

HARRISBURG CITY SD

1601 State Street

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The Harrisburg School District is committed to providing a rigorous and relevant education to ALL students in a learning environment that fosters high expectations and data-driven and standards-aligned instruction provided by committed, highly qualified teachers. We endeavor to provide a culturally responsive, safe, and positive school environment to enhance, empower, and promote the value of lifelong learning for our students. Families and the Harrisburg community are active partners in the educational process.

VISION STATEMENT

In pursuit of educational excellence, our District aims to empower ALL students to become high academic achievers and lifelong learners who understand the need for a rigorous and diversified education and who are motivated and prepared to compete and succeed beyond high school graduation in 21st Century global markets.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Harrisburg School District believes in the inherent value of each individual student and is committed to a set of core beliefs that guide our work. These beliefs frame our goals, program development, and support systems -- and focus on instruction, curriculum, and assessment to ensure that ALL students achieve at high levels and strive to reach their potential. The primary focus of the education section of the Recovery Plan is based on the 7 Turnaround Principles for public education as defined by the United States Department of Education. These are meaningful interventions to improve academic achievement of students. The 7 Turnaround Principles are: Principle 1: Strong, Effective Leadership ***Principle 2: Effective Teachers Principle 3: Additional Instruction Time ***Principle 4: Strengthen Instructional Program Based on Student Needs Principle 5: Data Informs Instruction ***Principle 6: School Environment Focused on Achievement/ Non-Academic Factors Affecting Student Achievement ***Principle 7: Engaging Families and Communities *** Even though there is a strong interrelationship between the 7 Turnaround Principles, ***indicates, the turnaround principles that most closely pertain to students.

STAFF

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ADMINISTRATION

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PARENTS

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COMMUNITY

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OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Susan Sneath	Chief Academic Officer	District office
Chris Celmer	Superintendent	District office
Andrew Coonradt	Bucks IU Consultant	IU 22
Chris Baldrige	Foundation President	Harrisburg Public Schools Foundation
Christine Estright	Dean	Camp Curtin
Christine Robbins	Teacher	District Wide
Christopher Styer	Coordinator	Boy Scouts of America
Dawn Kaloz	Counselor	Downey Elementary
Ed Gooch	Assistant Director of Academics	District office
Janet Samuels	Receiver	Harrisburg School District
Jodi Barksdale	President/Teacher	HEA/Rowland
Joe Bedard	Community Partner	PA Literacy Foundation
Jackie Castleman	Assistant Director of Academics	District Office
Kennedy Holt	Student	John Harris
Kia Hansard	Student	John Harris
Latrice Mumin	Director of Office of Accountability	District office
Lisa Koch	Teacher	Downey
Melanie Cook	Community/LTS	Camp Curtin
Shileste Overton-Morris	CAIU	CAIU
Tracy Lechthaler	Dean	Downey

Name	Position	Building/Group
Michael Crain	Teacher	Foose
Pia Peterson	Assistant Principal	Melrose
Will Towson	Principal	Ben Franklin
Rachel Aslan	Teacher	John Harris
Michele Rolko	HEA/Teacher	Vice President/Downey
Traci Moyer	Teacher	Camp Curtin
Sara Hanford	Teacher	John Harris

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students needs to attend school regularly and consistently in order to achieve.	Regular Attendance
Building leadership must spend a great deal of time in classrooms, watching instruction, providing feedback and focusing on teaching and learning.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
Teachers are the key to student success. Teachers must use best practices in instruction to ensure that all students master high level standards.	Essential Practices 1: Focus on Continuous Improvement of Instruction
We must all have high expectations for the children of Harrisburg School District.	Other
Teacher must believe that all children can learn at high levels if provided the correct supports and environment.	School climate and culture School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Cultural Proficiency Training	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Continuous Instructional Improvement	Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year.
All Students Can Achieve	The percentage of teachers that believe their students can be

Goal Nickname**Measurable Goal Statement (Smart Goal)**

at High Levels

academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

The district leadership team will participate in intensive monthly cultural proficiency training and be provided with the tools to provide the training in their buildings.

2020-08-06 - 2021-07-01

Dr. Janet Samuels

Consultation with Dr. Moore-Williams The purchase of "Cultural Proficiency" and "Courageous Conversations"

Anticipated Outcome

Increased Student Attendance Increased Student Achievement in ELA and Math

Monitoring/Evaluation

End of 20-21 school year

Evidence-based Strategy

Increase the Capacity for Instructional Leadership

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Continuous Instructional Improvement - literacy

The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data.

