

























## Related Academics

### Career Readiness

Data	Comments/Notable Observations
The high school met the performance standard for the career standards benchmark.	
Graduation rate for the high school met or exceeded the standard for all subgroups.	
All three buildings met the attendance performance standard.	

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Robert Morris University

### Agreement Type

Dual Credit

**Program/Course Area**

College in the High School

**Uploaded Files**

Wattsburg SD - RMU in the HS MOU - Fully Executed - July 2023 (1).pdf

Wattsburg SD - RMU in the HS MOU - Fully Executed - July 2023 (1)\_acd5aeaf.pdf

Appendix A - List of RMU Courses, Departments, Instructors, and Textbooks - Wattsburg (1)\_fdbe7113.xlsx

Appendix A - List of RMU Courses, Departments, Instructors, and Textbooks - Wattsburg (1).xlsx

**Partnering Institution**

Gannon University

**Agreement Type**

Dual Credit

**Program/Course Area**

Students are able to enroll at Gannon while attending Seneca, for dual enrollment purposes.

**Uploaded Files**

IUGannonAffiliationAgreementDualCredit.pdf

IUGannonAffiliationAgreementDualCredit\_9225b684.pdf

**Partnering Institution**

Mercyhurst University

**Agreement Type**

Dual Credit

**Program/Course Area**

Students are able to enroll at Mercyhurst while attending Seneca, for dual enrollment purposes.

**Uploaded Files**

IU MercyhurstAffiliationAgreementDualCredit.pdf

2023 DE Affiliation\_Wattsburg Area School District -Mercyhurst.pdf

**Partnering Institution**

PennWest

**Agreement Type**

Dual Credit

**Program/Course Area**

Students are able to enroll at PennWest while attending Seneca, for dual enrollment purposes.

**Uploaded Files**

Dual Enrollment Agreement -PennWest -WASD.pdf

**Partnering Institution**

Penn State, The Behrend College

**Agreement Type**

Dual Credit

**Program/Course Area**

Students are able to enroll at Penn State while attending Seneca, for dual enrollment purposes.

**Uploaded Files**

PSE\_Wattsburg Area School District\_2023.pdf

**Summary**

**Strengths**

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The District graduation rate met or exceeded the standard for all subgroups.
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The District five year graduation cohort exceeds the state average.
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The district has met the career standard benchmark at 100% for the 22-23 school year.
The special education and economically disadvantage subgroups are exceeding performance expectations in Industry based learning.
The district has articulation agreements with five local colleges and universities.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Our performance in the industry-based credentials assessments fall below the state average.
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## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.	There are not enough special education students at the elementary to create a subgroup for growth, nor to determine interim target achievement in Science.
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.	

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA	
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.	
The economically disadvantaged subgroup at the elementary met the growth standard in math and science and exceed the growth standard in ELA.	
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.	

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.



## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.
The special education subgroup in all three buildings have exceeded the growth standard in ELA.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Throughout the duration of the comprehensive planning cycle, we will be developing a variety of methods to present parent trainings in order to increase parent participation.
Title I Program	Throughout the duration of this comprehensive planning cycle, we will be evaluating the use of our Title I staff and the implementation of this intervention program with a focus on how Title I staff support our students that are economically disadvantaged.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	The high school will work to fully incorporate artifacts that meet benchmark standards into a career related course, to increase its compliance. The high school will also work to incorporate additional staff in the process of monitoring student completion of these artifacts.
Technology Plan	The district is focusing on creating a new website over the next two years.
English Language Development Programs	The district has had multiple new EL teachers over the past several years. Each new teacher has been effective in their job, however the turnover rate makes it challenging to build consistency for staff and students. The District contracts with the IU.
Professional Development Plan	The district will be updating our professional development and induction plans as part of this comprehensive planning cycle and will monitor and evaluate its effectiveness throughout this cycle.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Our special education caseloads are typically kept at 80% capacity.
Special education programs include cotaught and pull out classes to meet the spectrum of special education needs.
The elementary is a school wide Title I school, therefore, all students are able to receive support through this program.
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.
The guidance counselors have spent this past year working with grade levels and administration to ensure there are activities with artifacts that meet the expectations of the 339 plan. This year, guidance counselors are following up with staff to ensure they are implementing the activities and collecting the artifacts as they are outlined in the plan.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The district recently opened an Autistic support elementary classroom. The opening has been very effective, however the district will need to determine if over the next 3-5 years, a middle/high school AS room will need to be opened as well, based on needs.
Every year the state mandates additional trainings. It is becoming increasingly more difficult to meet all of the professional development requirements from the state as well as meeting the needs of PD for our students and staff.



## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.
The District builds the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality

teaching and learning.
The District fosters a vision and culture of high expectations for success for all students, educators, and families.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The District will continue to work to ensure effective, standards-aligned curriculum and assessments.
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Advanced/proficient rates in Literature Keystone exam were well above the state average in 2023.	False
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA.	True
Overall, students are meeting or exceeding growth expectations on CDT's in reading.	False
K-2 students are scoring higher on current Acadience reading measures than in previous years.	False
The elementary school is meeting or exceeding growth standard in ELA on CDT's.	False
6th and 7th grade are meeting the growth target in the science CDT's.	False
Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.	True
1st and 3rd grade are maintaining or gaining ground in Acadience math benchmark scores.	True
The District graduation rate met or exceeded the standard for all subgroups.	False
The District five year graduation cohort exceeds the state average.	False
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	True
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.	False
Our special education caseloads are typically kept at 80% capacity.	False
Special education programs include cotaught and pull out classes to meet the spectrum of special education needs.	False
The elementary is a school wide Title I school, therefore, all students are able to receive support through this program.	False
The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.	True
The District builds the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
The District fosters a vision and culture of high expectations for success for all students, educators, and families.	False
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.	True
The guidance counselors have spent this past year working with grade levels and administration to ensure there are activities with artifacts that meet the expectations of the 339 plan. This year, guidance counselors are following up with staff to ensure they are implementing the activities and collecting the artifacts as they are outlined in the plan.	False
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.	False
The special education subgroup in all three buildings have exceeded the growth standard in ELA.	False
The district has met the career standard benchmark at 100% for the 22-23 school year.	False

The special education and economically disadvantage subgroups are exceeding performance expectations in Industry based learning.	False
The district has articulation agreements with five local colleges and universities.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.	True
Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and math.	True
The middle and elementary school did not meet the interim target for achievement in ELA and science.	True
Grades 5, 8, and 10 do not show growth on CDT's for ELA.	True
5th and 8th grade are below the growth standard in math CDT's.	False
Our performance in the industry-based credentials assessments fall below the state average.	True
K-2 reading benchmark scores show only approximately 50% of students are at or above benchmark. This percentage can decrease as students move through the year.	True
IXL data is beginning to show deficits in vocabulary and grammar.	True
The biology CDT indicates that students are below the growth target..	True
4th, 5th, and 8th grade are below the growth target in the science CDT's.	True
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.	True
The District will continue to work to ensure effective, standards-aligned curriculum and assessments.	True
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
2nd grade students are losing ground on Acadience reading benchmark assessments.	True
Kindergarten and second grade are losing ground in Acadience math benchmark scores.	False
The district recently opened an Autistic support elementary classroom. The opening has been very effective, however the district will need to determine if over the next 3-5 years, a middle/high school AS room will need to be opened as well, based on needs.	False
Every year the state mandates additional trainings. It is becoming increasingly more difficult to meet all of the professional development requirements from the state as well as meeting the needs of PD for our students and staff.	False
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.	True



### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We are showing more growth for our subgroup populations, however achievement is still below interim targets in certain areas for these subgroups. The influx of new staff necessitates additional training on previously learned systems. Fifth grade and biology are specific areas that need attention. The district should also offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.		True
Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and math.		True
Our performance in the industry-based credentials assessments fall below the state average.		False
Grades 5, 8, and 10 do not show growth on CDT's for ELA.		False
K-2 reading benchmark scores show only approximately 50% of students are at or above benchmark. This percentage can decrease as students move through the year.		False
IXL data is beginning to show deficits in vocabulary and grammar.		True
The District will continue to work to ensure effective, standards-aligned curriculum and assessments.		False
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.		False
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.		False
The biology CDT indicates that students are below the growth target..		False
4th, 5th, and 8th grade are below the growth target in the science CDT's.		False
2nd grade students are losing ground on Acadience reading benchmark assessments.		False
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.		False
The middle and elementary school did not meet the interim target for achievement in ELA and science.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.	
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	
Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.	Alignment of core resources and data driven instruction.
1st and 3rd grade are maintaining or gaining ground in Acadience math benchmark scores.	
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.	Future PD takes direction from staff input and their needs.
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA.	

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue to review data for weak areas and provide professional development opportunities on meeting the needs of students who are economically disadvantaged as well as our special education subgroup.
	Ensure data is being used to drive instruction and teachers are differentiating to meet student needs.
	Offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.
	Ensure programs are implemented with fidelity and identify supplementals to align with gaps in learning.

## Goal Setting

Priority: Continue to review data for weak areas and provide professional development opportunities on meeting the needs of students who are economically disadvantaged as well as our special education subgroup.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Meeting the needs of student subgroups		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Professional development regarding trauma informed care and differentiation.	Professional development regarding how to address concerns regarding students with parents.	By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.

