

LAKE-LEHMAN SD

PO Box 38

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The mission of the Lake-Lehman School District is to inspire students to achieve personal fulfillment through the context of community, independence, generosity and mastery within a safe learning environment.

VISION STATEMENT

The Vision of the Lake-Lehman School District is that upon graduation, each student will:
Demonstrate proficiency in all state standards
Be college, military, and/or career ready without remediation
Demonstrate independent life skills
Demonstrate understanding of Wellness
Understand the significance of Citizenship
Understand the importance of helping others
Demonstrate habits of mind through strategic thinking and creative problem solving

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students are expected to fully participate in the whole school program, making contributions to the educational organization in a positive way. Students are encouraged to take active leadership roles in school government, athletics, and extra curricular activities. Students are expected to uphold the student code of conduct, to assist in promoting a learning environment suitable to meet all persons' needs. Students are encouraged to lead a healthy life style, both mentally and physically, aiding in the overall well being of the organization, and for them as an individual.

STAFF

Staff is expected to fully participate in, uphold, and lead by example in the mission of the school district. Staff are encouraged to foster relationships with their administrators, fellow staff, and students that promote the well being of the organization as a whole, and as individuals.

ADMINISTRATION

Administration is expected to full participate in, uphold, and lead by example to ensure the mission of the district is being met. Administration is expected to treat all persons fairly, from all stakeholder groups. Administration is expected to lead along side their team, encouraging open lines of communication with students, parents, staff, and fellow administrators.

PARENTS

Parents are expected to encourage their children to uphold the mission of the district. Parents are encouraged to take active roles in the school community by serving on PTOs, committees, volunteer organizations, etc. Parents are encouraged to have open communication with school personnel, expressing opinions and concerns in order to facilitate the greatest good possible with respect to their child's educational experience.

COMMUNITY

The community is expected to support the school district, to share in its successes, and to be of assistance in times of need. The school district and the community are interchangeable parts, needing to function as one entity for the greater good of the school and the community at large.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
James McGovern	Superintendent	Lake-Lehman School District
Tracey Liparela	Asst. to the Superintendent	Lake-Lehman School District
Doug Klopp	JSHS Principal	Lake-Lehman School District
Matthew Nonnenberg	JSHS Asst Principal	Lake-Lehman School District
Nancy Edkins	Elementary Principal	Lake-Lehman School District
Donald James	Elementary Principal	Lake-Lehman School District
Heather Wertman	Head Teacher	Lake-Lehman School District
Lorraine Farrell	Board President	Lake-Lehman School District
Lori Bednarek	Parent	Lake-Lehman School District
Linda Van Orden	Elem Teacher	Lake-Lehman School District
Brian Murphy	Technology Director	Lake-Lehman School District
Christina Woronko	JSHS Teacher	Lake-Lehman School District
Donna Richards	Elem Teacher	Lake-Lehman School District
Katie Cronin	Elem Teacher	Lake-Lehman School District
Jackie Krogulski	Elem Teacher	Lake-Lehman School District
Sandra Boyle	HS Teacher	Lake-Lehman School District
Jan Albee	Elem Teacher	Lake-Lehman School District
Tara Sears	Elem Counselor	Lake-Lehman School District

ESTABLISHED PRIORITIES

Priority Statement

Implement more research based practices for instruction that address the needs of our Ed and Students with Disabilities.

Outcome Category

Mathematics

English Language Arts

Create a schedule that allows special education teachers to co-teach in regular education classrooms, allowing for exposure to grade level content.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Establish a curriculum review cycle, update existing curriculum and schedule in-service time for teachers to review and revise.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Universal Math Screener

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Growth for ED/IEP Students in MATH	Achieve 10 % increase in growth for ED and Students with Disabilities subgroups over the next three years in Math (PSSA and Keystone Algebra I)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the use of a universal screener for Math in grades K-8	2021-09-01 - 2021-10-10	Tracey Liparela	math screener, training for teachers using screener, training for teachers and Math Dept Chairs to interpret and use data

Anticipated Outcome

Classroom teachers can tier instruction to meet the needs of students based on screening

results

Monitoring/Evaluation

Analysis of test data, observation of classroom instruction, observation of student grouping

Evidence-based Strategy

Co-Teaching in Math and ELA

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Co-Teaching ELA/Math	Implement Co-Teaching in ELA and Math at the JSHS (7-12) level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	2020-09-01 - 2021-06-01	Tracey Liparela, Asst to the Superintendent	professional development program, teachers, release time from the classroom for training, collaboration with Director of Special Education

