PETERS TOWNSHIP SCHOOL DISTRICT

631 E McMurray Rd

McMurray, PA 15317

Comprehensive Plan

2021 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jeannine French	Administrator	District	frenchj@pt-sd.org
Dr. Jennifer Murphy	Administrator	District	murphyj@pt-sd.org
Dr. Michael Fisher	Administrator	District	fisherm@pt-sd.org
Patricia Kelly	Administrator	District	kellyp@pt-sd.org
April Ragland	Administrator	District	raglanda@pt-sd.org
Dr. Lori Pavlik	Administrator	School	pavlikl@pt-sd.org
Adam Sikorski	Administrator	School	sikorskia@pt-sd.org
Blair Stoehr	Administrator	School	stoehrb@pt-sd.org
Greg Marquis	Administrator	School	marquisg@pt-sd.org
Robert Garvey	Administrator	School	garveyr@pt-sd.org
Caroline Abele	Staff Member	School	abelec@pt-sd.org
Harry Bushmire	Staff Member	School	bushmireh@pt-sd.org
Jeff Sudol	Staff Member	School	sudolj@pt-sd.org
Amanda Slagle	Staff Member	School	slaglea@pt-sd.org
Dr. Nancy Hobbs	Staff Member	School	hobbsn@pt-sd.org
Minna Allison	Board Member	District	allisonm@pt-sd.org
Lisa Anderson	Board Member	District	andersonl@pt-sd.org
Julie Collins	Parent	District	
Samantha McVicker	Parent	District	

LEA Profile

Historical Background

Peters Township was incorporated in 1781 as one of the 13 original Townships of Washington County when it became part of Pennsylvania. Prior to 1781, the Peters Township area was part of Virginia. Over the years, portions of Peters Township were sectioned off to form other municipalities; eventually, leaving the present configuration of 19.5 square miles.

Peters Township was named after William "Indian" Peters. The Indian name has long-been associated with Peters Township. Some of the first settlers were the Wright Brothers (James & Joshua), James Matthews, John Sweringer, Rev. David Phillips, Andrew Dunlevy, Daniel Townsend and Robert Bell. Peters was initially a farming community and then later coal became a major industry that resulted in the development of the neighborhood of Hackett.

Peters Township remained a sparsely populated rural community until the 1950s with a reported population of 3,004. With suburbanization, Peters Township more than doubled in size from 1950 to 1960 to a population of 7,126. This steadily increased to the 2000 population of 17,566. Since then the population has continued its steady climb to the current population in 2019 of 22,044.

In 1976, the Township's Home Rule Charter became effective. The Township's current Arrowhead logo was adopted with the new Home Rule Charter. It was designed by local artist, Robert Chamberlain, who used an arrowhead found in Peters Township as the pattern.

Geographic Location

Peters Township is located about 15 miles south of Pittsburgh in the northeastern corner of Washington County. This suburban community, with a rich sense of tradition is quickly changing from a rural, farm community to a suburban, upper-middle class neighborhood. That unique rural charm, an excellent school system, quality recreation programs and facilities, spacious wooded building lots, easy access to plenty of shopping and dining establishments, and low taxes are just a few of the reasons people have chosen to live in this community.

Peters Township includes the towns of McMurray and Venetia. The Township offers such amenities as swim clubs, country clubs, the Montour Trail and a recreation center. The Township is characterized as being progressive and traditional.

Peters Township is fortunate to have 513 acres of outdoor recreational land that include playground areas, fishing, outdoor stage, conservancy area, walking trails, sports fields, and picnic shelters. A Community Recreation Center with year-round recreation programs for all ages is also accessible to the Township residents.

Community Profile

The District works in partnership with the police department, fire department and municipality as well as the chamber of commerce in the provision of services. The District is also fortunate to collaborate with the public library and various arts organization. Civic groups, such as the Rotary, Chamber of Commerce, medical, law, and faith based organizations partner with the District as well. "Character Counts" is a nationally recognized joint initiative that promotes respect, responsibility, and honesty with the schools and in the community. This program fosters collaboration between the partnering organizations.

The Municipality of Peters Township and the Peters Township School District share several joint ventures including: District-nominated representatives to the Township's Parks and Recreation Board, the Cable TV Board, and the sharing of equipment and facilities for the Channel 7 Public Access Cable Television Studio. The Township's parks and recreation departments often schedule activities in the District, and the Township's Recreation Leagues offer support to school sports. The Peters Township Police Department leads the local DARE (Drug Abuse Resistance Education) program

in the schools. In addition, the District and the PT Police Department work collaboratively by contracting two School Resource Officers (SROs).

