pacing Guides will need to be created since the Science Standards are changing grades K-12 by the 2025 - 2026 school year. Resources will need to be reviewed as well.	No
A plan will need to be developed for the integration of the Technology and Science Standards grades K-4. The plan will include the process for incorporating the additional STEM and Technology standards into the curriculum.	No
Enrollment numbers in Advanced Placement courses have been stagnant and lacking in diversity.	No
Training in the use of consistent and common language in Foundational Literacy has been limited and need expanded to all relevant instructional staff.	No
The district needs established tiered interventions for ELA in the MTSS system that are consistently implemented among the schools.	Yes
The incorporation of the Township Ten is necessary in order to provide all students with the needed skills to be successful in the 21st world of work and in post-secondary education.	No
The advisory program will need to continue promoting positive relationships between students and teachers which results in a stronger school community and student achievement.	No

The Student Services Plan needs to continue increasing tiered II interventions and responses in order to effectively support students.	No
The Special Education Plan needs to provide all regular and special education teachers with training in differentiated instruction in order to ensure the fidelity of programs, instruction, and interventions.	Yes
We must keep technology (hardware and software) a key priority in long-range planning to ensure all students have access to the educational tools needed for their learning.	No
Our K-12 Guidance Plan needs to include an expanded focus on internships and apprenticeships as part of the career and future/life-ready planning,	No
Middle School is below the statewide average for students proficient or advanced in both Mathematics/ Algebra and Science/ Biology.	No
High School is below the statewide average for students proficient or advanced in Biology.	No
Middle School and High School Attendance are above the statewide average but below the statewide performance standard.	No

### Most Notable Observations/Patterns

Through review of the strengths and challenges listed above, school and district data, and feedback from a needs assessment and S.W.O.T. analysis, some of the most notable observations include the following: (1) the need to focus on data review protocols that drive continuous improvement, (2) the need to develop a comprehensive resource for students, families, and staff in need of supports to address academic and mental health needs, and (3) the need to facilitate powerful learning, personal growth, and leadership opportunities for key stakeholder groups that develop lifelong learners and prepare students for college and career readiness.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
<p>The district effectively implements data-driven human capital strategies. Data is used to make decisions about staffing and budgetary needs, and we are able to attract and retain high quality professional staff.</p>	<p>Strength can be used to address the identified challenges associated with the PDE **Empower Leadership, *Provide Student-Centered Supports, and *Focus on Continuous Improvement of Instruction (Conditions for Leadership, Teaching and Learning)</p>
<p>The district provides meaningful training in relevant and important topics for teachers, school leaders, and District Office administration which has contributed to the overall continued improvement of our educational programs and supports. A key focus of our training/professional development is increased student achievement and the development of an inclusive learning environment where all students and staff feel a sense of belonging.</p>	<p>Strength can be used to address the identified challenges associated with the PDE **Empower Leadership, *Provide Student-Centered Supports, and *Focus on Continuous Improvement of Instruction (Conditions for Leadership, Teaching and Learning)</p>
<p>The district empowers leadership for district continuous improvement. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate and communicate the conditions necessary to continuously improve student learning and outcomes. This commitment will help to guide our district into moving to the exemplary level.</p>	<p>Strength can be used to address the identified challenges associated with the PDE *Empower Leadership (Conditions for Leadership, Teaching and Learning)</p>
<p>The district has high expectations for all staff in our district. We also show strengths in recruitment (and retention) of exemplary staff, and maintaining curriculum aligned with state standards which support effective instruction.</p>	<p>Strength can be used to address the identified challenges associated with the PDE **Empower Leadership, *Provide Student-Centered Supports, and *Focus on Continuous Improvement of Instruction (Conditions for Leadership, Teaching and Learning)</p>
<p>The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.</p>	<p>Strength can be used to address the identified challenges associated with the PDE **Empower Leadership, *Provide Student-Centered Supports, and *Focus on Continuous Improvement of Instruction (Conditions for Leadership, Teaching and Learning)</p>

