
Schuylkill Haven Area
School District

Comprehensive Plan

2022-2025

LEA Profile

The Schuylkill Haven Area School District (SHASD) is a small public-school district in Schuylkill County, Pennsylvania. It serves the municipalities of Port Clinton, Landingville, Schuylkill Haven, and South Manheim Township. Schuylkill Haven area encompasses approximately 55 square miles. Although our district is rural, we still maintain close communication with our families. We pride ourselves on a consistent and transparent communication to our stakeholders.

Mission and Vision

Mission

Our mission in partnership with the students, staff, parents, and community is to empower each learner to embrace the challenges of the future in an ever-changing global community.

Vision

The Haven family empowers every learner to succeed without exception. We expect all members to be responsible, respectful, and caring citizens.

Educational Value Statements

Students

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Staff

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Administration

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Parents

We believe:

- All students can learn and achieve success.
- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others. • Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Community

We believe:

- All students can learn and achieve success.

- A partnership exists among the home, community, and school, emphasizing an open line of communication between all stakeholders.
- Education is a life-long process, and our school will facilitate the acquisition of skills necessary for life-long learning.
- Our schools will provide appropriate facilities and a safe, orderly learning environment.
- All students will be challenged to their full potential and develop competency in problem solving, critical thinking, written and oral communication skills, reading, math, vocational and technological skills in order to compete in a global society.
- New ideas, flexible and creative approaches, well thought-out initiatives and cooperative efforts lead to higher levels of achievement, both academically and through extra-curricular activities.
- All stakeholders should strive to value diversity and respect for self and others.
- Education fosters personal responsibility and accountability skills to better prepare students for the workforce.
- Students, teachers and other district personnel strive to reach their highest potential which includes fostering responsible, creative and productive citizens.

Other (Optional)

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shawn Fitzpatrick	Administrator	SHASD	fitzpatrick@shasd.org
Dr. Susan Morgan	Administrator	SHASD	morgans@shasd.org
Ty Wartman	Administrator	SHASD	wartmant@shasd.org
Dennis Siket	Parent	SHAHS	siketd@shasd.org
Matt Buletza	Parent	SHAMS	buletzam@shasd.org
Joseph Delluso	Administrator	SHASD	delluso@shasd.org
Kim Umphrey	Administrator	SHASD	umphreyk@shasd.org
Scott Jacoby	Board Member	SHASD	jacobys@shasd.org
Ken Rossi	Administrator	SHASD	rossik@shasd.org
Mikki McGinty	Parent	SHAEC	mcgintym@shasd.org
Patty Daley	Administrator	SHASD	daleyp@shasd.org
Sammantha Nelson	Staff Member	SHAHS	nelsons@shasd.org
Mikky McGinty	Parent	SHAEC	mcgintym@shasd.org
Faith Krammes	Student	SHASH	faikra26@shasd.net
Eric Felty	Board Member	SHASD	feltye@shasd.org
Amanda Deal	Staff Member	SHAEC	deala@shasd.org
David Morgan	Community Member	resident	djmorgan@shasd.org
Crystal McGarry	Board Member	SHASD	mcgarryc@shasd.org
Melissa Strauch	Board Member	SHASD	strauchm@shasd.org
Diana McGoey	Board Member	SHASD	mcgoeyd@shasd.org
Sandy Hess	Board Member	SHASD	Hesss@shasd.org
Sonya Reiley	Community	resident	N/A

	Member		
Bud Runkle	Parent	resident	N/A
Annie Milewski	Other	IU29	milewskia@iu29.org
Jennifer Stauffer	Staff Member	SHAHS	staufferj@shasd.org
Ashley Hess	Other	IU29	hessa@iu29.org
Stacey McClusky	Staff Member	SHAHS	mccluskys@shasd.org

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
EL: The district is able to maintain 4 certified English Language teachers in the district.	Yes
Special Education: The district is able to maintain sufficient staffing to support the needs of the students.	No
Low Income: The district is able to provide various food options for low income students.	No
Trout release program in the HS science department	No
Our balanced literacy approach to ELA and reading continues to allow our students to achieve academic success.	Yes
Despite being hybrid and/or fully virtual during the school year, the high school and middle students performed adequately.	No
The third and fourth grade math team adopted a new math series during the 2019-2020 school year. In addition, they have introduced a digital supplement that supports game theory concepts. We have seen significant increase in benchmark testing and state testing scores.	Yes
Federal and state funding has allow our district to introduce additional strategies to lessen the learning gap for students.	No
The introduction of STEM classes, in addition to regular science classes, provides expansion of the science curriculum. This includes STEM labs in both the middle school and elementary center. The STEM labs promote computer science programing, Rube Goldberg theories, horticulture exploration. At the high school, we introduce computer science in the 8th grade, with upper level computer science programming. A drone exploration course is introduced during the 22-23 school year. The construction of a 20'X20' glass-enclosed greenhouse for students K-12, expanding our 7th grade horticulture course.	Yes
Federal and state funding has allow our district to introduce additional strategies to lessen the learning gap for students.	No
Trails Program: developed for at-risk students in grades 4 through 8	Yes
Our leadership team works harmoniously with the staff, faculty, and board of	No