Continuous Instructional Improvement - mathematics

The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and

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instructional decisions based on data.

Continuous Instructional Improvement

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All Students Can Achieve at High Levels

The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Enrich the Professional Learning Communities and Professional Learning for Principals, Directors and Supervisors

2019-07-15 - 2023-06-30

Susan Sneath

Leadership Yearly Calendar
Well planned Professional Learning Community
Discussions and Training based on data.

Increase the quality and quantity of instructional feedback provided to teachers

2020-08-31 - 2021-06-04

Susan Sneath

Danielson Teacher Effectiveness Rubric.
District designed walkthrough form.

Anticipated Outcome

Increase student performance

Monitoring/Evaluation

Standardized Assessments STAR, PSSA, PVAAS, CDT, Keystone

Evidence-based Strategy

Increase Regular Attendance

Measurable Goals

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Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Regular attendance data review. Share monthly attendance data and suspension data during principal PLCs, make monthly attendance data public, develop SAIP for all chronically absent students, monitor the implementation of the SAIP

2020-08-31 - 2021-06-04

HR, Office of Academics, Building Leadership

The district is designing a data dashboard to share data with the public.

Anticipated Outcome

Increased daily attendance

Monitoring/Evaluation

Monthly reports and consultations with building leadership

Evidence-based Strategy

Data-Driven Decision Making

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Data Wise Teams at all buildings	2020-09-21 - 2021-06-04	Ed Gooch Julie Lehmer Office of Academics	The books: "Meeting Wise", "Data Wise in Action", and "Data Wise". Access to the Data Wise 8 hour interactive online training module

Anticipated Outcome

It is expected that instructional decisions will be based on data and data literacy will expand to all educators

Monitoring/Evaluation

Weekly Professional Learning Community Meetings



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>	Cultural Proficiency Training	The district leadership team will participate in intensive monthly cultural proficiency training and be provided with the tools to provide the training in their buildings.	08/06/2020 - 07/01/2021

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<p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>			
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Growth with our students receiving intervention K-8.

Maintaining or Growing (Green, Blue) students in the Below Basic group across all grade levels indicates that interventions are having a positive effect on students.

Higher numbers of students are proficient in Science PSSA's overall. Science performance is a relative strength of the district.

SciTech has met and exceeded the College and Career Standards in 2019-2020.

The district implemented a common Civics assessment to all 9th graders in the 2019-2020 school year, even though it is not mandated until the 2020-2021 school year.

Science is a relative strength for all students as measured by the PSSA.

The district is embarking on cultural proficiency training during the 2020-2021 school year.

There are school climate goals in each of the building level comprehensive plans, that focus on making all children feel welcomed and included in their schools.

Cohesion of district goals between the Recovery Plan, The District Comprehensive Plan, the CSI and ATSI plans, and all of the building Comprehensive plans.

Challenges

Everyone must have high expectations for students and present grade level standards with scaffolded instruction.

We must have a highly differentiated Tier 1 that meets the instructional needs of minimally 80% of the students.

There must be a fierce protection of instructional time with improved student and teacher attendance.

Need ongoing training for teachers in the use of the core K-8 mathematics program, increased pacing now that the 6th-8th grade core math program to be consistent with the K-5 program. We moved to Eureka math and provided PD for all teachers K-8 in 20-21.

Must have a science curriculum revision to match high level science standards - looking forward to Next Generation Science standards to be published

Implementation of STEM instruction K-8 for all children - this program was implemented district-wide K-8 for the 2020-2021 school year.

Review of core program in science and biology.

Only 38% of students passed the Civics exam at the beginning of 9th grade, but all students take "Civics" as 8th graders.

We need to improve our implementation of Act 339 across the district.

Strengths

Continue to build the capacity of building principals, directors and supervisors in their instructional leadership.

There must be a focus on school climate and culture at each building with a particular focus on increased daily attendance.

We are building the capacity of principals, supervisors and directors in their instructional leadership.

A new core resource for literacy K-5 was implemented in 2019-2020.

We have aligned middle school math program to K-5 math program to create cohesion. All math teachers have received and will continue to receive PD in the best practices in math instruction.

Revised ELA curriculum for grades 6-8 and selected a new resource to be implemented in the 21-22 school year.

Students in the below basic range of achievement are demonstrating growth.

Committed and passionate administrators and teachers.

Challenges

Students must be exposed to grade level content standards and provided with scaffolded and differentiated instruction in order to increase achievement.