Professional Development for a Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	2021-01-01 - 2021-06-01	Tracey Liparela, Asst to the Superintendent	professional development program, teachers, release time from the classroom for training, collaboration with Director of Special Education
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Anticipated Outcome

Co-Teaching in Math and ELA in grades 7-12

Monitoring/Evaluation

Classroom Observation, analysis of student performance

Evidence-based Strategy

Using a Backward Design Model to Revise Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Revision/Update	ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum Revision/Alignment ELA K-6	2020-09-01 - 2021-06-01	Carrie McDonald, ELA Dept Chair K-6	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment K-6 Science	2020-09-01 - 2021-06-01	Donna Richards, Science Dept Chair K-6	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment K-6 Math	2021-09-01 - 2022-06-01	Rich Cronin, Math Dept Chair K-6	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment K-6 Social Studies	2022-09-01 - 2023-09-01	Linda Van Orden, SS Dept Chair K-6	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment ELA 7-12	2020-09-01 - 2021-06-01	Tina Woronko, ELA Dept Chair 7-12	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment Science 7-12	2020-09-01 - 2021-06-01	Scott Kerkowski, Science Dept Chair 7-12	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment Math 7-12	2021-09-01 - 2022-06-01	Sandy Boyle, Math Dept Chair 7-12	release time for teachers to collaborate, existing curriculum docs
Curriculum Revision/Alignment SS	2022-09-01 - 2023-06-01	Ryan Lindbuchler	release time for teachers to collaborate, existing

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
7-12			curriculum docs

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve 10 % increase in growth for ED and Students with Disabilities subgroups over the next three years in Math (PSSA and Keystone Algebra I) (Growth for ED/IEP Students in MATH)	Universal Math Screener	Implement the use of a universal screener for Math in grades K-8	09/01/2021 - 10/10/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	09/01/2020 - 06/01/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	01/01/2021 - 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achieve 10 % increase in growth for ED and Students with Disabilities subgroups over the next three years in Math (PSSA and Keystone Algebra I) (Growth for ED/IEP Students in MATH)	Universal Math Screener	Implement the use of a universal screener for Math in grades K-8	09/01/2021 - 10/10/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	09/01/2020 - 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a	01/01/2021
		Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	- 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a	Curriculum	09/01/2020
	Backward Design Model to Revise Curriculum	Revision/Alignment ELA K-6	- 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment	09/01/2020
		K-6 Science	- 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a	Curriculum	09/01/2021
	Backward Design Model to Revise Curriculum	Revision/Alignment K-6 Math	- 06/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment K-6 Social Studies	09/01/2022 - 09/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment	09/01/2020
		ELA 7-12	- 06/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a	Curriculum	09/01/2020
	Backward	Revision/Alignment	-
	Design	Science 7-12	06/01/2021
	Model to		
	Revise		
	Curriculum		

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a	Curriculum	09/01/2021
	Backward	Revision/Alignment	-
	Design	Math 7-12	06/01/2022
	Model to		
	Revise		
	Curriculum		

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a	Curriculum	09/01/2022
	Backward	Revision/Alignment	-
	Design	SS 7-12	06/01/2023
	Model to		
	Revise		
	Curriculum		

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Although not meeting the state wide goal at each elementary school, the Economically Disadvantaged Group demonstrated a level of proficiency in ELA closest to the overall proficiency level of the All Student Group.

The Students with Disabilities Group showed the most increase in performance from the previous year in ELA and Math when compared to the ED Group.

Lehman-Jackson Elementary School met the Intermin Goal and Improvement Target in both ELA and Math.

Lake-Noxen Elem School met both growth standards in ELA and Math.

The JSHS All Student Group met or exceed the Growth Index in ELA, Math and Science in the all student group. The Students with Disabilities Group increased performance in all subject area.

Artifacting 2 projects per grade level K-6 ensures we are meeting the requirment. We use Defined Stem to complete one of the projects at each grade level.

At the JSHS we use a Career Portfolio approach to ensure students are meeting the requirements. The program used at this level is Choices 360.

The All Student Group met or exceeded the goal in ELA at Lehman-Jackson Elementary School.

The All Student Group met or exceeded

Challenges

Closing the gap for the ED and Students with Disabilities categories will have the most significant impact on achieving our mission and goals.