School Climate

The 2020 - 2021 student enrollment for the District is 4,136. The student population has limited diversity. Approximately 12% of the students are identified as special education students and approximately 7% of the student population is enrolled in the Free and Reduced Lunch Program.

The Parent Teacher Association (PTA) Area Council is an integral part of the Peters Township School District. The purpose of PTA Area Council is to organize and develop goals and programs to promote the overall welfare of our children and youth in the home, school and community.

The Peters Township Education Foundation is a group within the community that is working to expand and enhance learning opportunities for students attending school in Peters Township. Public schools face a variety of new challenges as state and federal funding sources are being taken away. Through grants provided to teachers, the Peters Township Education Foundation funds important initiatives within the schools such as technology and research materials.

Summary of Academic Programs

Peters Township School District consists of five school buildings, the District's Administrative Offices and maintenance facility. The five schools are Bower Hill Elementary School (Kindergarten thru 3rd grade), Pleasant Valley Elementary School (Kindergarten thru 3rd grade), McMurray Elementary School (4th and 5th grade), Peters Township Middle School (6th thru 8th grade) and Peters Township High School (9th thru 12th grade).

Curriculum development in the District is a continual and dynamic process making an effective academic program of studies available to students. Various content areas are at different levels of the design, implementation and evaluation stages of curriculum development.

Students in grades K - 5 are grouped heterogeneously and participate in Response to Intervention and Instruction (RTII) that provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students at the Middle School are provided opportunities for challenging courses with advanced options in math and Biology. High School students self-select their course levels based on college or career objectives and interest.

In their annual ranking of schools in our region, the Pittsburgh Business Times has ranked Peters Township 8th overall among approximately 500 districts across the Commonwealth of Pennsylvania and 5th among the 104 districts in our region based on three years of test scores. In 2019, all grade levels included in the survey (grades 3, 4, 5, 6, 7, 8, and 11) ranked in the top 10 in our region.

The Class of 2021 included three National Merit Finalists, twelve National Merit Commended Students and two National Merit Scholarship winners. In 2019, the District ranked third in the state in overall PSSA rankings and tied for first in the state for overall Keystone rankings according to Eidex. In 2021, the Pittsburgh Business Times released their annual Guide to Schools, reviewing a decade of test results and ranking school districts based on data from 2010 to 2019. Peters Township ranked 5th in the region and 9th in the state. All grade levels included ranked in the top 10, with 8th grade and 3rd grade earning first place rankings. A Keystone Exam ranking was also included in the Guide, with Peters Township ranking 6th in the region.

Students have options to enroll in courses outside of Peters Township High School. This may occur through the dual enrollment option or an online elective course that is not currently offered at the High School.

The Arts are an integral component in the curriculum and our students have the opportunity for hands-on instruction in pottery, music, vocals, theater and painting. Students have a chance to enter the world of media through video production, computer animation and graphic design.

Athletics

Peters Township School District offers a variety of clubs and activities and 25 varsity sports and 7 varsity club sports for our students to participate in throughout the school year. The community is extremely proud of its rich traditions in Western Pennsylvania high school athletics. Peters Township School District is a member of both the Western Pennsylvania Interscholastic Athletic League (WPIAL) and of the Pennsylvania Interscholastic Athletic Association (PIAA).

With most recent PIAA Sportsmanship Award in 2018-2019, the Peters Township Athletic Program received this award for the fifth time. This award acknowledges schools for their demonstration of good sportsmanship.

The purpose of the athletic program is to encourage and foster opportunities for students to participate in activities other than the academic. This develops learning outcomes in skills, emotional patterns, communication, interpersonal group dynamics, teamwork, leadership, and general knowledge.

Staff Characteristics

In the 2020 - 2021 school year, the Peters Township School District employed 26 administrators, 275 teachers and other professional staff and 196 full–time and part-time support personnel.

A comprehensive mentoring and new teacher induction program assists new teachers in learning effective strategies for growing their content and pedagogical skills.

Resources and Financial Data

The 2021 - 2022 budget is $74.3 million. This was an increase from 2020 - 2021 of 4.22%.   The millage for the School District is 14.58, each mill generates $3,119,597. The District is funded by a combination of a local income tax, a property tax, a real estate tax, coupled with funding from the Commonwealth of Pennsylvania and the federal government. Grants have provided an opportunity to supplement school funding.

Mission and Vision

Mission

Peters Township School District will promote academic excellence, build leadership, and inspire character as a prominent Pennsylvania School District measured by state and national standards.

Vision

Peters Township School District, as a public school entity, will enable students to realize their potential to learn, live, lead and succeed.

