



West Shore School District

INSPIRE • ENGAGE • EMPOWER



Proposed

COMPREHENSIVE PLAN

July 1, 2023-June 30, 2026 | www.wssd.k12.pa.us | #WestShoreProud

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LEA Profile

The West Shore School District

Its Community

The West Shore School District is located in south-central Pennsylvania across the Susquehanna River from Harrisburg, the capital of Pennsylvania. West Shore is the third largest suburban school system in the greater Harrisburg metropolitan area. The District's headquarters, the Administration Center for Education, is located on Fishing Creek Road in northern York County.

The West Shore School District encompasses 78 square miles in the boroughs of Lemoyne, New Cumberland, Wormleysburg, Goldsboro, and Lewisberry and the townships of Fairview, Lower Allen, and Newberry in eastern Cumberland and northern York counties. Its residents enjoy the option of urban, suburban, or rural living. Approximately 54 percent of the student population comes from York County, with the remaining 46 percent coming from Cumberland County.

Our Organization / Staff

The West Shore School District was formed in 1966 under a state reorganization act. Five districts—Lower Allen, New Cumberland, Lemoyne, Wormleysburg, and Red Land—were involved. The 74 square miles covered by the District include a population of approximately 69,000 residents. The student enrollment in grades K-12 is approximately 7,500.

The staff of the District includes over 600 professional and 280 support service personnel. The District is led by Superintendent Todd Stoltz. The administrative staff consists of cabinet and central office administrators, as well as building level administration. Current grade configurations are grades K-5, 6-8 and 9-12. In the coming years the District will have grade configurations K-4, 5-6, 7-8 and 9-12. In addition to brick and mortar buildings the District operates an ExCEL (**Expanded Choices for e-Learners**) Virtual Learning Academy for grades 1-12 that is powered by CAOLA.

Educational policy is set by a nine member Board of School Directors with three directors elected from each of three regions. Although directors are elected by voters in each of these regions, each Board member represents the entire West Shore School District. They are elected to serve four-year terms of office. This method of election ensures the Board has experienced members serving at any one time.

The District has a contract with the West Shore Education Association, an affiliate of the state and national education associations. It covers all professional employees except administrators.

The District has a contract with District Council 89 of the American Federation of State, County, and Municipal Employees. It covers full-time and part-time support employees including custodians, food services, and maintenance employees. (Some exceptions do apply.)

Our Support Services

The District bus fleet is operated in partnership with First Student to transport approximately 6,500 students daily. More than 4,000 meals are provided by our school food service program on a daily basis. More than 40% of the District's students qualify for the free or reduced price meal program. The District's cafeterias serve a type A lunch as defined by the National School Lunch program and provide a la carte lunch service, as well. A breakfast program is also available at each school. A point-of-sale program in all school cafeterias enables parents to establish accounts for their children, thus eliminating the need for children to bring lunch money each day.

Our Curriculum

West Shore's promise is to provide inspiring and relevant experiences for all students so they may live meaningful, purposeful and impactful lives. As such the curriculum is designed to meet this promise. The Instructional Design, the curricular guidebook created and maintained by the District, provides direction for the entire curriculum, K-12. A prescribed cycle of curriculum review offers an ongoing opportunity to monitor course offerings, research, review, and update as needed. Both mini-curriculum and grade level committees provide the forum for curriculum review. Teacher committees, chaired by principals and/or area supervisors, commit to an ongoing, in-depth study and review of designated curricular areas. There is an enhanced focus on design thinking across the curriculum.

West Shore hosts a comprehensive academic, technical, career and vocational program. The two high schools have programs designed to capitalize on the special talents and interests of each student. All programs comply with, and frequently exceed, the Pennsylvania Academic and Core Standards. The high school curriculum is comprehensive with over 240 different courses, excluding special education offerings, available to students. College preparation, Advanced Placement, dual enrollment, technology education, vocational and career education, business education, arts (visual and performing) education, and fitness education are available to each student from which to select a progressive arrangement of study. School-to-work initiatives enable students to explore future career possibilities. Army JROTC programs at both high schools provide an opportunity for students to enhance their leadership skills. High school students may also apply to attend Cumberland-Perry Area Career and Technical Center.

