TRINITY AREA SCHOOL DISTRICT

COMPREHENSIVE PLAN 2021 - 2024

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LEA Profile

Trinity Area School District is a public-school system serving 3,488 students from Southwestern Pennsylvania. The District is located 35 miles southwest of Pittsburgh at the junction of Interstates 70 and 79. Trinity Area proudly serves the Washington County townships of Amwell, Canton, North Franklin, and South Strabane. The community has a rich history and continues to grow. Due to the School Board's dedication and commitment to students, Trinity Area has expanded to include a total of 444.5 employees: 24 administrators; 269.5 teachers; 15 guidance counselors, social workers, and therapists; and 151 support staff members. Together with the Board's guidance and support, all stakeholders have worked diligently to ensure Trinity Area's students receive the best education possible.

Comprised of six technologically advanced school buildings, Trinity Area educates students in meaningful, relevant ways. Each of the four, newly renovated elementary school buildings, as well as the award-winning middle school and STEAM-focused high school, is equipped with a Hiller Virtual Lab. Between 2014 and 2020, Fabrication Labs were built at both the middle school and high school, and, in 2021, an Esports arena was built at the high school. To further develop its 13, unique CIP Programs of Study for students interested in pursuing vocational education (including vocational-agricultural education), Trinity Area has purchased and built a freight farm, windmills, solar power, fully equipped mechanic's garage, and a variety of supplies necessary to operate programs like Vet-Tech and Sports Medicine. The elementary schools house LEGO creation spaces, maker spaces, and robots to ensure our youngest students are provided with opportunities to develop essential, Twenty-First Century skills. Every student in kindergarten through grade 12 is supplied a Chromebook, and all technological barriers to student achievement have been removed so students can learn seamlessly between school and home. Finally, with the addition of a grade 4 and 5 wing to be added as the middle school is renovated in 2022, Trinity Area will transform a space where intermediate and middle school students can explore, innovate, and inspire.

Trinity Area's curriculum is interdisciplinary in nature so students recognize the interconnection among subjects and programs of study. Using the Understanding by Design framework to map a locally developed curriculum, educators have guaranteed that students are instructed in ways that invite curiosity, the development of individual strengths, and a love of learning. The District provides for students a comprehensive education that includes: regular instruction; special education services; gifted education services; and vocational instruction. Whether students' interests and talents lay in the trades or traditional academics, the District proudly offers pathways and supports to help students achieve their best. With an engineering curriculum at the elementary school level, an exploratory curriculum at the middle school level, and 23 advanced placement and 129 elective courses offered at the high school, students can immerse themselves in scholarly pursuits of their personal interests throughout their academic career at Trinity Area.

For the above reasons, as well as due to the efforts of each school building's nurse and police offer, Trinity Area's students graduate from high school as responsible, productive members of a long-standing community, founded on the principles of hard-work, perseverance, and service. Although students repeatedly perform well above the state average on standardized tests, their sense of pride stems mainly from their involvement in a school community where they are supported and encouraged to be the best versions of themselves.

Mission and Vision

Mission
The Trinity Area School District, in partnership with the parents and the community, prepares students to reach their fullest potential and to become contributing members of society.

Vision
We Believe: Every student can learn. Every student is entitled to a safe and nurturing learning environment. Every student has value and is treated with dignity and respect. Every student's independence, creativity, and leadership are promoted. Every student is equipped to be technologically literate, responsible and productive.

Educational Value Statements

Students

We believe that all students can learn and we value the importance of the individual within our school community. Trinity strives to prepare our students to matriculate and enter the post secondary educational or vocational arena. Students have a variety of skillsets and interests and we have a curriculum built upon the Understanding by Design educational framework. The students employ learning targets and learning trajectory, combined with frequent informal assessments, to reach the desired end goal.

Staff

The staff is encouraged and challenged to go beyond the expectation for each student in their charge. The teachers are able to propose changes and improvements in the curriculum, as the curriculum is a living entity which changes, based upon focus, skill sets and previous knowledge. The curriculum is unpacked and desired outcomes are identified. The teachers will employ learning targets and differentiated instruction should be utilized to sincerely academically challenge the students to go beyond their academic experiences and thus maximize the level of student achievement for all students. Staff utilizes technology as an instructional mechanism. Teachers are expected to challenge the students to think and behave like engineers, in solving real-life problems. Support staff is charged with addressing the needs of the students in their buildings.

