

EPHRATA AREA SD

803 Oak Blvd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

It is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential

VISION STATEMENT

Achieving Success One Student at a Time

EDUCATIONAL VALUE STATEMENTS

STUDENTS

1. All students can learn. 2. Our students are always at the center of our thoughts and actions. 3. Literacy and Math are key components of learning in all curricular areas. 4. Education is a shared responsibility of student, family, school, and community. 5. Trusting Relationships are essential to our success. 6. Technology is another instructional tool. 7. The world is changing at a more and more rapid rate. 8. Learning happens at the individual learner level. 9. A growth mindset should be modeled and promoted- none of us are as we can be. The Ephrata Area School District Life Ready Graduate program was created to prepare students to have a positive impact on an ever-changing world. The program aims to enhance students' knowledge, skills, and dispositions beyond traditional content mastery and standardized assessments, including civics, financial literacy, technological proficiency, communication, collaboration, integrity, and much more. These higher targets have been collectively identified with input from the larger school community and verified through extensive research. Aiming for higher targets does not mean the required state standards are ignored, but it represents the important foundational elements of all learners' education. The Ephrata Area School Board of Directors formally endorsed the Life Ready Graduate program in November 2017, and several local businesses have already demonstrated their full support. All involved groups, in conjunction with the District administration, recognize the importance of providing all learners with an education that sets them on a path to reach their full potential in life, regardless of the direction they head after graduation. ACQUIRE THE KNOWLEDGE Content Mastery Healthy Living, Wellness, & Self-Awareness Civics, Leadership, & Service Digital Literacy & Technological Proficiency APPLY THE SKILLS Communication Critical Thinking & Problem Solving Creativity & Innovation Collaboration & Teamwork DEMONSTRATE THE DISPOSITIONS Honesty, Integrity, & Responsibility Adaptability Continual Learning & A Growth Mindset Resilience & Grit

STAFF

1. Trusting Relationships are essential to our success. 2. Highly skilled and compassionate teachers are the most important components of any school district. 3. Technology is another instructional tool. 4. The world is changing at a more and more rapid rate. 5. Learning happens at the individual learner level. 6. A growth mindset should be modeled and promoted- none of us are as we can be. The Ephrata Area School District Life Ready Graduate program was created to prepare students to have a positive impact on an ever-changing world. The program aims to enhance students' knowledge, skills, and dispositions beyond traditional content mastery and standardized assessments,

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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
Richard Hornberger	Assistant Superintendent	Ephrata Area School District
Jacy Clugston Hess	Assistant Superintendent	Ephrata Area School District
Carrie Willetts	Parent/Business	Ephrata Wellspan
Jeff Stauffer	Business	Ephrata National Bank
Penn Miller	Teacher	Middle School ELA
Dawn Butt	Teacher	EIS/Middle School/Literacy Coach
Katie Yohe	Teacher	EIS
Linda Umble	Interventionist	EIS
Kristen Selzer	Teacher	Elementary
Theresa Shahan	ELL Teacher	Elementary
Katie Querciagrossa	Speech	High School/Middle School
Brian McClellan	Teacher	Elementary
Lisa Hall	Teacher	High School

Name	Position	Building/Group
Stacy Burkey	Teacher	High School
Kevin Deemer	Principal	EIS
Peter Kishpaugh	Principal	EMS
Scott Galen	Principal	EHS
Brett Esbenshade	Principal	Elementary
Trisha Y. Good	Board Member	Ephrata Area School District
Judy S. Beiler	Board Member	Ephrata Area School District
Glenn R. Martin	Board Member	Ephrata Area School District
Philip L. Eby	Board Member	Ephrata Area School District
Richard Gehman	Board Member	Ephrata Area School District
Tim Stauffer	Board Member	Ephrata Area School District
Chris Weber	Board Member	Ephrata Area School District
Timothy W. Stayer	Board Member	Ephrata Area School District
David A. Wissler	Board Member	Ephrata Area School District

ESTABLISHED PRIORITIES

Priority Statement

The District will work on developing a system to track student progress on proficiency of competencies and learning targets so teachers and students can easily identify strengths and growth areas.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 3: Provide Student-Centered Support Systems

The District will work on creating a system to track LRG component proficiency so that students are getting consistent feedback on the knowledge, skills, and dispositions to be productive citizens in an ever-changing world.

Career Standards Benchmark
Essential Practices 1: Focus on Continuous Improvement of Instruction

Development of a multi-tiered system of support in grades K-8 provide the structure and support to students as they work toward proficiency in competencies and learning targets.

Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Personalized Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Competencies and Learning Targets	By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12.
LRG	By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Completion and implementation of learning targets and competencies in all content areas	2021-01-14 - 2022-06-30	Assistant Superintendents for Elementary and Secondary	Coaches, Principals, Supervisors
Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.	2021-08-30 - 2024-06-14	Principals/Assistant Superintendents	Coaching support, principal guidance

Anticipated Outcome

Tracking of student progress of competencies and learning targets of knowledge, skills, and dispositions to clearly identify student strengths and growth areas.

Monitoring/Evaluation

Assistant Superintendents/Principals

Evidence-based Strategy

MTSS Implementation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS

At all levels of the K-8 system 100% of students will be placed in a tiered level of support in a comprehensive MTSS system.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Create an aligned MTSS and PBIS system at grades K-8 that successfully provides intervention strategies to increase achievement and/or improve behavior.

2021-08-23 -
2024-06-14

Coordinator/Assistant Coordinator of Student Services, MS
Principal/Assistant Principal, EIS
Principal/Assistant Principal, School Psychologists

MTSS roadmap Intervention materials Implementation training

Anticipated Outcome

An MTSS system that includes intervention strategies for ELA and Math are part of the systemic structure in grades K-12.

Monitoring/Evaluation

Building Principals, Assistant Superintendents

Evidence-based Strategy

LRG Skills and Disposition tracking and feedback

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Competencies and Learning Targets	By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12.
LRG	By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creation of a curriculum structure that includes opportunities at each grade levels (K-12) to provide instruction, assess, and give feedback to students about LRG skill and disposition progress.	2021-08-23 - 2024-06-14	Building Principals, Assistant Superintendents	LRG implementation guide, Activities aligned to curriculum, LRG assessments, LRG screening assessment

Anticipated Outcome

Students will be given feedback on at minimum on an annual basis about the progress they are making toward mastery of the LRG skills and dispositions.

Monitoring/Evaluation

Teachers, Building Principals, Assistant Superintendents

Evidence-based Strategy

Career Pathways

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Competencies and Learning Targets	By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12.
LRG	By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create opportunities for students to take courses aligned to	2021-08-23 -	HS/MS Principals,	Virtual course options,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
their interests, obtain industry certifications, and pursue Dual enrollment/AP courses aligned to their post-secondary plans or as part of career exploration.	2026-06-12	Guidance Supervisors, Department Supervisors, Assistant Superintendent	Possible Dual enrollment and Industry certification funding

Anticipated Outcome

By 2024, 75% of students graduating will have earned an industry certification, dual enrollment credit, or other credential helping to prepare them for the next step of their life.

Monitoring/Evaluation

HS Principals, Assistant Superintendent for Secondary



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	Personalized Learning	Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.	08/30/2021 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At all levels of the K-8 system 100% of students will be placed in a tiered level of support in a comprehensive MTSS system. (MTSS)	MTSS Implementation	Create an aligned MTSS and PBIS system at grades K-8 that successfully provides intervention strategies to increase achievement and/or improve behavior.	08/23/2021 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	<p>LRG Skills and Disposition tracking and feedback</p>	<p>Creation of a curriculum structure that includes opportunities at each grade levels (K-12) to provide instruction, assess, and give feedback to students about LRG skill and disposition progress.</p>	<p>08/23/2021 - 06/14/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)	Personalized Learning	Completion and implementation of learning targets and competencies in all content areas	01/14/2021 - 06/30/2022
By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)	Personalized Learning	Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.	08/30/2021 - 06/14/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

81.7% percent of grade 9-12 students were proficient on the Literature Keystone Exam.

60% of 3rd graders scored proficient or advanced on the PSSA ELA exam.

Evidence that Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups met or exceeded the growth standard.

All student group for grades 9-12 (Blue) exceeded the standard demonstrating growth in Literature

K to 12 competencies and learning targets have been identified in the Math content area.

A core extension period has been constructed at the middle school to provide a safety net for students and also an opportunity for enrichment.

64% of 3rd graders scored proficient or advanced on the PSSA Math exam.

MS all student group met the standard for demonstrating growth.

Challenges

Elementary students struggle with Open ended responses in the ELA PSSA test. If students were better able to complete open ended responses, ELA proficiency scores would be positively impacted.

Tracking of competencies and learning targets to identify strengths and weaknesses

Economically disadvantaged subgroup did not meet the standard demonstrating growth.

All subgroups other than the Asian subgroup decreased proficiency performance compared to the previous year (17-18)

Elementary students struggle with Open ended responses in the Math PSSA test. If students were better able to complete open ended responses, Math proficiency scores would be positively impacted.

43.6% of middle school students are proficient or advanced on the PSSA Math Exam.

Economically disadvantaged subgroup on the 5-8 ELA PSSA did not meet the standard demonstrating growth.

Strengths

Computer Science curriculum has been developed for grade 1 to 12.

STEAM activities are integrated into all elementary grade levels along with special STEAM half days.