directors to communicate the challenges, present the needs, provide a recommended solution.	
Balanced Literacy: strong ELA and guided reading program - reflects in our grade 3 and 4 PSSA results.	No
Upgrade to sports facilities including the addition of the Sports Performance Center	No
Investment in auditorium upgrades	No
Internships and Job Fairs	Yes
Providing career ready skills for students interested in a horticulture program.	Yes
Provide internships for students to obtain necessary skills for the work force.	No
The SHAEC has 4 title I teachers to support nearly 100 students. All students reach the academic goals during the year.	No
The SHASD has 4 EL teachers to support 12 students in grades K-12	No
Each year the director of technology presents a 5-year cycling plan to the board of directors.	No
Principals develop schedules that allow our teachers to have common planning time each week.	Yes
The district has developed partnerships with local businesses, Penn State Schuylkill, Schuylkill Conservation District, and the PA Career Center to invest in our students academic success.	Yes
SHASD encourages their school leaders to challenge themselves to be effective leaders through their personal journeys.	No
After school programing and tutoring - Year round credit recovery	Yes
Lessen the learning gap for Mathematics and Science	Yes
Math series adoption for K-4	Yes

Challenges

Challenge	Consideration In Plan
Vision: "The Haven family empowers every learner to succeed without	Yes

exception. " For all students, we as a district need to maintain the outstanding staff that support and educate our students. We need to be diligent of the fiscal challenges with encounter by maintaining the funds to support those strategies after the federal and state grants are no longer available.	
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	No
With the hybrid and virtual approach, our middle school and high school students were not able to attend classes in person regularly.	No
With the hybrid and virtual approach, our middle school and high school students were not able to attend classes in person regularly.	No
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	No
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	No
Lessen the learning gap for Mathematics and Science	Yes
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	Yes
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	No
Providing professional development for our primary grades (K-2) teachers to implement the math series with fidelity.	Yes
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	Yes
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	No
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	No
Strategies have been put in place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	No

The increasing number of students supported by Title I staff. Students in primary grades are needing additional instructional support.	No
Maintaining 4 Title I teachers with the continued decrease in Federal funding.	Yes
Sustaining a technology budget to support 1200 Chromebooks for students and 160 Macbooks for teachers and staff.	Yes
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	No
Professional Development for alignment, adjustment, and audit of content curriculum is a district initiative for 2022-2025	No
Safe Schools environment including physical safety and social emotional environment	Yes

Most Notable Observations/Patterns

Increase opportunities in our STEM program K-12 Maintain TRAILS program Study Skills for middle school students Elementary - Playground safety Explore a video production and broadcasting course. Professional Development for faculty and staff to adjust after the pandemic (in-person to virtual to hybrid)

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
EL: The district is able to maintain 4 certified English Language teachers in the district.	Lessen the learning gap for our EL students
Our balanced literacy approach to ELA and reading continues to allow our students to achieve academic success.	Continue to support the balanced literacy approach with professional development opportunities for faculty.
The third and fourth grade math team adopted a new math series during the 2019-2020 school year. In addition, they have introduced a digital supplement that supports game theory concepts. We have seen significant increase in benchmark testing and state testing scores.	Continue to support with professional development opportunities for faculty.
The introduction of STEM classes, in addition to regular science classes, provides expansion of the science curriculum. This includes STEM labs in both the middle school and elementary center. The STEM labs promote computer science programing, Rube Goldberg theories, horticulture exploration. At the high school, we introduce computer science in the 8th grade, with upper level computer science programming. A drone exploration course is introduced during the 22-23 school year. The construction of a 20'X20' glass-enclosed greenhouse for students K-12, expanding our 7th grade horticulture course.	Continue to expand STEM opportunities for our students. Incorporating the student interest survey results into the expansion of course options.
Trails Program: developed for at-risk students in grades 4 through 8	Employ a program coordinator to coordinate with Yellow Breaches, Schuylkill Conservation District, and planned weekly outdoor activities.
Internships and Job Fairs	Maintain opportunities for student to obtain necessary skills for employment.
Providing career ready skills for students interested in a horticulture program.	Provide a curriculum design to support students interested in argiculture