Administration

The district administration interacts directly with the board of school directors in setting the overall academic destination for a graduating senior. Central office personnel interact with the members of the school community. When a specific project is deemed appropriate and necessary., the administration surveys the school community to get feedback, as well as interacting with the other interested parties to help solicit a positive experience. The building level administration works to facilitate and direct the overall building operation. The administration focuses on increasing student achievement for all students.

Parents

The parent survey demonstrates the level of satisfaction with the educational experience at the Trinity Area School District. Our parents believe that the district is doing a good job in educating their children. Parents want their children to be challenged, engaged and supported by the school district. There is a focus on academics, arts and athletics. Parents want their children to mature with a solid sense of self worth. The "Be the Kind Kid", Teamology, and the PBIS campaigns, combined with the level of security are appreciated by the parents. Our parents believe the educational experience and career focus at Trinity are exceptional.

Community

The Trinity Area School District has developed partnerships with the school community. The district has approximately 100 partnerships developed with local residents and business. The partnerships include advice and support for programs, as well as financial support and equipment donations. The administration pursues grant opportunities with many local organizations and entities. The district has partnered with the Washington County Food Helpers to utilize our technology to raise food for needy individuals. This is an example of teaching our students to think like engineers and solve real life problems. The district makes a concerted effort to connect the students and their families to ancillary services to support specific needs.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Technology	No
Teachers need to internalize the need to improve student achievement for all students through UbD and Differentiation	No
Ongoing efforts to audit, align and retool curriculum	Yes
Belief that all students can learn and committed to removing barriers to student learning	Yes
Working to identify any learning gaps due to pandemic and providing opportunities to eliminate any such learning/achievement gaps through remediation, targeted instruction, reteaching and extension activities.	No
Comprehensive which plan addresses all identified areas in need of improvement	No
Ongoing efforts to audit, align and retool curriculum	No
Belief that all students can learn and committed to removing barriers to student learning	No
Excellent resources to promote achievement in science, technology and engineering.	No
Revamp of elementary science is on the horizon	No
All buildings have a virtual labs, hydroponics, engineering, coding and robotics programs. We have added a drone and robotics program, eSports and are exploring additional CIP (CTE) programs of study.	No
Potential middle school renovations and expansion of science, technology and engineering programs	No
The curriculum audit will impact all curricula K-12.	No
The curricula offerings will improve attendance by meeting the students' needs and choices	No
The refocus on best practices by utilizing Understanding by Design educational framework, Learning Targets and Differentiated Instruction will be a benefit to improve student achievement for all students.	Yes
Ongoing efforts to audit, align and retool curriculum	No

Belief that all students can learn and committed to removing barriers to student learning	No
Ongoing efforts to audit, align and retool curriculum	No
Belief that all students can learn and committed to removing barriers to student learning	No
Working to identify any learning gaps due to pandemic and providing opportunities to eliminate any such learning/achievement gaps through remediation, targeted instruction, reteaching and extension activities.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Trinity has no schools designated or identified as CSI, ATSI or TSI	No
All of the four elementary schools Met or Exceeded the PSSA Math, Attendance, and College and Career Readiness targets/criteria.	No
The middle school met the PSSA ELA, Math, Keystone Math, attendance and College and Career Readiness targets/criteria.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No

Challenges

Challenge	Consideration In Plan
Curriculum audit is a work in progress	No
Facing challenges with pandemic related	No
The special education population continues to increase in number	Yes
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	Yes
The economically disadvantaged group continues to increase as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No

The special education population continues to increase in number	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	No
The economically disadvantaged group continues to increase as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
The special education population continues to increase in number	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	No
Equipment is expensive and limited opportunities for staff development to properly utilize the equipment/resources create challenges.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The number of students who are economically disadvantaged continue to increase, as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The numbers of the student group identified as economically disadvantaged, continues to increase, as well as other traditionally underserved student populations	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
The pandemic has added an additional challenge and post pandemic we are creating a system to refocus on best practices in curriculum and instruction.	No
Attendance is always a factor in completing our mission in facilitating improving student achievement for all students.	No
The pandemic continues to create interruptions and barriers which impede student learning.	No

The numbers of the economically disadvantaged student group continue to increase as well as other traditionally underserved student populations	No
Staff development time to focus on improving instruction through best practices.	No
The high school did not meet the attendance criteria/target	No
Special education students score significantly lower than their regular educational peers.	No
Trinity West elementary and Trinity North Elementary did not meet the ELA criteria/target.	No