Educational Value Statements

Students
- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make the necessary arrangements to make up work when absent from school.
- Respect school property.
- Follow the dress code.

Staff
- Be honest and ethical.
- Promote mutual respect and dignity.
- Expect the best from each student.
- Encourage each student to develop a positive self-image and recognize the self-worth of others.
- Strive to make each student enthusiastic about learning.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Build a good working relationship with the students and their parents.
- Teach students, by example, the common courtesies that promote better relationships.
- Handle discipline concerns individually and with confidentiality.
- Build good relationships with fellow teachers, colleagues, administrators and the entire school community.

Administration
- Be honest and ethical.
- Promote mutual respect and dignity.
- Be available to students, teachers, and parents.
- Review the school's programs regularly to make sure they are meaningful.
- Help the teachers to improve their own professional attitudes and practice.
- Work with students and teachers to develop school rules.
- Work closely with parents in establishing a good relationship between home and school.
- Encourage parents and students to talk with other staff members and community agencies in solving problems.
- Make sure the school building is safe.
- Follow School Board Policies.

Parents
- Be honest and ethical.
- Teach their child to respect themselves and take pride in their accomplishments.
- Respect their child's interests, abilities, and limitations.
- Instill in their child a positive attitude toward school.
- Provide a suitable place for their child to do homework and be available for help when it is needed.
- Encourage their child to bring home all notices, forms, or letters from the school; read them; and, if necessary, discuss them with their child.

- Build a good working relationship with their child's teachers, and the school.
- Ensure prompt and regular school attendance.
- Promote mutual respect and dignity.
- Teach their child to respect the law as well as the rights and property of others.
- Be aware of the school's rules for student behavior and encourage their child to follow them.
- Check the District website, PowerSchool and e-mail regularly to stay well informed.

Community
- Be honest and ethical.
- Promote mutual respect and dignity.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the programs offered by the school and their responsibilities for the success of those programs.
- Work closely with District personnel in establishing a good relationship between the community and the District.
- Be sensitive to the needs and expectations of the different people who make up the school community.
- Respect the feelings, judgments, and concerns of community members.

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Data/Kid Talk Meetings	No
RTII/MTSS Framework	Yes
College and Career Readiness Lessons	No
Primary teachers implement research-based strategies in a Response to Intervention Program to ensure that students read proficiently by grade 3.	No
All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts.	Yes
Enrichment and remediation opportunities are available for all students in English Language Arts.	Yes
All teachers utilize a standards-based, vertically aligned curriculum in Mathematics.	No
Enrichment and remediation opportunities are available for all students in Mathematics.	No
All teachers utilize a standards-based, vertically aligned curriculum in Science, Technology and Engineering Education.	No
Enrichment and remediation opportunities are available for all students in Science, Technology and Engineering Education.	No
Resources are equitably allocated across all schools and programs.	No
Highly effective and appropriately certified teachers are retained in every position.	No
A highly effective school-based and district-level administrative team has been retained for more than 5 years.	No
All curriculum is standards-based and reviewed on a 6 year cycle.	No
The Peters Township School District continues to value a full inclusion model for all learners.	Yes
A highly effective inclusion model is used to engage all students in our schools.	No
Students have equal access to remediation or acceleration as needed to meet the needs of the students in all subject areas.	Yes
All students participate in career planning and readiness activities.	Yes

Challenges

Challenge	Consideration In Plan
Grades 4 and 7 underperform other grade levels in the District in English Language Arts.	Yes
Grades 4 underperforms other grade levels in the District in Mathematics.	Yes
Grade 4 underperforms other grade levels in the District in Science.	Yes
A continued focus on utilizing technology and Canvas, the Learning Management System is needed to increase student engagement and improve instruction in a blended learning environment.	Yes
Continue to focus on recruiting students for Western Area Career and Tech Center (CTC).	No
The Peters Township School District will continue to focus on meeting the needs of all learners in the District.	No
With the implementation of a new Learning Management System, Canvas, and one-to-one student devices during the COVID-19 pandemic, the Peters Township School District will continue to focus on improving student engagement and instruction by via technology.	No
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.	Yes
HERO (Helping Everyone Respect Others)	No
RTII/MTSS Uninterrupted Intervention Blocks	No