There must always be high expectations for what students are able to do and achieve.

There must be more inclusive practices in order to ensure that students have access to eligible content and high level standards.

There must be appropriate pacing of all instruction.

Teachers must employ best practices in instruction to ensure that all students are being served with equity across the school district.

Low achievement in ELA, low literacy rates overall.

Low achievement in MATH overall.

Need to increase average daily attendance rate for students.

Low growth of students in the basic, proficient and advanced ranges.

Increase cultural proficiency of all stakeholders in the Harrisburg School District.

Teachers must maintain high expectations for student achievement by providing rigorous, standards-based instruction with appropriate pacing. Instruction must be differentiated in order to meet most students' needs in the general education classroom.

Challenges

Principals, supervisors and directors need to increase their instructional leadership capacity.

Low overall achievement of students in the areas of ELA, Math, Science, Literature, Algebra and Biology.

Low achievement of EL students.

Low achievement of students with IEPs.

Low average daily attendance.

Most Notable Observations/Patterns

Every member of the Harrisburg School District has a role in the academic achievement of students. It takes dedicated, excellent teachers and administrators, committed and engaged parents and families, and involved and supportive community members to support all students in achieving their goals. In high-performing school districts, each member of the community recognizes his contribution to students success and is committed to helping students succeed academically. High-performing school districts have a district-wide focus on student achievement and recognize that success requires data-driven decision-making, a well-structured and well-implemented curriculum, ongoing professional learning, present and engaged teachers, and an environment steeped in respectful relationships with students.

Challenges

Discussion Point

Priority for Planning

We must have a highly differentiated Tier 1 that meets the instructional needs of minimally 80% of the students.

There must be a fierce protection of instructional time with improved student and teacher attendance.

We need to improve our implementation of Act 339 across

Challenges

**Discussion
Point**

Priority for Planning

the district.

Students must be exposed to grade level content standards and provided with scaffolded and differentiated instruction in order to increase achievement.

There must always be high expectations for what students are able to do and achieve.



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Low achievement in MATH overall.

Need to increase average daily attendance rate for students.



Teachers must maintain high expectations for student achievement by providing rigorous, standards-based instruction with appropriate pacing. Instruction must be differentiated in order to meet most students' needs in the general education classroom.

Principals, supervisors and directors need to increase their instructional leadership capacity.



Everyone must have high expectations for students and present grade level standards with scaffolded instruction.

Low growth of students in the basic, proficient and advanced ranges.

ADDENDUM B: ACTION PLAN

Action Plan: Cultural Proficiency Training

Action Steps	Anticipated Start/Completion Date
The district leadership team will participate in intensive monthly cultural proficiency training and be provided with the tools to provide the training in their buildings.	08/06/2020 - 07/01/2021

Monitoring/Evaluation	Anticipated Output
End of 20-21 school year	Increased Student Attendance Increased Student Achievement in ELA and Math

Material/Resources/Supports Needed	PD Step	Comm Step
Consultation with Dr. Moore-Williams The purchase of "Cultural Proficiency" and "Courageous Conversations"	yes	yes

Action Plan: Increase the Capacity for Instructional Leadership

Action Steps	Anticipated Start/Completion Date		
Enrich the Professional Learning Communities and Professional Learning for Principals, Directors and Supervisors	07/15/2019 - 06/30/2023		
Monitoring/Evaluation	Anticipated Output		
Standardized Assessments STAR, PSSA, PVAAS, CDT, Keystone	Increase student performance		
Material/Resources/Supports Needed	PD Step	Comm Step	
Leadership Yearly Calendar Well planned Professional Learning Community Discussions and Training based on data.	yes	yes	

Action Steps	Anticipated Start/Completion Date		
Increase the quality and quantity of instructional feedback provided to teachers	08/31/2020 - 06/04/2021		
Monitoring/Evaluation	Anticipated Output		
Standardized Assessments STAR, PSSA, PVAAS, CDT, Keystone	Increase student performance		
Material/Resources/Supports Needed	PD Step	Comm Step	
Danielson Teacher Effectiveness Rubric. District designed walkthrough form.	yes	yes	

Action Plan: Increase Regular Attendance

Action Steps	Anticipated Start/Completion Date
Regular attendance data review. Share monthly attendance data and suspension data during principal PLCs, make monthly attendance data public, develop SAIP for all chronically absent students, monitor the implementation of the SAIP	08/31/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Monthly reports and consultations with building leadership	Increased daily attendance