Priority: Ensure data is being used to drive instruction and teachers are differentiating to meet student needs.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Data driven instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
District will continue to implement PLC's and facilitate data driven discussion to formulate lesson planning.	Teachers will facilitate PLC data meetings independently.	By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction.

Priority: Offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the three-year cycle, teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Integrating vocabulary and grammar in writing across the curriculum		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Teachers will receive professional	A determination will be made regarding the need for additional	By the end of the three-year cycle,

development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.	resources for writing, grammar, and vocabulary instruction. Professional development will continue to focus on integrating vocabulary and grammar in writing instruction across grade levels and subjects.	teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.
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**Priority: Ensure programs are implemented with fidelity and identify supplementals to align with gaps in learning.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of this three-year cycle, staff will be implementing their programs with fidelity.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Program fidelity		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Needs assessment conducted to determine needs for professional development on core resources. Walkthroughs will be conducted to determine from an administrative observation standpoint, areas of need as well.	Professional development provided to staff who have identified a need. Ongoing walkthroughs will continue to be conducted to ensure fidelity.	By the end of this three-year cycle, staff will be implementing their programs with fidelity.

## Action Plan

### Measurable Goals

Meeting the needs of student subgroups	Data driven instruction
Integrating vocabulary and grammar in writing across the curriculum	Program fidelity

### Action Plan For: Self-regulated strategy development (SRSD) and Instructional Coaching

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.</li> </ul>

Action Step		Anticipated Start/Completion Date	
District will conduct a needs assessment to determine professional development needs for core resources.		2024-05-20	2024-09-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent	Microsoft Forms	No	Yes
Action Step		Anticipated Start/Completion Date	
Results from needs assessment will be used to drive professional development on core resources.		2024-09-03	2024-12-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	Vendor contacts and training schedule	Yes	No
Action Step		Anticipated Start/Completion Date	
Contact vendors to schedule necessary PD. Reach out to staff to determine if they feel comfortable modeling program for staff.		2024-01-03	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	PLC discussions, professional development calendar	No	No
Action Step		Anticipated Start/Completion Date	
Identified staff will participate in coaching or vendor trainings.		2025-01-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	Location and scheduling	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will implement programs with fidelity	Building administration and assistant to the superintendent three times per year.

## Action Plan For: Teacher study groups and instructional coaching

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.</li> <li>By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction.</li> <li>By the end of the three-year cycle, teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.</li> </ul>

Action Step		Anticipated Start/Completion Date	
PLC implementation		2024-09-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration.	PLC schedule and worksheet	No	No
Action Step		Anticipated Start/Completion Date	
Professional development on meeting the needs of diverse learners.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent and special education supervisor	IU5 school improvement services	Yes	No
Action Step		Anticipated Start/Completion Date	
Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.		2024-02-09	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent and Building administration	IU5 school improvement services	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will use data to drive instruction as well as to address the needs of student subgroups.	Building administration and assistant to the superintendent six times per year through the PLC process





## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Self-regulated strategy development (SRSD) and Instructional Coaching	Results from needs assessment will be used to drive professional development on core resources.
Teacher study groups and instructional coaching	Professional development on meeting the needs of diverse learners.
Teacher study groups and instructional coaching	Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

### Evaluate needs assessment

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Results from needs assessment will be used to drive professional development on core resources.</li> </ul>		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
vendor professional development evaluation Mentor teacher availability and knowledge		
<b>Evidence of Learning</b>		
Survey and implementation of program		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building administration, Assistant to the Superintendent	2024-09-02	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Using data to meet the needs of diverse learners

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Professional development on meeting the needs of diverse learners.</li> </ul>
<b>Audience</b>
Teachers and administrators
<b>Topics to be Included</b>

Trauma informed care How poverty impacts learning		
<b>Evidence of Learning</b>		
Survey completion and feedback on implementation in the classroom		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent	2024-08-26	2027-06-04

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	two times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Writing across the content areas

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.</li> </ul>		
<b>Audience</b>		
All teachers		
<b>Topics to be Included</b>		
Writing activities that focus on grammar and vocabulary development.		
<b>Evidence of Learning</b>		
Formal observations and walkthroughs.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent and building administration	2024-08-26	2027-06-04

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	three times per year for each of the three years
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	



## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Self-regulated strategy development (SRSD) and Instructional Coaching	District will conduct a needs assessment to determine professional development needs for core resources.

### Needs Assessment

<b>Action Step</b>		
<b>Audience</b>		
Staff		
<b>Topics to be Included</b>		
Needs for professional development on core resources.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant to the Superintendent	2024-08-23	2024-12-06

### Communication

Type of Communication	Frequency
Email	Once to establish baseline

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>