Middle level education features a strong academic program featuring planned courses in math, science, language arts, social studies, computer education, physical education/health, and the unified arts. Electives supplement students' learning experience. The elementary program also boasts a strong academic program and features an emphasis on reading and writing across all curricular areas. Enrichment opportunities and integrated arts complement a comprehensive curriculum.

To address individual educational needs, the District provides a wide variety of instructional opportunities to students who may need modifications to the instructional process and/or curriculum beyond the regular classroom setting. Early intervention programs are available for preschool children from age three to school age through the CAIU. This service addresses preschoolers who are thought to have problems in learning, communication, behavior, sensory functions (vision and hearing) and other areas of development, such as play and socialization.

Special education programs (K-12) address the needs of eligible (as determined by state and federal guidelines) students who require specially designed instruction, including gifted services. A full continuum of educational services from itinerant to full-time interventions are available to address unique learning needs while providing every opportunity for maximum integration with non-eligible peers when appropriate. Students not found eligible for special education may access support services through other District programs. Additionally, the West Shore Academy provides an Alternative Education Program for secondary students who have difficulties functioning in regular classroom environments. The District also hosts QUEST (Quality Emotional Support and Trauma Programming) in two elementary, two middle and two High School classes.

Our Facilities/Resources

District facilities include 17 buildings on over 498 acres of property, providing outdoor recreational areas for student and community activities. The school district maintains twenty-one athletic fields, eleven tennis courts, two running tracks, a stadium, and a natatorium. The District takes great pride in its facilities and follows a comprehensive schedule for the maintenance and upgrading of its facilities.

The District's Internet web site (<http://www.wssd.k12.pa.us/>) is a source for information about our schools and policies and is an excellent resource for students and parents. Additionally, breakfast/lunch menus, school delays/cancellations, athletic schedules, and employment opportunities are posted. A monthly online activities calendar enables parents to plan ahead for special school events. Board meetings and study sessions are also broadcast live via the web on the evening of the meetings. Many teachers maintain homework pages as yet another communication vehicle with parents.

Our Finances

The 2022-2023 operating budget is \$141,454,339. Over 91% of the budget is focused on instruction and support services which directly impacts those activities associated with providing educational services to students. More than 67 percent of the operating funds come from local taxes; the State provides 26 percent, with federal and other sources making up the remainder of the revenue sources.

Special Programs/Community Involvement

Numerous avenues exist for parents and community members to become actively involved in the educational process. Parent/Teacher Organizations at the elementary schools and Principals' Advisory Councils at the secondary schools provide opportunities for involvement at the building level.

The District's Partners in Education (PIE) program, which originated in 1983. Currently, over 200 business and community representatives volunteer time, resources, and funding to support the District's educational programs. This strong link to the business community enables the District to keep abreast of the emerging trends and needs of industry, and also affords students the opportunity to learn first-hand the education and skills necessary to be successful in today's work force.

The West Shore Foundation provides encouragement through financial support of selected projects to enhance the educational mission of the West Shore School District. The Foundation sponsors the annual Academic Bowl competitions at the elementary and middle school level, awards scholarships to graduating seniors, hosts cultural events for students, funds student leadership initiatives, and provides teacher innovation grants, etc. Foundation meetings are held regularly during the school year at the Administration Center for Education. Parents and members of the West Shore community are encouraged to become actively involved in Foundation activities.

Student Activities

West Shore offers all students the opportunity to expand and refine their skills through a vast array of supplemental programs geared to meet their physical, social, emotional, and intellectual abilities. Extra-curricular clubs and activities at each level enable students to capitalize on individual strengths and interests.