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
RTII/MTSS Framework	
All teachers utilize a standards-based, vertically aligned curriculum in English Language Arts.	
Enrichment and remediation opportunities are available for all students in English Language Arts.	
The Peters Township School District continues to value a full inclusion model for all learners.	
Students have equal access to remediation or acceleration as needed to meet the needs of the students in all subject areas.	
All students participate in career planning and readiness activities.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Grades 4 and 7 underperform other grade levels in the District in English Language Arts.		Yes	Grade 4 and Grade 7 English and Language Arts (ELA) are identified as areas in need of strategic support to improve student performance on state exams.
Grades 4 underperforms other grade levels in the District in Mathematics.		No	
Grade 4 underperforms other grade levels in the District in Science.		No	
A continued focus on utilizing technology and Canvas, the Learning Management System is needed to increase student engagement and improve instruction in a blended learning environment.		Yes	Teachers will utilize the Canvas Learning Management System and one-to-one devices to increase student engagement in a blended learning environment.
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.		Yes	The impact of the COVID-19 pandemic on students' social and emotional wellbeing has been identified as a District-wide area of priority.

Goal Setting

Priority: Grade 4 and Grade 7 English and Language Arts (ELA) are identified as areas in need of strategic support to improve student performance on state exams.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Students in grades 4 and 7 will exceed the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	English Language Arts 2030 Goal	Students in grades 4 and/or 7 will meet the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	Students in grades 4 and 7 will meet the statewide 2030 goal for the percent proficient or advanced in English Language Arts.	Students in grades 4 and 7 will exceed the statewide 2030 goal for the percent proficient or advanced in English Language Arts.
English Language Growth and Attainment	Students in grades 4 and 7 will exceed the statewide average in growth in English Language Arts.	English Language Arts Growth Goal	Students in grades 4 and/or 7 will meet the statewide average in growth in English Language Arts.	Students in grades 4 and 7 will meet the statewide average in growth in English Language Arts.	Students in grades 4 and 7 will exceed the statewide average in growth in English Language Arts.

Priority: Teachers will utilize the Canvas Learning Management System and one-to-one devices to increase student engagement in a blended learning environment.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	All Peters Township Teachers will participate in Dell Blended Learning trainings and use strategies from these trainings to engage students in technology-based instructional activities.	Blended Learning Strategies	All Peters Township Teachers will participate in Dell Blended Learning trainings and 80% of teachers will use strategies from these trainings to engage students in technology-based instructional activities.	All Peters Township Teachers will participate in Dell Blended Learning trainings and 90% of teachers will use strategies from these trainings to engage students in technology-based instructional activities.	All Peters Township Teachers will participate in Dell Blended Learning trainings and use strategies from these trainings to engage students in technology-based instructional activities.
Essential Practices 1: Focus on Continuous Improvement of Instruction	100% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	Engaging Students in Blended Learning	80% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	90% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.	100% of Peters Township Students will utilize the Canvas Learning Management System to actively engage in classroom instruction at least three times per week.

Priority: The impact of the COVID-19 pandemic on students' social and emotional wellbeing has been identified as a District-wide area of priority.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Social emotional learning	100% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	K - 5 HERO GOAL	80% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	90% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.	100% of students in grades K to 5 will participate in monthly HERO lessons focused on social emotional learning topics.
School climate and culture	100% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	6-12 School Culture	80% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	90% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.	100% of students in grades 6 - 12 will participate in lessons, assemblies, and/or activities focused on improving school culture and climate of their school.
Professional learning	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	Trauma-informed education	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	100% of teachers and staff will participate in training related to trauma-informed approaches to education.	100% of teachers and staff will participate in training related to trauma-informed approaches to education.

Action Plan

Action Plan for: Effective Use of Technology to Increase Student Engagement						

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
• Blended Learning Strategies • Engaging Students in Blended Learning		Increase in blended learning activities in classroom instruction		Review Needs Assessment Surveys, Observations		

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional Development Sessions 2021-22	08/17/2021	02/18/2022	Dr. Jennifer Murphy	Dell Training Team	Yes	No
Conduct Needs Assessment for 2021-2022 Planning	02/18/2022	02/18/2022	Dr. Jennifer Murphy	Survey Monkey	No	No
Professional Development Sessions 2022-23	08/16/2022	06/12/2023	Dr. Jennifer Murphy		Yes	No
Conduct Needs Assessment for 2023-24	02/17/2023	02/17/2023	Dr. Jennifer Murphy	Survey Monkey	No	No
Professional Development Sessions 2023-24	08/15/2023	06/10/2024	Dr. Jennifer Murphy		Yes	No
Classroom Observations including Canvas Review	08/24/2021	06/10/2024	Principals		No	No
Teacher Co-Planning Sessions	08/17/2021	06/10/2024	Principals and Facilitators		Yes	No