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>The district needs to focus on the continued development and consistent implementation of student-centered instruction, resources and materials, and data review protocols within the Multi-tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework at all levels (K-12), The MTSS and PBIS frameworks include supports for academic, behavioral and positive mental health and wellbeing.</p>	<p>Identified root cause(s) for challenge: Need for consistency of implementation, differentiated instruction, defined data protocols, systems for identifying and addressing struggling students (those at risk for failure/dropout due to lack of engagement)</p>	<p>Yes</p>	<p>Need to consistently implement data review protocols K-12 in order to promote continuous improvement and overall student outcomes.</p>
<p>The district needs to focus on development of a comprehensive resource/structure of supports for students that include data-driven decision making based on consistent lines of inquiry (MTSS framework). The fidelity of Tier 1 (Core Instruction) needs to be a comprehensive focus, along with consistent implementation of the Assessment Framework &amp; Guidelines and K-12 Pupil Services Team process.</p>	<p>Identified root cause(s) for challenge: Need for fidelity of implementation of student interventions, supports, and educational programs</p>	<p>Yes</p>	<p>Need to develop a comprehensive resource for students and other stakeholders in need of support for addressing academic and mental health needs.</p>
<p>The district needs to focus on targeted strategies for promoting powerful learning, personal growth and leadership among students, staff and the community that promotes a vision of continuous improvement and collective responsibility for</p>	<p>Identified root cause(s) for challenge: Need for increased opportunities/pathways for personal/professional growth and leadership, including venues to promote student voice and empowerment for learning</p>	<p>Yes</p>	<p>Need to promote learning, personal growth and leadership opportunities among students, staff and the community in order to promote continuous improvement within district.</p>

students to become lifelong learners and college, career, and community ready.			
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## Goal Setting

<b>Priority:</b> Need to consistently implement data review protocols K-12 in order to promote continuous improvement and overall student outcomes.					
<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction	The district will implement data review protocols K-12 that drive continuous improvement as determined by district and building level data, as well as student outcome data, to be measured by various state and local assessments and metrics (STAR, PVAAS, state level assessments, local assessments and screenings, local quarterly performance data, graduation rate).	Consistent implementation of data review protocols K-12 to increase student achievement	The district will show increased measures of progress toward the implementation of data review protocols K-12 that drive continuous improvement as determined by district and building level data, as well as student outcome data, to be measured by various state and local assessments and metrics (STAR, PVAAS, state level assessments, local assessments and screenings, local quarterly performance data, graduation rate).	The district will show increased measures of progress from Year 1 data toward the implementation of data review protocols K-12 that drive continuous improvement as determined by district and building level data, as well as student outcome data, to be measured by various state and local assessments and metrics (STAR, PVAAS, state level assessments, local assessments and screenings, local quarterly performance data, graduation rate).	The district will implement data review protocols K-12 that drive continuous improvement as determined by district and building level data, as well as student outcome data, to be measured by various state and local assessments and metrics (STAR, PVAAS, state level assessments, local assessments and screenings, local quarterly performance data, graduation rate).



**Priority:** Need to develop a comprehensive resource for students and other stakeholders in need of support for addressing academic and mental health needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	The district will develop a comprehensive resource for students, families and staff in need of assistance/guidance/support to address academic and mental health needs, with the effectiveness to be measured by pre- and post-surveys, mental health screenings, universal screening tool, and fidelity evaluation rubrics (the rubric rates/features the frequency of the possible Pupil Services Team outcomes), and updated website postings and data analytics.	Comprehensive resource for students, families and staff to address academic and mental health needs	The district will show increased measures of progress toward the development of a comprehensive resource for students, families and staff in need of assistance/guidance/support to address academic and mental health needs, with the effectiveness to be measured by pre- and post-surveys, mental health screenings, universal screening tool, and fidelity evaluation rubrics (the rubric rates/features the frequency of the possible Pupil Services Team outcomes), and updated website postings and data analytics.	The district will show increased measures of progress from Year 1 data toward the development of a comprehensive resource for students, families and staff in need of assistance/guidance/support to address academic and mental health needs, with the effectiveness to be measured by pre- and post-surveys, mental health screenings, universal screening tool, and fidelity evaluation rubrics (the rubric rates/features the frequency of the possible Pupil Services Team outcomes), and updated website postings and data analytics.	The district will develop a comprehensive resource for students, families and staff in need of assistance/guidance/support to address academic and mental health needs, with the effectiveness to be measured by pre- and post-surveys, mental health screenings, universal screening tool, and fidelity evaluation rubrics (the rubric rates/features the frequency of the possible Pupil Services Team outcomes), and updated website postings and data analytics.