We often see the students in the ED and Students with disabilities fall into the same subgroup.

The Growth Standards were not met at Ross Elem in ELA and Math.

The Growth Standards were not met in ELA at Lehman-Jackson Elem.

The Growth Standard was not met for the ED Group at the JSHS in math or science.

At the elementary level, we have a high rate of success. The most challenging part is uploading the students artifacts in grades K and 1, as they are not as familiar with Google Classroom. That is where we house all of the student portfolios.

At the JSHS, we believe their was misreporting in PIMS, as we are unable to determine how we failed to meet the Performance Standard for this category.

Meeting the performance AND growth expectations at Ross Elementary School. This school's performance, other than science has decreased from the previous years. This is a school with one class per grade level in most grades, with a higher than average special education population.

Co-teaching is not facilitated in the ELA

Strengths

the goal in Math at Lehman-Jackson Elementary School.

The All Student Group met or exceeded the goal in Science at all three elementary schools (76.9% R, 79.5% LN, 94.9% LJ)

The Growth Rate at Lake-Noxen elementary meets the expectations, and this is a school that serves our highest ED and Special Education population.

The total percent proficient or advanced in ELA at the JSHS exceeded the statewide average.

The ED group at the JSHS met the interim target in Math and improved performance from the previous year.

The ED and Students with Disabilities subgroups increased their performance in science from the previous year at the JSHS.

Opportunities for teachers and administration to collaborate on data is a strength.

Financing and budgeting is exemplary. Wasteful spending is not occurring at the district. Budgets are scrutinized, health care costs are monitored weekly, consortium buying is utilized.

Staff are surveyed and professional development is designed based on the needs indicated by teachers and administrators.

In the ED subgroup, the percentage for the Graduation 5 year cohort was 95.3%

Challenges

and this may be posing a challenge to students being exposed to grade level content.

Students with disabilities are not in a co-taught environment, therefore are not getting exposure to the grade level curriculum.

Students with Disabilities did not have a math lab built into their schedule.

The ED and Students with Disabilities subgroups increased their performance in science from the previous year, but did not meet the growth standard in science the JSHS.

Finding time for teachers to meet with each other in grade level cohorts across the district is challenging.

Consistent delivery of standards based curriculum across the three elementary schools is challenging. More alignment at the elementary level would assist in the transition to seventh grade. Our elementary schools are grades K-6. The transition to seventh grade often proves challenging, with state assessment performance being some of the lowest across the district in grades 7 and 8. If the experiences and exposure in grades K-6 were more aligned between all the schools, we may have an increased opportunity for success.

Only 51.4% of the ED subgroup at LJ were pro/adv, meaning they did not meet the target AND the performance decreased from the previous year.

Strengths

At Lehman-Jackson Elementary the ED subgroup increased performance from the previous year and met the interim target in Math.

At Lake-Noxen Elementary School, the ED and IEP subgroups met the growth standard in ELA and improved from the previous year.

At Ross Elementary School, the IEP subgroup increased performance from the previous year and met the interim goal/improvement target in ELA.

Challenges

At Ross Elementary School, the ED subgroup decreased in growth from the previous year.

Although the IEP subgroup at the JSHS improved their performance from last year in ELA, Math and Science, the group still did not meet the interim target.

At Ross Elementary School, the ED subgroup decreased in growth from the previous year.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Closing the gap for the ED and Students with Disabilities categories will have the most significant impact on achieving our mission and goals.



Meeting the performance AND growth expectations at Ross Elementary School. This school's performance, other than science has decreased from the previous years. This is a school with one class per grade level in most grades, with a higher than average special education population.

Students with disabilities are not in a co-taught environment, therefore are not getting exposure to the grade level curriculum.



Students with Disabilities did not have a math lab built into their schedule.

Finding time for teachers to meet with each other in grade level cohorts across the district is challenging.

Consistent delivery of standards based curriculum across the three elementary schools is challenging. More alignment at the elementary level would assist in the transition to seventh grade. Our elementary schools are grades K-6. The transition to seventh grade often proves challenging, with state assessment performance being some of the lowest across the district in grades 7 and 8. If the experiences and exposure in grades K-6 were more aligned between all the schools, we may have an increased opportunity for success.