Principals develop schedules that allow our teachers to have common planning time each week.	Continue to support with professional development opportunities for faculty.
The district has developed partnerships with local businesses, Penn State Schuylkill, Schuylkill Conservation District, and the PA Career Center to invest in our students academic success.	Maintain opportunities for student to obtain necessary skills for employment.
After school programing and tutoring - Year round credit recovery	Lessen the learning gap for our students.
Lessen the learning gap for Mathematics and Science	Lessen the learning gap for our students in each subject area.
Math series adoption for K-4	Maintain content consistency in the elementary center

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Vision: "The Haven family empowers every learner to succeed without exception. " For all students, we as a district need to maintain the outstanding staff that support and educate our students. We need to be diligent of the fiscal challenges with encounter by maintaining the funds to support those strategies after the federal and state grants are no longer available.		No	
Lessen the learning gap for Mathematics and Science		No	
Strategies have been put in	Fiscally maintaining the	Yes	In order to support our

place to lessen the learning gap for students. Maintaining the funds to support those strategies after the federal and state grants are no longer available.	strategies that were established to lessen the learning gap.		students, the district, including administration, faculty and staff, will analyze student benchmark results and recommend applications and programs to lessen the learning that will be fiscally sustained for the established strategies.
Providing professional development for our primary grades (K-2) teachers to implement the math series with fidelity.		No	
Providing professional development for our teachers K-12 to review, align and audit content curriculum and standards.	Principals create a year long schedule for professional development for grade level teams, content level teams, and district wide content teams.	Yes	The administrative leadership team will establish a year-long PD schedule to provide quality professional development for the review, adjustment, alignment, and audit of their content curriculum.
Maintaining 4 Title I teachers with the continued decrease in Federal funding.		No	
Sustaining a technology budget to support 1200 Chromebooks for students and 160 Macbooks for teachers and staff.	Create and implement a 5-year cycling plan in order for business administration to establish/maintain a line item technology equipment.	Yes	Faculty, students, and staff rely on the technology devices provided to complete virtual education, communication, and daily tasks. The director of technology will provide yearly a 5-year technology plan to the board of directors and business manager for fiscal approval.
Safe Schools environment including physical safety and social emotional environment		Yes	Maintain and update physical safety and social emotional environment for students and staff

Goal Setting

Priority: In order to support our students, the district, including administration, faculty and staff, will analyze student benchmark results and recommend applications and programs to lessen the learning that will be fiscally sustained for the established strategies.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	The district will continue to utilize student-driven data and strategies to academically support the needs of all students.	Math benchmark strategies	Benchmark students in grades K-8 using Acadience, Spring Math, ST Math, Exactpath, and Get More Math three times per year. The results will provide direction during scheduled WIN (What I Need - extended learning) time.	Benchmark students in grades K-8 using Acadience, Spring Math, ST Math, Exactpath, and Get More Math three times per year. The results will provide direction during scheduled WIN time.	The district will continue to utilize student-driven data and strategies to academically support the needs of all students.
English Language Arts	The district will continue to utilize student-driven data and strategies to academically support the needs of all students.	ELA benchmark strategies	Benchmark students in grades K-8 using Acadience, Imagine learning, Exactpath, and Study Island three times per year. The results will provide direction during scheduled WIN (What I Need - extended learning) time.	Benchmark students in grades K-8 using Acadience, Imagine learning, Exactpath, and Study Island three times per year. The results will provide direction during scheduled WIN (What I Need - extended learning) time.	The district will continue to utilize student-driven data and strategies to academically support the needs of all students.
STEM	Operational K-12 STEM curriculum instruction guide/curriculum map that includes but not limited to Computer Science and agriculture courses.	STEM	Establish curriculum guides for STEM courses in grades K-12. This will be completed by the Professional Development initiative. Begin construction of the year round green house.	Implement and adjust the curriculum instruction guides. Establish the agriculture curriculum for students.	Operational K-12 STEM curriculum instruction guide/curriculum map that includes but not limited to Computer Science and agriculture courses.