**Priority:** Need to promote learning, personal growth and leadership opportunities among students, staff and the community in order to promote continuous improvement within district.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 2: Empower Leadership	The district will facilitate school-wide powerful learning, personal growth, and leadership opportunities for key stakeholder groups (teachers, students, community) that develop lifelong learners and prepare students for effective college and career readiness, as measured by surveys, student career portfolio checklists, anecdotal feedback from mentorship, leadership, and parent training programs.	Powerful learning, personal growth and leadership development among students, staff and other stakeholders	The district will show increased measures of progress toward the facilitation of school-wide powerful learning, personal growth, and leadership opportunities for key stakeholder groups (teachers, students, community) that develop lifelong learners and prepare students for effective college and career readiness, as measured by surveys, student career portfolio checklists, anecdotal feedback from mentorship, leadership, and parent training programs.	The district will show increased measures of progress from Year 1 data toward the facilitation of school-wide powerful learning, personal growth, and leadership opportunities for key stakeholder groups (teachers, students, community) that develop lifelong learners and prepare students for effective college and career readiness, as measured by surveys, student career portfolio checklists, anecdotal feedback from mentorship, leadership, and parent training programs.	The district will facilitate school-wide powerful learning, personal growth, and leadership opportunities for key stakeholder groups (teachers, students, community) that develop lifelong learners and prepare students for effective college and career readiness, as measured by surveys, student career portfolio checklists, anecdotal feedback from mentorship, leadership, and parent training programs.

## Action Plan

Action Plan for: District Data Team Review Protocols						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Consistent implementation of data review protocols K-12 to increase student achievement</li> </ul>		Consistent implementation of written data review protocols across all nine schools			Student performance data via STAR, PVAAS, PSSA & Keystone Exams, common assessments K-12, Future Ready PA Index (On Track Measures, College & Career Measures)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels.	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Student performance data via STAR, PVAAS, PSSA, K-6 common assessments, Future Ready PA Index (On Track Measures), MTSS interventions	Yes	Yes
Create and consistently implement data review protocols at Grades 7-8 levels.	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Student performance data via PVAAS, PSSA, Keystone Exams, Gr. 7-8 common assessments, Future Ready PA Index (On Track Measures, Career Standards Benchmark), MTSS interventions	Yes	Yes
Create and consistently implement data review protocols at Grades 9-12 levels.	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Student performance data via PVAAS, Keystone Exams, SAT & ACT Exams, AP Exams, common assessments for courses, Future Ready PA Index (On Track Measures, College & Career Measures), academic support programs, MTSS interventions	Yes	Yes

## Action Plan for: K-12 Common Assessments

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Consistent implementation of data review protocols K-12 to increase student achievement</li> </ul>		Consistent implementation of fully developed common assessments which align with the district's grading practices			Student performance data from common assessments and other local assessments, relevant state assessments, SAT/ACT, AP exams	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.	08/23/2022	06/06/2025	Assistant Superintendent	Board-approved curriculum materials, Standards Aligned System (SAS), student performance data from existing common assessments and other local assessments, student data from relevant state assessments	Yes	Yes

## Action Plan for: Differentiated Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Consistent implementation of data review protocols K-12 to increase student achievement</li> </ul>		Implementation of specific strategies for differentiating instruction in the classroom, thereby increasing the academic achievement of students and decreasing the course/subject area failure rate		Student grades on common assessments & coursework, state level assessments, attendance rates, graduation rate		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Training resources, student performance data, processes for implementing interventions	Yes	Yes

## Action Plan for: Positive Behavioral Interventions and Supports (PBIS) K-12

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Comprehensive resource for students, families and staff to address academic and mental health needs</li> </ul>		Implementation of tiered interventions and supports with fidelity to students, thereby increasing the academic achievement of students and decreasing behavioral incidents			Student grades on common assessments & coursework, state level assessments, attendance rates, graduation rate, discipline data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Behavior intervention data, student performance data, Pupil Services Team protocols, mental health screenings, universal screening tools data	Yes	Yes
Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Behavior intervention data, student performance data, Pupil Services Team protocols, mental health screenings, universal screening tools data	Yes	Yes