ADDENDUM B: ACTION PLAN

Action Plan: Universal Math Screener

Action Steps	Anticipated Start/Completion Date
Implement the use of a universal screener for Math in grades K-8	09/01/2021 - 10/10/2021

Monitoring/Evaluation	Anticipated Output
Analysis of test data, observation of classroom instruction, observation of student grouping	Classroom teachers can tier instruction to meet the needs of students based on screening results

Material/Resources/Supports Needed	PD	Comm
	Step	Step
math screener, training for teachers using screener, training for teachers and Math Dept Chairs to interpret and use data	yes	yes

Action Plan: Co-Teaching in Math and ELA

Action Steps	Anticipated Start/Completion Date		
Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	09/01/2020 - 06/01/2021		
Monitoring/Evaluation	Anticipated Output		
Classroom Observation, analysis of student performance	Co-Teaching in Math and ELA in grades 7-12		
Material/Resources/Supports Needed	PD Step	Comm Step	
professional development program, teachers, release time from the classroom for training, collaboration with Director of Special Education	yes	yes	

Action Steps	Anticipated Start/Completion Date		
Professional Development for a Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	01/01/2021 - 06/01/2021		
Monitoring/Evaluation	Anticipated Output		
Classroom Observation, analysis of student performance	Co-Teaching in Math and ELA in grades 7-12		
Material/Resources/Supports Needed	PD Step	Comm Step	
professional development program, teachers, release time from the classroom for training, collaboration with Director of Special Education	yes	yes	

Action Plan: Using a Backward Design Model to Revise Curriculum

Action Steps	Anticipated Start/Completion Date		
Curriculum Revision/Alignment ELA K-6	09/01/2020 - 06/01/2021		
Monitoring/Evaluation	Anticipated Output		
Material/Resources/Supports Needed	PD Step	Comm Step	
release time for teachers to collaborate, existing curriculum docs	no	yes	

Action Steps	Anticipated Start/Completion Date		
Curriculum Revision/Alignment K-6 Science	09/01/2020 - 06/01/2021		
Monitoring/Evaluation	Anticipated Output		
Material/Resources/Supports Needed	PD Step	Comm Step	
release time for teachers to collaborate, existing curriculum docs	no	yes	

Action Steps	Anticipated Start/Completion Date		
Curriculum Revision/Alignment K-6 Math	09/01/2021 - 06/01/2022		
Monitoring/Evaluation	Anticipated Output		
Material/Resources/Supports Needed	PD Step	Comm Step	
release time for teachers to collaborate, existing curriculum docs	no	yes	

Action Steps	Anticipated Start/Completion Date
Curriculum Revision/Alignment K-6 Social Studies	09/01/2022 - 09/01/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
release time for teachers to collaborate, existing curriculum docs	no	yes

Action Steps	Anticipated Start/Completion Date
Curriculum Revision/Alignment ELA 7-12	09/01/2020 - 06/01/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
release time for teachers to collaborate, existing curriculum docs	no	yes

Action Steps	Anticipated Start/Completion Date
Curriculum Revision/Alignment Science 7-12	09/01/2020 - 06/01/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
release time for teachers to collaborate, existing curriculum docs	no	yes

Action Steps**Anticipated Start/Completion Date**

Curriculum Revision/Alignment Math 7-12

09/01/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

release time for teachers to collaborate, existing curriculum docs

no

yes

Action Steps**Anticipated Start/Completion Date**

Curriculum Revision/Alignment SS 7-12

09/01/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

release time for teachers to collaborate, existing curriculum docs

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve 10 % increase in growth for ED and Students with Disabilities subgroups over the next three years in Math (PSSA and Keystone Algebra I) (Growth for ED/IEP Students in MATH)	Universal Math Screener	Implement the use of a universal screener for Math in grades K-8	09/01/2021 - 10/10/2021
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	09/01/2020 - 06/01/2021
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	01/01/2021 - 06/01/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching Training	Regular Ed and Special Ed Math Teachers Grades 7-12	Parallel Teaching, One Teach One Assist, Station Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of Co-Teaching	09/01/2020 - 06/30/2021	Tracey Liparela/Asst to the Superintendent
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching Training	Regular and Special Education ELA Teachers Grades 7-12	Parallel Teaching, One Teach One Assist, Station Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of Co-Teaching	09/01/2020 - 06/30/2021	Tracey Liparela/Asst to the Superintendent
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Universal Math Screener- Administration and Data Review	Regular and Special Education Teachers K-8	How to administer the Universal Screener, How to use the data effectively