Hispanic subgroup met the statewide goal and increased performance.

All student group at the HS exceeds the standard for demonstrating growth.

Students in English Language Arts/Literature at the HS met the 2020 state wide as 81.7% of the students were proficient or advanced

Students in Algebra at the HS met the state wide 2030 goal by scoring 82.3% proficient or advanced on the Keystone Exam

Economically Disadvantaged Student Group exceeded the Statewide Goal with 77% proficiency in ELA.

All student group met statewide goal in MS Mathematics and increased performance from previous year.

77 percent of students in the economically disadvantaged subgroup scored proficient or advanced on the Algebra I Keystone Exam.

Challenges

10.9% of Student with Disabilities subgroup scored proficiency on MS Math PSSA.

In Grades 5-8 there is evidence that the cohort of students did not meet growth target.

A review of science resources for grade K-6 needs to be reviewed and aligned.

Consistent use of competencies and learning targets to personalize Science content for students.

Economically disadvantaged subgroup did not meet the statewide performance goal (47.2% proficient

Economically Disadvantaged subgroup decreased in performance and did not meet the statewide goal/target in Biology

Student with Disabilities subgroup decreased in performance and did not meet the statewide goal for achievement in Mathematics

Economically Disadvantaged subgroup did not meet statewide goal and decreased in performance at the MS.

English Learner subgroup scored 22.8% proficiency in MS Math.

23.1 percent of students in the Students with Disabilities subgroup scored proficient or advanced on the Literature Keystone Exam.

Strengths

73.7 percent of students in the economically disadvantaged subgroup scored proficient or advanced on Literature Keystone.

Students in the Students with Disabilities subgroup met or exceeded the statewide goal in Literature.

Students in the Students with Disabilities subgroup met or exceeded the statewide goal on the Algebra I Keystone Exam.

Strength of the counseling program is that we have a dedicated counselor at each grade level 5-12, and a counselor in each of the elementary buildings to meet the needs of all the students.

Advisor committee meetings have been successful and helping to inform district practices and make community connections.

In the Technology department, the purchasing and financial allocations have been determined and spread out over the next 10 years to ensure the district is not burdened with the needs to purchase multiple high-cost expenditures at once.

The implementation of a learning management system in grades 3-12 has created opportunities for personalized learning and increased access to content.

Title I program has a well developed bank of interventions that

Challenges

Students with Disabilities subgroup decreased in performance from the previous year.

35.1 percent of students in the English Learner subgroup scored proficient or advanced on the ELA PSSA in grades 5-8.

35.1 percent of students in the English Learner subgroup scored proficient or advanced on the Math PSSA in grades 5-8.

Technology rate of change places a need for continual funding for technology projects which could continue to place a financial burden on the district.

The district would struggle to meet the demands of technology upgrades without Erate funding.

Federal funding has impacted program development for the Title I program.

Development of a consistent practices and mindset about how to accomplish our vision and mission for the future.

Consistent development and use of the instructional model.

Development of an MTSS structure that is rich in appropriate interventions and focused on data analysis.

Strengths

allow staff to customize intervention instruction to the needs of the students.

Consistent leadership development meetings create a growth mindset for leadership that is modeled throughout the school district.

Leadership development is aligned to district goals and improve and align practice to create a consistent leadership structure throughout the district.

The instructional coaching model is aligned to vision and mission and supports high quality instruction.

Systems set up for focusing on continual growth (PL, My Voice, Parent surveys, etc.)

Life Ready Graduate Profile focuses on the knowledge, skills, and dispositions that every student should possess upon graduation.

K to 12 competencies and learning targets are written for nearly all content areas.

Evidence of increased choice at the grades 7-12 level.

Life Ready Graduate Knowledge, Skills, and Dispositions have been established for students to work toward mastery through the K-12 system.

Challenges

Complete transition of curriculum into an effective system that is easily accessible to students.

Improve capacity of leaders to support and improve instructional pedagogy.

Consistent use of the Instructional model across all academic settings.

Identification and implementation of Life Ready Graduate component assessments and feedback.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Tracking of competencies and learning targets to identify strengths and weaknesses

Economically disadvantaged subgroup did not meet the standard demonstrating growth.

Identification and implementation of Life Ready Graduate component assessments and feedback.

Economically disadvantaged subgroup on the 5-8 ELA PSSA did not meet the standard demonstrating growth.

A review of science resources for grade K-6 needs to be reviewed and aligned.

Development of a consistent practices and mindset about how to accomplish our vision and mission for the future.

Consistent development and use of the instructional model.

Development of an MTSS structure that is rich in appropriate interventions and focused on data analysis.

10.9% of Student with Disabilities subgroup scored proficiency on MS Math PSSA.