## Action Plan for: Multi-tiered Systems of Support (MTSS) K-12

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Comprehensive resource for students, families and staff to address academic and mental health needs</li> </ul>		Implementation of tiered interventions and supports with fidelity to students, thereby increasing the academic achievement of students and decreasing the course/subject area failure rate			Student grades on common assessments & coursework, state level assessments, attendance rates, graduation rate	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Core curriculum and intervention materials, student performance data, Pupil Services Team protocols, fidelity checklist data, universal screening tool	Yes	Yes
Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12	08/23/2022	06/06/2025	Director of Curriculum & Instruction	Core curriculum and intervention materials, student performance data, Pupil Services Team protocols, fidelity checklist data, universal screening tool	Yes	Yes

**Action Plan for: Differentiated professional development for professional & support staff**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Powerful learning, personal growth and leadership development among students, staff and other stakeholders</li> </ul>		Differentiated framework for staff development			Survey data from professional development evaluations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a differentiated framework for staff development that offers meaningful professional development to professional & support staff	08/23/2022	06/06/2025	Director of Curriculum & Instruction	District staff development online management system	Yes	Yes



## Action Plan for: Student Mentorship & Leadership Programs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Powerful learning, personal growth and leadership development among students, staff and other stakeholders</li> </ul>		Established programs for student mentoring and leadership that demonstrate active student involvement			Student feedback forms/surveys	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop programs that promote student-to-student mentoring and leadership skills	08/23/2022	06/06/2025	Assistant Superintendent	Frameworks for student mentoring programs and student leadership programs	Yes	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
District Data Team Review Protocols	<ul style="list-style-type: none"> <li>• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels.</li> <li>• Create and consistently implement data review protocols at Grades 7-8 levels.</li> <li>• Create and consistently implement data review protocols at Grades 9-12 levels.</li> </ul>
K-12 Common Assessments	<ul style="list-style-type: none"> <li>• Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>• Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.</li> </ul>
Positive Behavioral Interventions and Supports (PBIS) K-12	<ul style="list-style-type: none"> <li>• Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6</li> <li>• Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12</li> </ul>
Multi-tiered Systems of Support (MTSS) K-12	<ul style="list-style-type: none"> <li>• Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6</li> <li>• Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12</li> </ul>
Differentiated professional development for professional & support staff	<ul style="list-style-type: none"> <li>• Create a differentiated framework for staff development that offers meaningful professional development to professional &amp; support staff</li> </ul>
Student Mentorship & Leadership Programs	<ul style="list-style-type: none"> <li>• Develop programs that promote student-to-student mentoring and leadership skills</li> </ul>

## Professional Development Activities

Data Review Protocols						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels.</li> <li>• Create and consistently implement data review protocols at Grades 7-8 levels.</li> <li>• Create and consistently implement data review protocols at Grades 9-12 levels.</li> </ul>	K-6 teachers and non-instructional professional staff	Principles of using performance data, data analysis protocols, understanding guiding questions, determining root causes, goal setting,	Consistent use of protocols at K-6 level	Director of Curriculum & Instruction	08/23/2022	06/06/2025
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)	Quarterly	<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul>		Teaching Diverse Learners in an Inclusive Setting		

## K-12 Common Assessments

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.</li> </ul>	Designated K-12 teachers	Core curriculum, scope & sequence, mapping of big ideas, standards alignment, unit and lesson planning, tiered interventions and supplemental resources for struggling learners	Board-approved curriculum and common assessments, student performance data	Assistant Superintendent	08/23/2022	06/06/2025

## Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Quarterly	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1f: Designing Student Assessments</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3d: Using Assessment in Instruction</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Differentiated Instruction Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.</li> </ul>	K-12 instructional staff	Differentiated instruction	Application of strategies within the instructional setting, increased student achievement, decreased failure rates	Director of Curriculum & Instruction	08/23/2022	06/06/2025

### Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual	<ul style="list-style-type: none"> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>3c: Engaging Students in Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Positive Behavioral Interventions and Supports (PBIS) K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6</li> <li>Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12</li> </ul>	Designated K-12 staff	PBIS framework, teaming structure, school-wide expectations and commitment, guidelines and rules, reinforcement system, discipline procedures, classroom planning, data entry and analysis	Increased positive behaviors and decreased inappropriate behaviors/discipline data	Director of Curriculum & Instruction	08/23/2022	06/06/2025

### 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--Quarterly--Annually	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> <li>3c: Engaging Students in Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Multi-tiered Systems of Support (MTSS) K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6</li> <li>Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12</li> </ul>	Designated K-12 staff	MTSS framework, screenings, multi-level prevention system (tiers 1, 2 and 3), progress monitoring, data analysis and decision-making criteria, instructional adjustments and interventions	Increased student academic performance, improved attendance and graduation rate, and decreased course/grade level failure and school dropout rate	Director of Curriculum & Instruction	08/23/2022	06/06/2025