Material/Resources/Supports Needed	PD Step	Comm Step
The district is designing a data dashboard to share data with the public.	yes	yes

Action Plan: Data-Driven Decision Making

Action Steps	Anticipated Start/Completion Date
Implement Data Wise Teams at all buildings	09/21/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Weekly Professional Learning Community Meetings	It is expected that instructional decisions will be based on data and data literacy will expand to all educators

Material/Resources/Supports Needed	PD Step	Comm Step
The books: "Meeting Wise", "Data Wise in Action", and "Data Wise". Access to the Data Wise 8 hour interactive online training module	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>	Cultural Proficiency Training	The district leadership team will participate in intensive monthly cultural proficiency training and be provided with the tools to provide the training in their buildings.	08/06/2020 - 07/01/2021
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p> <p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>	Increase the Capacity for Instructional Leadership	Enrich the Professional Learning Communities and Professional Learning for Principals, Directors and Supervisors	07/15/2019 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>			
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p>	<p>Increase the Capacity for Instructional Leadership</p>	<p>Increase the quality and quantity of instructional feedback provided to teachers</p>	<p>08/31/2020 - 06/04/2021</p>
<p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>			
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>			
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p> <p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>	<p>Increase Regular Attendance</p>	<p>Regular attendance data review. Share monthly attendance data and suspension data during principal PLCs, make monthly attendance data public, develop SAIP for all chronically absent students, monitor the implementation of the SAIP</p>	<p>08/31/2020 - 06/04/2021</p>
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions</p>	<p>Data-Driven Decision Making</p>	<p>Implement Data Wise Teams at all buildings</p>	<p>09/21/2020 - 06/04/2021</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

based on data. (Continuous Instructional Improvement - literacy)

The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)

Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)

The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Cultural Proficiency Training for Leaders	District Leadership	Knowing yourself and your bias, I Am not a Racist vs. Anti-Racism, Courageous Conversations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Higher rate of growth and achievement for Black and Hispanic Students. Fewer disproportionate suspensions from school of Black and Hispanic Students.	08/06/2020 - 06/30/2021	Dr. Janet Samuels, District Receiver

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>	Cultural Proficiency Training	The district leadership team will participate in intensive monthly cultural proficiency training and be provided with the tools to provide the training in their buildings.	2020-08-06 - 2021-07-01
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p> <p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>	Increase the Capacity for Instructional Leadership	Enrich the Professional Learning Communities and Professional Learning for Principals, Directors and Supervisors	2019-07-15 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>			
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p>	<p>Increase the Capacity for Instructional Leadership</p>	<p>Increase the quality and quantity of instructional feedback provided to teachers</p>	<p>2020-08-31 - 2021-06-04</p>
<p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>			
<p>Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)</p> <p>The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)</p>			
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - literacy)</p> <p>The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)</p>	<p>Increase Regular Attendance</p>	<p>Regular attendance data review. Share monthly attendance data and suspension data during principal PLCs, make monthly attendance data public, develop SAIP for all chronically absent students, monitor the implementation of the SAIP</p>	<p>2020-08-31 - 2021-06-04</p>
<p>The overall proficiency in ELA for students in grades 3-8 will increase by 7.86% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions</p>	<p>Data-Driven Decision Making</p>	<p>Implement Data Wise Teams at all buildings</p>	<p>2020-09-21 - 2021-06-04</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

based on data. (Continuous Instructional Improvement - literacy)

The overall proficiency in Math for students in grades 3-8 will increase by 12.92% per year through the strategies of improved instructional practices, high expectations for students, creating a welcoming and respectful classroom environment, and instructional decisions based on data. (Continuous Instructional Improvement - mathematics)

Teachers will receive regular feedback about their instructional practices through the formal observation process, the walkthrough observation process and through lesson plan reviews. Teachers scoring in the Yellow or Red range as measured by PVAAS will decrease by 3% per year. (Continuous Instructional Improvement)

The percentage of teachers that believe their students can be academically successful and achieve at high levels will increase by 10% per year as measured by a perceptual school culture survey. (All Students Can Achieve at High Levels)

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Principals will share the Cultural Proficiency Trainings within their buildings through PLCs	Teachers while in PLCs and teaching teams	Knowing yourself, Bias, I Am Not a Racist vs. Anti Racism, Courageous Conversations

Anticipated Timeframe	Frequency	Delivery Method
10/01/2020 - 06/04/2021	Monthly	Posting on district website

Lead Person/Position
Building Principals



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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