Action Plan for: Effective literacy strategies						16

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• English Language Arts 2030 Goal • English Language Arts Growth Goal			All students in grades K-3 meet reading benchmarks.		Review Acadience data	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers will be trained on Tier I and Tier II Reading Interventions.	08/17/2021	06/14/2024	Dr. Michael Fisher	Acadience database	Yes	Yes

Action Plan for: Data and Kid Talk Meetings						17

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
• English Language Arts 2030 Goal • English Language Arts Growth Goal		New novels selection for curriculum implementation		PSSA and Keystone Data		

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	08/15/2022	06/09/2023	Dr. Jennifer Murphy	Institute for Learning Professional Development Training	Yes	No

Action Plan for: Trauma-informed Education						18

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• K - 5 HERO GOAL • 6-12 School Culture • Trauma-informed education	Increased student attendance and decrease in referrals to SAP/ESAP.	PowerSchool Attendance Data and referral data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District faculty and staff will continue to support students during and post-Covid 19 pandemic.	08/17/2021	06/14/2024	Dr. Jennifer Murphy	Trauma-informed education training resources	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Use of Technology to Increase Student Engagement	• Professional Development Sessions 2021-22 • Professional Development Sessions 2022-23 • Professional Development Sessions 2023-24 • Teacher Co-Planning Sessions
Effective literacy strategies	• Teachers will be trained on Tier I and Tier II Reading Interventions.
Data and Kid Talk Meetings	• Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.
Trauma-informed Education	• District faculty and staff will continue to support students during and post-Covid 19 pandemic.

Professional Development Activities

Engaging Students in a Blended Learning Environment						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Professional Development Sessions 2021-22	Teachers	Introduction to blended learning, Use of Technology to Deepen Understanding, Hands-on Takeaway	Observation data demonstrates teachers are utilizing strategies	Dr. Jennifer Murphy	08/17/2021	08/19/2021

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	Half-day	• 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 4d: Participating in a Professional Community • 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

Follow-up from August 2021 Training						21

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Professional Development Sessions 2021-22	Teachers	Reflection on lessons developed	Increase in use of blended learning strategies during classroom instruction	Dr. Jennifer Murphy	10/29/2021	10/29/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Half-day	• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting

Trauma Informed Practices						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• District faculty and staff will continue to support students during and post-Covid 19 pandemic.	Teachers	Identifying trauma triggers, supporting students experiencing trauma, the impacts of the pandemic on children	Teachers demonstrate an understanding of trauma triggers, supporting students experiencing trauma, and the impacts of the pandemic on children.	Dr. Jennifer Murphy	02/18/2022	02/18/2022

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Inservice day		• 1b: Demonstrating Knowledge of Students • 4c: Communicating with Families	Trauma Informed Training (Act 18)

Tier I and Tier II Intervention Strategies						23
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Read Naturally, Haggerty, Just Words, and Corrective Reading	All teachers use effective practices to deliver intervention and curriculum lessons.	Dr. Michael Fisher	08/17/2021	06/14/2024

Learning Formats

Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	Quarterly over the next three years	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

New Novel Selection for Grades K - 12						24
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will review K-12 novel placement to ensure appropriate sequence based on Lexile level, student interest, and rigor.	K - 12 Teachers	Selecting novels for rigor and use in classroom instruction.	Teachers may select new novels for reading instruction.	Dr. Jennifer Murphy	08/15/2022	06/09/2023

Learning Formats

Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	Quarterly	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

Communications Action Steps

Evidence-based Strategy	Action Steps
Effective literacy strategies	• Teachers will be trained on Tier I and Tier II Reading Interventions.
Trauma-informed Education	• District faculty and staff will continue to support students during and post-Covid 19 pandemic.

Communications Activities

Kid Talk/Data Meetings					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will be trained on Tier I and Tier II Reading Interventions.	Teachers, parents, administration	Student benchmark and progress monitoring data	Dr. Michael Fisher	08/24/2021	06/09/2023
Communications					
Type of Communication			**Frequency**		
Other			Monthly		

Effective Literacy Strategies					27
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• District faculty and staff will continue to support students during and post-Covid 19 pandemic.	District faculty and staff	Trauma-informed approaches to education, Threat Assessment, Safe2Say	Dr. Michael Fisher	08/17/2021	06/10/2022
Communications					
Type of Communication			**Frequency**		
Presentation			Quarterly		

Effective Literacy Strategies					28
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will be trained on Tier I and Tier II Reading Interventions.	K-5 Teachers	Title I Family Engagement, Tier I and Tier II Interventions	Dr. Michael Fisher	08/17/2021	06/09/2023

Communications	
Type of Communication	**Frequency**
Presentation	Bi-Annually