At the high school level, both schools participate in the Pennsylvania Interscholastic Athletic Association (PIAA) offering competitive teams in numerous varsity and junior high sports. Hundreds of students participate in the seasonal sports.

Junior high athletic competition features opportunities for students to participate in Junior high basketball, cross country, field hockey, football, soccer, track & field, volleyball, and wrestling. Students are encouraged to participate in school life through the club offerings featuring community service activities, various music groups, yearbook, and an array of interesting offerings.

Elementary level clubs and activities afford opportunities through academic and non-academic venues for students to become involved. Academic Bowl contests along with school spirit, community service activities, and student council groups are aspects of the comprehensive elementary program in West Shore.

Cedar Cliff and Red Land High Schools host dozens of club activities to enhance and supplement the classroom experience. Activities may feature a focus on community service, academics, social activity, or peer mediation and cultural diversity.

Throughout the curriculum, students are engaged in music education with performance venues offered in the intermediate elementary grades through high school. Annually, high school students are selected to participate in district, regional, state, and national performance ensembles. West Shore's bands, orchestras, and choruses are a source of pride and among the best in public education.

The District's Natatorium, connected to Red Land High School, affords students the opportunity to incorporate swimming into the curriculum. Second grade students learn to respect and enjoy the water. Fourth graders improve stroke techniques. Boating safety awareness is taught in sixth grade as students are instructed in the proper safety procedures for recreational boating. Ninth grade students are introduced to many water-related activities such as water polo, snorkeling, aquacise, and deep water aerobic conditioning.

Mission and Vision

Mission

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Vision

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community. Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society. The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

Educational Value Statements

Students

Student Learning •We believe all children can learn. •We believe students must become more responsible for their own learning as each year progresses. •We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society. •We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Staff

Professional Practice •we believe motivated, adaptable, and well-trained staff are critical for student achievement. •We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met. •We believe relationships must be cultivated to foster a safe and invitational school climate. •We believe resources must be provided and managed in a fiscally responsible manner.

Administration

Professional Practice •We believe motivated, adaptable, and well-trained staff are critical for student achievement. •We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met. •We believe relationships must be cultivated to foster a safe and invitational school climate. •We believe resources must be provided and managed in a fiscally responsible manner.

Parents

Relationships Among Members •We believe a quality education requires the total involvement of students, parents, educators, staff, and the community. •We believe positive teacher/student relationships empower students to realize their academic potential. •We believe education is a lifelong endeavor. •We believe in the collaboration of ideas, abilities, and resources.

Community

Relationships Among Members •We believe a quality education requires the total involvement of students, parents, educators, staff, and the community. •We believe positive teacher/student relationships empower students to realize their academic potential. •We believe education is a lifelong endeavor. •We believe in the collaboration of ideas, abilities, and resources.

Other (Optional)

We are committed to providing students with inspiring and relevant experiences so they may live meaningful, purposeful, and impactful lives.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Science proficiency K-6 is strong.	No
K-5 teachers are trained in Engineering by Design and are providing STEM experiences to all students.	No
12 out of 13 buildings scored 100% on career measures indicated on the FRI and the 13th building scored 98%.	No
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	Yes
Provides literature and resources that reflect a variety of ethnicities, races, and cultures.	Yes
Utilizes a variety of benchmark and progress monitoring tools K-12 to inform instruction.	Yes
Includes voice and choice as part of instruction and assessment practices.	No
Uses CDTs in Keystone courses to inform instruction.	Yes
6-8 students experience Grand Challenges as part of their computer classes.	No
High school students have an opportunity to be part of Aquaponics as a course at the high school level and students in grades k-8 engage in aquaponics and science experiences that are connected to the high school program.	No
High school students have an opportunity to enroll in the DaVinci course that is science, math and engineering driven. They determine a project, align it to standards and design.	No
Students met growth expectation in math, ELA and science in 10 of the 13 buildings.	No
All students met interim goals in Keystone Algebra in both high schools	No
Student activity logs reflect the high FRI scores in their on track measure.	No
High school students who earned industry credentials are in line with the state average. 242 students in the 2021-2022 school year earned industry credentials.	No
Current work to ensure equity and inclusion for all students.	Yes