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of student performance	09/01/2021 - 10/31/2021	Tracey Liparela, Asst to the Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
	01/01/0001 - 01/01/0001	

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achieve 10 % increase in growth for ED and Students with Disabilities subgroups over the next three years in Math (PSSA and Keystone Algebra I) (Growth for ED/IEP Students in MATH)	Universal Math Screener	Implement the use of a universal screener for Math in grades K-8	2021-09-01 - 2021-10-10
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in Math with Regular and Special Education teachers in grades 7-12	2020-09-01 - 2021-06-01
Implement Co-Teaching in ELA and Math at the JSHS (7-12) level. (Co-Teaching ELA/Math)	Co-Teaching in Math and ELA	Professional Development for a Co-Teaching Model in ELA with Regular and Special Education teachers in grades 7-12	2021-01-01 - 2021-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment ELA K-6	2020-09-01 - 2021-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment K-6 Science	2020-09-01 - 2021-06-01
ELA and Math curriculum will be revised	Using a	Curriculum	2021-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Backward Design Model to Revise Curriculum	Revision/Alignment K-6 Math	- 2022-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment K-6 Social Studies	2022-09-01 - 2023-09-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment ELA 7-12	2020-09-01 - 2021-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment Science 7-12	2020-09-01 - 2021-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment Math 7-12	2021-09-01 - 2022-06-01
ELA and Math curriculum will be revised and updated in grades K-12 by the end of year three. (Curriculum Revision/Update)	Using a Backward Design Model to Revise Curriculum	Curriculum Revision/Alignment SS 7-12	2022-09-01 - 2023-06-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Universal Math Screener Discussion with Stakeholders	All Math classroom regular ed and special ed teachers K-8	options for universal screeners, why screen in math, who will be conducting the screening, what do we do with the data?,
Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2020		Blog
Lead Person/Position	Tracey Liparela, Asst to the Superintendent	

Communication Step	Audience	Topics/Message of Communication
Co-Teaching in Math	Regular and Special Education Math teachers 7-12	why to co-teach, how to co-teach, different models of co-teaching, timeline for conducting training
Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2021	as needed	Presentation
Lead Person/Position	Tina Antonello-Portee, Director of Special Education	

Communication Step	Audience	Topics/Message of Communication
Co-Teaching in ELA	Regular and Special Education ELA Teachers 7-12	why to co-teach, how to co-teach, different models of co-teaching, timeline for conducting training

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2021	as needed	Presentation

Lead Person/Position
Tina Antonello-Portee, Director of Special Education

Communication Step	Audience	Topics/Message of Communication
Curriculum Map Revisions ELA K-6	Teachers K-6	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position
Carrie McDonald, Dept Chair K-6

Communication Step	Audience	Topics/Message of Communication
Curriculum Map Revisions ELA 7-12	ELA Teachers 7-12	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position

Tina Woronko, ELA Dept Chair 7-12

Communication Step	Audience	Topics/Message of Communication
Curriculum Map Revisions, K-6	Elementary Math Teachers	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position

Rich Cronin, Math Dept Chair K-6

Communication Step	Audience	Topics/Message of Communication
Curriculum Revisions Math 7-12	Math Teachers 7-12	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position

Sandy Boyle, Math Dept Chair 7-12

Communication Step	Audience	Topics/Message of Communication
Curriculum Revisions Science K-6	Elementary Science Teachers	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position

Donna Richards, Science Dept Chair K-6

Communication Step	Audience	Topics/Message of Communication
Curriculum Revisions Science 7-12	Science Teachers 7-12	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position

Scott Kerkowski, Science Dept Chair 7-12

Communication Step	Audience	Topics/Message of Communication
Curriculum Revisions Social Studies K-6	Elementary Social Studies Teachers	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position
Linda Van Orden, Social Studies Dept Chair K-6

Communication Step	Audience	Topics/Message of Communication
Curriculum Revisions Social Studies 7-12	Social Studies Teachers 7-12	Timeline for revisions, Resources on SAS, existing curriculum maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	monthly if possible	Other

Lead Person/Position
Ryan Lindbuchler, Social Studies Dept Chair 7-12

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Employee Communication	Major Focus Areas of the Plan Implementation Timeline Roles and Responsibilities	Meetings	Administration Department Chairs Teachers	Fall 2020
School Community Stakeholders	Goals of the Plan	Mailings, Website Postings, School Board Reports	Parents/Guardians Community Members	Fall 2020