ADDENDUM B: ACTION PLAN

Action Plan: Personalized Learning

Action Steps	Anticipated Start/Completion Date
Completion and implementation of learning targets and competencies in all content areas	01/14/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Assistant Superintendents/Principals	Tracking of student progress of competencies and learning targets of knowledge, skills, and dispositions to clearly identify student strengths and growth areas.

Material/Resources/Supports Needed	PD Step	Comm Step
Coaches, Principals, Supervisors	no	yes

Action Steps**Anticipated Start/Completion Date**

Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.

08/30/2021 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Assistant Superintendents/Principals

Tracking of student progress of competencies and learning targets of knowledge, skills, and dispositions to clearly identify student strengths and growth areas.

Material/Resources/Supports Needed**PD Step****Comm Step**

Coaching support, principal guidance

yes

yes



Action Plan: MTSS Implementation

Action Steps	Anticipated Start/Completion Date
Create an aligned MTSS and PBIS system at grades K-8 that successfully provides intervention strategies to increase achievement and/or improve behavior.	08/23/2021 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Building Principals, Assistant Superintendents	An MTSS system that includes intervention strategies for ELA and Math are part of the systemic structure in grades K-12.

Material/Resources/Supports Needed	PD Step	Comm Step
MTSS roadmap Intervention materials Implementation training	yes	no

Action Plan: LRG Skills and Disposition tracking and feedback

Action Steps	Anticipated Start/Completion Date
Creation of a curriculum structure that includes opportunities at each grade levels (K-12) to provide instruction, assess, and give feedback to students about LRG skill and disposition progress.	08/23/2021 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Teachers, Building Principals, Assistant Superintendents	Students will be given feedback on at minimum on a annual basis about the progress they are making toward mastery of the LRG skills and dispositions.

Material/Resources/Supports Needed	PD Step	Comm Step
LRG implementation guide, Activities aligned to curriculum, LRG assessments, LRG screening assessment	yes	no

Action Plan: Career Pathways

Action Steps	Anticipated Start/Completion Date
Create opportunities for students to take courses aligned to their interests, obtain industry certifications, and pursue Dual enrollment/AP courses aligned to their post-secondary plans or as part of career exploration.	08/23/2021 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
HS Principals, Assistant Superintendent for Secondary	By 2024, 75% of students graduating will have earned an industry certification, dual enrollment credit, or other credential helping to prepare them for the next step of their life.

Material/Resources/Supports Needed	PD Step	Comm Step
Virtual course options, Possible Dual enrollment and Industry certification funding	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	Personalized Learning	Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.	08/30/2021 - 06/14/2024
At all levels of the K-8 system 100% of students will be placed in a tiered level of support in a comprehensive MTSS system. (MTSS)	MTSS Implementation	Create an aligned MTSS and PBIS system at grades K-8 that successfully provides intervention strategies to increase achievement and/or improve behavior.	08/23/2021 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	<p>LRG Skills and Disposition tracking and feedback</p>	<p>Creation of a curriculum structure that includes opportunities at each grade levels (K-12) to provide instruction, assess, and give feedback to students about LRG skill and disposition progress.</p>	<p>08/23/2021 - 06/14/2024</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Shifts Professional Development	All teachers	Transparency, Evidence of Learning, Feedback, Student ownership

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher feedback, classroom practice	08/19/2019 - 08/18/2025	Instructional Coaches/Principals/Assistant Superintendents

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
MTSS training	K-8 Staff	Universal screener, intervention schedule, interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit Tickets, Classroom implementation	08/23/2021 - 06/10/2022	Building principals Coordinator/Asst. Coordinator of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
Language and Literacy Acquisition for All Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	Personalized Learning	Completion and implementation of learning targets and competencies in all content areas	2021-01-14 - 2022-06-30
<p>By the end of the 2024 school year there will be a tracking system to identify proficiency of competencies and learning targets for each student in grades K-12. (Competencies and Learning Targets)</p> <p>By 2024, EASD will be tracking LRG knowledge, skills, and dispositions in 100% of the classrooms in grades K-12. (LRG)</p>	Personalized Learning	Implementation of a proficiency scale applied to learning targets and competencies for knowledge, skills, and dispositions in grades K-12.	2021-08-30 - 2024-06-14

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Board Meeting	School Board	Review of the Plan
Anticipated Timeframe	Frequency	Delivery Method
10/04/2021 - 10/04/2021	Once	Presentation
Lead Person/Position	Assistant Superintendent	

Communication Step	Audience	Topics/Message of Communication
Website display of plan	All School stakeholders	Comprehensive Plan components
Anticipated Timeframe	Frequency	Delivery Method
11/30/2021 - 12/30/2026	Continuous	Posting on district website
Lead Person/Position	Assistant Superintendent	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