MTSS is running in all schools K-8.	Yes
Students with disabilities are included in the regular education classes at a higher rate than the state average.	No
Identification of students with disabilities is consistent with state data, indicating there is no disproportionality.	No
Indicator 2 (drop out) was met and is no longer flagged for improvement.	No
All indicators for special education areas of improvement and planning were met and there are no longer any flags for the current cycle.	No
Implementation of social emotional curriculum K-8.	No
Coordination of fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No

Challenges

Challenge	Consideration In Plan
Math proficiency K-8 is a challenge	No
Black and Hispanic students scored below white and all other student groups based on race/ethnicity.	No
Aside from CTC students, students are not electing a rigorous course of study in technology.	No
Grade 6-8 science curriculum is not currently spiraled which means students are being tested on materials in grade 8 that they studied in grade 6. We believe this has led to a significant drop in PSSA science scores from grade 4 to grade 8.	No
High population of SES buildings have lower proficiency	No
Percent proficient in 3 state tested areas of students with IEPs is low	No
High School attendance is a challenge.	No
Not a full understanding by staff and students of race, age, color, nation of origin, religion, sex, gender, gender identity, sexual orientation, disability or socio-economic status that is different than their own.	No
Low enrollment of black and Hispanic students in rigorous courses of study.	No
Math proficiency scores steadily decrease as students move through grades 3-8.	No

Lack of consistent implementation of the written curriculum, including District approved resources.	Yes
Lack of consistent standards-based assessments and grading.	Yes
Fostering a vision and culture of high expectations for success for all students, educators, and families.	Yes
Remove barriers to access to dual enrollment for historically underperforming subgroups.	No
Ensure effective, standards-aligned curriculum and assessment	Yes

Most Notable Observations/Patterns

The team noticed that PSSA scores drop as students move through the grades, especially in math. It was noted that specific subgroups were lower than the average. In our District, black and Hispanic students have lower standardized test scores than other groups. There is work to do in teaching to a diverse group of learners in terms of their academic success. Many of our students have learning gaps which are partly due to the effects of the pandemic. We are failing to close gaps in a timely way. Based on observations the team decided to focus on curriculum and standards-aligned practices, best instructional practices and fostering a vision and culture of high expectations for all students.

Strengthening tier 1 instruction is essential to our goals.

We have noticed a disconnect between the District resources provided and the resources used in the classrooms.

We have noticed barriers with the administrators' ability to serve as instructional leaders by providing frequent and timely feedback to teachers in regards to teaching and learning. Additional challenges include student discipline, local, state and national discord, staffing, mental health challenges for all stakeholders, etc.