### 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--Quarterly--Annually	<ul style="list-style-type: none"> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4a: Reflecting on Teaching</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Differentiated Professional Development for Staff

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Create a differentiated framework for staff development that offers meaningful professional development to professional &amp; support staff</li> </ul>	District staff	Differentiated educational/student-related topics that provide meaningful professional learning for professional and support staff	Evaluation feedback from professional development	Director of Curriculum & Instruction	08/23/2022	06/06/2025

### Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>2b: Establishing a Culture for Learning</li> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> </ul>	Teaching Diverse Learners in an Inclusive Setting



## Student Mentorship & Leadership Programs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop programs that promote student-to-student mentoring and leadership skills</li> </ul>	Students in grades 5-12 (Landis Run Intermediate, Middle School, High School)	Student-to-student mentoring program, High School Student Leadership Academy	Feedback from students via surveys, interviews, and/or other forums	Assistant Superintendent	08/23/2022	06/06/2025

### 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)	Monthly--quarterly--annually	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Communications Action Steps

Evidence-based Strategy	Action Steps
District Data Team Review Protocols	<ul style="list-style-type: none"> <li>• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels.</li> <li>• Create and consistently implement data review protocols at Grades 7-8 levels.</li> <li>• Create and consistently implement data review protocols at Grades 9-12 levels.</li> </ul>
K-12 Common Assessments	<ul style="list-style-type: none"> <li>• Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>• Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.</li> </ul>
Positive Behavioral Interventions and Supports (PBIS) K-12	<ul style="list-style-type: none"> <li>• Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6</li> <li>• Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12</li> </ul>
Multi-tiered Systems of Support (MTSS) K-12	<ul style="list-style-type: none"> <li>• Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6</li> <li>• Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12</li> </ul>
Differentiated professional development for professional & support staff	<ul style="list-style-type: none"> <li>• Create a differentiated framework for staff development that offers meaningful professional development to professional &amp; support staff</li> </ul>
Student Mentorship & Leadership Programs	<ul style="list-style-type: none"> <li>• Develop programs that promote student-to-student mentoring and leadership skills</li> </ul>

## Communications Activities

Student Success with Curriculum and Instruction					
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>• Create and consistently implement data review protocols at the Kindergarten-Grade 6 levels.</li> <li>• Create and consistently implement data review protocols at Grades 7-8 levels.</li> <li>• Create and consistently implement data review protocols at Grades 9-12 levels.</li> <li>• Implement common assessments with consistency for all relevant K-12 courses and grade level subjects and evaluate the data to determine students' progress in the curriculum and the ability to attain expected concepts and skills.</li> <li>• Provide training in specific strategies for differentiating instruction in order to meet the individual learning needs of students, especially academically struggling learners, English Learners, and students with special needs.</li> <li>• Continue to develop and refine the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades K-6</li> <li>• Develop the framework for Positive Behavioral Interventions and Supports (PBIS) for Grades 7-12</li> <li>• Continue to develop and refine of the Multi-tiered System of Support (MTSS) framework for Grades K-6</li> <li>• Develop the Multi-tiered System of Support (MTSS) framework for Grades 7-12</li> </ul>	K-12 district staff	Data Team review protocols, K-12 common assessments, differentiated instruction, Positive Behavioral Interventions & Supports (PBIS), Multi-tiered Systems of Support (MTSS)	Director of Curriculum & Instruction	08/23/2022	06/06/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			As needed		

Other	As needed
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## Differentiated Professional Development

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>Create a differentiated framework for staff development that offers meaningful professional development to professional &amp; support staff</li> </ul>	K-12 staff	Differentiated based on need, interest, and/or district initiatives	Director of Curriculum & Instruction	08/23/2022	06/06/2025

### Communications

Type of Communication	Frequency
Email	Quarterly-annually
Other	As needed

## Student Mentorship & Leadership Programs

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>Develop programs that promote student-to-student mentoring and leadership skills</li> </ul>	Students in Grades 5-12	Mentoring and leadership skills, including student voice	Assistant Superintendent	08/23/2022	06/06/2025

### Communications

Type of Communication	Frequency
Email	As needed
Other	As needed