Priority: The administrative leadership team will establish a year-long PD schedule to provide quality professional development for the review, adjustment, alignment, and audit of their content curriculum.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	The district has created Curriculum Instruction Guides, Pacing Guides, and /or curriculum maps that align to the state standards, including the NGSS standards.	Professional Development K-12	Provide monthly times for teams to meet. Create an agenda and measurable goals attainable each month. Teams: grade level teams, content level teams, building level teams, and/or district wide teams.	Continue to meet monthly throughout year 2. Implement the aligned content curriculum. Create measurable goals to reach implementation.	The district has created Curriculum Instruction Guides, Pacing Guides, and /or curriculum maps that align to the state standards, including the NGSS standards.

Priority: Faculty, students, and staff rely on the technology devices provided to complete virtual education, communication, and daily tasks. The director of technology will provide yearly a 5-year technology plan to the board of directors and business manager for fiscal approval.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	Maintain the one-to one technology device initiative for students in kindergarten through grade 12. All administration, faculty, and staff are provided with a technology device.	Maintain 1 to 1 technology devices	All students are issued a Chromebook for classroom use. All students have access to Google G-suite and Schoology for content resources. All teachers have access to a technology device for communication and content resources.	All students are issued a Chromebook for classroom use. All students have access to Google G-suite and Schoology for content resources. All teachers have access to a technology device for communication and content resources.	Maintain the one-to one technology device initiative for students in kindergarten through grade 12. All administration, faculty, and staff are provided with a technology device.
Community Engagement	Maintain established communication with parent and community through Aptegey Thrillshare.	Aptegey Thrillshare application	Implement and explore Aptegey Thrillshare application district wide. "Aptegey Thrillshare manages all online interactions between your schools and your community. You can craft a unique identity across web, mobile, social media, and alerts with a single, simple-to-use tool."	Consistently utilize Aptegey Thrillshare to communicate with parents, student, and community through social media options.	Maintain established communication with parent and community through Aptegey Thrillshare.
School Safety	Maintain the use of Goguardian application for the safety of students.	GoGuardian	Install and implement goguardian application on student technology devices to internet safety precautions. Administration and faculty will monitor student activities on the technology devices.	Continue to use the goguardian application on student technology devices to internet safety precautions. Administration and faculty will monitor student activities on the technology devices.	Maintain the use of Goguardian application for the safety of students.

Priority: Maintain and update physical safety and social emotional environment for students and staff

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	To improve the competency of social-emotional learning with our schools across all grade levels. *Primary focus on de-escalation when anger arises between peers *Focus on impulsive behavior and being able to talk about issues and problems between peers. *Focus on practices that promote empathy and self-regulation in order to build genuine relationships within the school community.	Social Emotional Learning	Provide training for staff on SEL strategies Provide SEL programming for students Expand TRALLS program to 4th and 8th grades Create focus groups	Continue with training and support for staff and students Continue with focus groups Continue with seminar and TRALLS programs	To improve the competency of social-emotional learning with our schools across all grade levels. *Primary focus on de-escalation when anger arises between peers *Focus on impulsive behavior and being able to talk about issues and problems between peers. *Focus on practices that promote empathy and self-regulation in order to build genuine relationships within the school community.
School Safety	Review and update safety protocols at the elementary center playground	Elementary Center playground	Review playground safety protocols based on recommendations. Seek funding to support upgrades, if necessary. Address ADA compliant protocols	Continue to update safety protocols at the Elementary Center playground area.	Review and update safety protocols at the elementary center playground
School Safety	Review and adjust the comprehensive plan for school safety protocols	School safety protocols	Continue with Bus, Fire, and safety drills monthly. Review surveillance equipment - update any areas based on safety committee recommendations. Review and update entrance protocols based on recommendations.	Continue with Bus, Fire, and safety drills monthly. Update any areas based on safety committee recommendations. Update entrance protocols based on recommendations.	Review and adjust the comprehensive plan for school safety protocols

Action Plan

Action Plan for: Student-driven data and strategies to academically support the needs of all students.