We have noticed achievement gaps are deep and wide. Inconsistent grading methods and/or misalignment to standards.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	The strategic allocation of resources is essential for student growth and proficiency as well as for student and staff well-being. With ESSER funds disappearing it will be even more important to be strategic about the deployment of resources we have, whether that be people, materials, services or professional learning opportunities.
Provides literature and resources that reflect a variety of ethnicities, races, and cultures.	Providing resources that reflect all of the students in our District engages them and sends the message that they belong and are important. Students who feel a sense of belonging grow and achieve. They have good attendance, less discipline issues and become more involved in the school community.
Utilizes a variety of benchmark and progress monitoring tools K-12 to inform instruction.	By utilizing progress monitoring and benchmarking, the schools are able to design plans to meet learners' needs. MTSS at the K-8 level provides a framework to collect and analyze data then develop action plans based on the analysis.
Uses CDTs in Keystone courses to inform instruction.	Teachers are using CDT results to guide their instruction. They are able to provide remediation in class to those that need it if they are structuring the classroom in a manner to be able to do that.
Current work to ensure equity and inclusion for all students.	All buildings have developed plans based on PA Climate Survey results. This information informs the schools about how students, teachers and families feel about safety and belonging. Each building has a DEI plan specific to the needs of their population and part of their plans is to ensure equity and inclusion for all.
MTSS is running in all schools K-8.	The MTSS framework provides structure to the process of supporting students' academic and behavioral needs. It is through this process that we are able to identify need and develop plans to meet the need.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Lack of consistent implementation of the written curriculum, including District approved resources.	There is inconsistent use of the written curriculum and the majority of assessments are not standards-aligned.	Yes	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.
Lack of consistent standards-based assessments and grading.	All courses do not currently utilize standards-aligned assessment and grading practices making it difficult to ascertain what standards have been mastered or even taught.	Yes	Our District will establish systems that ensure consistent implementation of standards-aligned assessment and grading practices.
Fostering a vision and culture of high expectations for success for all students, educators, and families.	Students from historically underrepresented populations perform below students in other categories. Historically underrepresented students include students with disabilities, economically disadvantaged students, and English Language Learners. Black and Hispanic subgroups performed lower on standardized tests than other ethnicities and are underrepresented in higher level course work at the high schools.	Yes	Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

Goal Setting

Priority: Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.	Consistent implementation	<p>Develop a walk-through tool that reflects the student success anchors and is integrated with the current supervision management system, i.e. PA-EETEP. The tool will reflect expectations for consistent implementation of standards aligned curricula and assessments, effective instructional practices.</p> <p>Provide professional development for administrators in the summer of 2024 with a focus on effective implementation of the tool.</p>	Share walk-through tool and expectations. Establish teams for learning walks as full implementation of walk-through tool is instituted.	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments.	Continual improvement curriculum	<p>During curricular audits in prioritized courses as identified by administration, ensure curriculum is appropriately aligned to standards, especially the new PA science standards.</p> <p>K-4 teachers implement standards-based grading in all subject areas. Support teachers in the use of standards-based assessments to inform standards-based grading.</p> <p>Form a 5/6 standards-based grading committee to begin the process to design standards-based assessments in all subject areas.</p>	<p>During curricular audits prioritized for year 2, ensure curriculum is appropriately aligned to standards, especially the new PA science standards.</p> <p>Using student performance data and curricular audits from year 1, reevaluate alignment to standards.</p> <p>Support K-4 teachers in the use of standards-based assessments to inform standards-based grading.</p> <p>Identify 5/6 teachers to pilot standards-based grading.</p> <p>Form a 7/8 standards-based grading committee to begin the process to design standards-</p>	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments.

				based assessments in all subject areas.	
Essential Practices 1: Focus on Continuous Improvement of Instruction	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.	Effective use of resources	<p>Establish a depository of District approved resources for state assessed courses.</p> <p>Communicate expectations regarding use of specific resources for these courses.</p>	Administrators and teacher leaders ensure fidelity of use of District approved resources through informal and formal observations, department, team and grade level meetings.	Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Priority: Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.	High expectations for all students	K-8 staff will implement the CharacterStrong Program with fidelity. 9-12 staff will identify a social emotional learning program and train personnel for implementation	K-8 staff will implement the CharacterStrong Program with fidelity. 9-12 staff will implement the SEL Program with fidelity.	Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.
School climate and culture	Our District will implement the Diversity, Equity and Inclusion Building Plans with fidelity.	Sense of belonging	K-12 staff will implement the DEI building plans with fidelity, making adjustments based on data from the climate surveys and building level equity data.	K-12 staff will implement the DEI building plans with fidelity, making adjustments based on data from the climate surveys and building level equity data.	Our District will implement the Diversity, Equity and Inclusion Building Plans with fidelity.
School climate and culture	Our District will evaluate and revise curriculum to ensure it positively represents all students regardless of race, age, color, nation of origin, religion, sex, gender, gender identity, sexual orientation, disability or socio-economic status.	Inclusive curriculum	During curricular audits in prioritized courses as identified by administration, ensure curriculum, including resources and assessments are representative of all students. This is a multi-year process.	During curricular audits in prioritized courses as identified by administration, ensure curriculum, including resources and assessments are representative of all students. This is a multi-year process.	Our District will evaluate and revise curriculum to ensure it positively represents all students regardless of race, age, color, nation of origin, religion, sex, gender, gender identity, sexual orientation, disability or socio-economic status.