Measurable Goals	Anticipated Output			Monitoring/Evaluation		
<ul style="list-style-type: none"> Math benchmark strategies ELA benchmark strategies 	85% of students will see improvement in the areas of need in the January or May benchmark. Student not reaching their goals will be provided additional support through tutoring, credit recovery, and/or after school program.			Comparison of benchmark testing from September to May.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Benchmark students in grades K-8 using Acadience, Exactpath, Study Island during the months of September, January, and May. The results will be analyzed by the classroom teacher and grade level teach to determine the supports needed.	09/06/2022	05/01/2025	Classroom teacher - grade level team.	benchmark testing application/ supplemental resources (ST math, Spring Math, Exactpath, and Get more Math Applications) based on areas of student needs.	No	Yes

Action Plan for: STEM Initiative

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Professional Development K-12 STEM 		Established STEM curriculum including agriculture and computer science courses.		Observation of classroom activities. Agendas and measurable goals form PD meetings.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Development, implementation, and established K-12 curriculum instruction guides for STEM courses.	08/17/2022	06/30/2025	Classroom Teacher	Planned meeting time with grade level and building level teachers./SAS portal for STEM resource curriculum maps/ Additional support from administration provided	Yes	No

Action Plan for: Professional Development for Faculty

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
● Professional Development K-12		All subject curriculum is aligned to state standards including the new NGSS science standards.		Principal will monitor through observations and attending PD sessions with faculty.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
All faculty will meet with their grade level team, content building team, and/or district wide team to review, align, adjust, and audit their content curriculum.	08/17/2022	06/30/2025	Classroom teachers	Designated time to meet. Agendas and measurable goals	Yes	No

Action Plan for: 1 to 1 program

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Maintain 1 to 1 technology devices 		Each student will be responsible for the technology device. Students are expected to review content resources and complete assignments for each course.		Classroom teacher, principal, and technology team.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
All students in grade Kindergarten through 12th has a technology device that is internet ready. Student will use the device during the school day and be responsible for home use.	08/17/2022	06/01/2025	Technology Staff	Technology device installed with CLEVER and GoGuardian applications.	No	Yes

Action Plan for: Community Awareness

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
● Aptegy Thrillshare application		Streamline communication efforts for parents, guardians, and students.		technology team		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Go-Live with the website, social media feeds, and alert notification for students, parents, and community of school events and activities.	08/01/2022	06/30/2025	Administration and technology team	Aptegy Thrillshare application	Yes	Yes

Action Plan for: Updated safety protocols

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Elementary Center playground School safety protocols 		Address any issues regarding the safety of the EC playground		Superintendent, Business manager, facility manager, and EC principal will monitor recommendations.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review and update safety protocols for Elementary Center playground	08/17/2022	06/30/2025	Superintendent, Business manager, facility manager, and EC principal	Recommendations from safety committee.	No	No

Action Plan for: Social Emotional Learning

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none">• Social Emotional Learning• School safety protocols		Support system for students and staff		Administrative team		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide necessary strategies and support to address SEL.	08/17/2022	06/30/2025	Administrative team	IU29 workshops Rhythmn application	Yes	No

Professional Development Activities

IU workshops

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Development, implementation, and established K-12 curriculum instruction guides for STEM courses. 	STEM teachers	STEM content	creation of K-12 STEM curriculum	classroom teachers	08/17/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	As needed per the team.		<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 			

Apptegy Thrillshare Application

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Go-Live with the website, social media feeds, and alert notification for students, parents, and community of school events and activities. 	Administration	Basic use of application to send notifications, alerts and news feed	Communications is relayed in a timely manner to students, parents, guardians, and the community.	Administration	08/01/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	as needed					

K-12 Curriculum Alignment and Audit

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All faculty will meet with their grade level team, content building team, and/or district wide team to review, align, adjust, and audit their content curriculum. 	Classroom teachers and principals	Review, adjustment, and audit of content curriculum	Agendas with goals and objectives. Principal observation	Classroom teachers and principal	08/17/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	monthly					

Social Emotional Learning Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide necessary strategies and support to address SEL. 	Students and staff	Social Emotional Learning	SEL Application (Rhythm)	Principal and classroom teacher	09/07/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Lesson studies	As needed per recommend from SEL app					

Communications Activities

Communication with parents and guardians

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Benchmark students in grades K-8 using Acadience, Exactpath, Study Island during the months of September, January, and May. The results will be analyzed by the classroom teacher and grade level teach to determine the supports needed. 	Students identified below proficiency levels.	Math and Reading	Classroom teacher and Title I staff in Elementary	09/06/2022	05/31/2023
Communications					
Type of Communication			Frequency		
Email			Weekly		
Letter			In September to explain program		

Go-Live with Apttegy Thrillshare application

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Go-Live with the website, social media feeds, and alert notification for students, parents, and community of school events and activities. 	Student, parents, guardians, and Community members	Accessing the app for mobile devices	administration	08/01/2022	08/31/2022
Communications					
Type of Communication			Frequency		
Email			during August of 2022		