Action Plan

Action Plan for: High expectations for all students

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> • Consistent implementation • Continual improvement curriculum • Effective use of resources • High expectations for all students • Sense of belonging • Inclusive curriculum 		Completion of standards-based assessments and grading practices in identified K-8 subjects.		Assistant superintendent, directors of elementary and secondary education, mini-curricular chairs, department heads and teacher leaders.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Maintain a student-centered teaching and learning environment	07/01/2023	06/30/2026	Assistant superintendent	Teachers, building administrators and District instructional team, on-line instructional technology learning workshops and resources, Danielson domains 1-3 walkthrough document, continual professional development	Yes	Yes
Establish standards-based assessments and grading in all K-8 subjects.	07/01/2023	06/30/2026	Assistant superintendent	Teachers, building administrators and District instructional team, mini-curricular chairs, and exemplars in subjects and grade levels	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High expectations for all students	<ul style="list-style-type: none"><li data-bbox="527 224 1339 253">• Maintain a student-centered teaching and learning environment<li data-bbox="527 256 1402 285">• Establish standards-based assessments and grading in all K-8 subjects.

Professional Development Activities

DEI 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"> Maintain a student-centered teaching and learning environment 	All district employees	Consistent implementation of Inclusive and Equitable Practices	Diversity, Equity and Inclusion strategies, practices, and protocols in place across the District. Building and maintaining relationships. Adults know and care about each student. Adults know what motivates and engages students.	Immediate Supervisors of departments and schools	07/01/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings		
Workshop(s)	Monthly		<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 	Teaching Diverse Learners in Inclusive Settings		

9-12 Social Emotional Learning

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"> Maintain a student-centered teaching and learning environment 	9-12 Staff	Understanding social emotional learning and the best way to deliver a SEL program at the high school level	Successful implementation of a SEL high school program	Assistant superintendent	07/01/2023	06/30/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As defined by the 9-12 SEL planning committee.	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 	Teaching Diverse Learners in Inclusive Settings

Communications Action Steps

Evidence-based Strategy	Action Steps
High expectations for all students	<ul style="list-style-type: none"><li data-bbox="527 220 1339 253">• Maintain a student-centered teaching and learning environment<li data-bbox="527 253 1402 285">• Establish standards-based assessments and grading in all K-8 subjects.

Communications Activities

C&I Update from Assistant Superintendent					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Maintain a student-centered teaching and learning environment Establish standards-based assessments and grading in all K-8 subjects. 	Staff and school board	Progress, updates and reminders regarding DEI work, curriculum revisions, student-centered teaching and learning, standards-based assessments and the selection and implementation of the high school SEL program.	Assistant Superintendent	07/01/2023	07/01/2026
Communications					
Type of Communication			Frequency		
Brief			Quarterly		

District Committees

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Maintain a student-centered teaching and learning environment Establish standards-based assessments and grading in all K-8 subjects. 	Student Advisory Committee, District Advisory Committee, District Voice, Curriculum Council, Leadership Team, Board Curriculum Committee	Progress, updates and reminders regarding DEI work, curriculum revisions, student-centered teaching and learning, standards-based assessments and the selection and implementation of the high school SEL program.	Assistant Superintendent	09/01/2023	07/01/2026

Communications

Type of Communication	Frequency
Brief	bimonthly
Posting on District website	quarterly
Other	Social media posts as District and school activities arise.