Most Notable Observations/Patterns

One notable observation is the need to further differentiate instruction by infusing a challenging curriculum and working to remove barriers to learning which inhibits student achievement. Staff needs to meet the students where they are originally, and take they to the desired outcome. Every student should be challenged.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Ongoing efforts to audit, align and retool curriculum	The addition of the Director of Curriculum, the auditing of the curriculum, vertical and horizontal curricula alignment and the retooling of the curriculum will insure the curriculum is valuable and there are no holes/deficiencies. The students will benefit from thoughtful and intentional episodes of instruction and deliberate acts of teaching.
Belief that all students can learn and committed to removing barriers to student learning	The belief that all students can learn places the onus on the educators to educate. We must work to design instruction that improves student achievement and identify and remove barriers to student learning. As Gardner stated, "it is not are you smart, it is how you are smart". We must prepare the students for life after graduation, academically, affectively, and vocationally. Students will learn to maximize the talents and skills they possess.
The refocus on best practices by utilizing Understanding by Design educational framework, Learning Targets and Differentiated Instruction will be a benefit to improve student achievement for all students.	The systemic implementation of the UbD framework combined with Learning Targets will unpack the standards and level the playing field for our students. The frequent informal assessments will allow students the opportunity to better understand their level of mastery. The differentiated instruction will make the curricula and instruction valuable to all students. The goal is to improve student achievement for all students/

Challenges

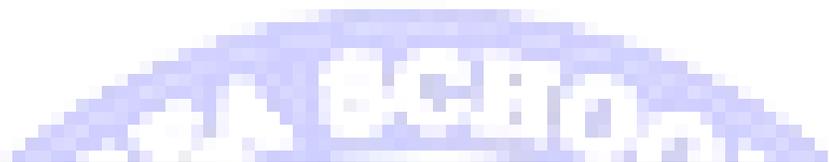| Challenge	Discussion Points	Priority For Planning	Priority Statement
The special education population continues to increase in number	The level of need for each student to achieve standards mastery is varied. Students have a variety of skill sets, learning styles and barriers to improving student achievement.	Yes	We must address the learning styles, previous knowledge, and skills sets the students possess. Inclusionary practices will be strengthened and the team teaching model will return to the forefront. We need to present a variety of learning methodologies and strategies to benefit the special education students in addition to the regular education students.

Attendance is always a factor in completing our mission in facilitating improving student achievement for all students	In order for students to benefit from the curricular and instructional best practices they must see value in attending. A lack of attendance results in lost direct instruction and learning opportunities.	Yes	We are always working to improve student attendance. If the students are not in school they will not benefit from direct instruction in an systemic system which is based upon best curricula and instructional best practices.

Goal Setting

Priority: We must address the learning styles, previous knowledge, and skills sets the students possess. Inclusionary practices will be strengthened and the team teaching model will return to the forefront. We need to present a variety of learning methodologies and strategies to benefit the special education students in addition to the regular education 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	The teachers will employ will audit their curriculum to insure vertical and horizontal alignment. The teachers will then utilize Understanding by Design, Learning Targets and differentiated instruction to implement a systemic best practice by the end of the 2023-2024 school year. Inclusionary practices and team teaching will be mandated and barriers which inhibit learning will be removed as well.	Instructional and Curricular Best Practices	All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. To ensure consistency, teachers will work cooperatively in grade level/subject area bands to map curriculum. Teachers (or bands of teachers) will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year.	The teachers will employ will audit their curriculum to insure vertical and horizontal alignment. The teachers will then utilize Understanding by Design, Learning Targets and differentiated instruction to implement a systemic best practice by the end of the 2023-2024 school year. Inclusionary practices and team teaching will be mandated and barriers which inhibit learning will be removed as well.
Professional learning	Staff development will be offered to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.	Data Driven Instruction	Teachers will begin to identify and collect student achievement. The data will be collected from a variety of sources and organized.	Staff development will continue to begin analyzing the data to develop a sincere understanding of what the data means.	Staff development will be offered to teach the educators how to analyze the student achievement data to drive the curriculum and instruction.

Priority: We are always working to improve student attendance. If the students are not in school they will not benefit from direct instruction in an systemic system which is based upon best curricula and instructional best practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as they students will want to attend.	Improve Student Attendance	We will track attendance and begin to understand the underlying causes.	Our system will be inclusive and we will expand programs which interest the students and have post secondary education and vocational application.	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as they students will want to attend.
Parent and family engagement	The parent and family engagement will be emphasized. Parents and families will be included in the educational process. Parents will be invited to participate in-person or remotely as we make a concerted effort to return to neighborhood based and community schools. We will celebrate the students' successes and the growth in academic, affective,	Parent and Family Engagement	Staff development will be held focusing on professionalism and family engagement.	The district will hold family engagement events. The events will be available for remote participation and they will be archived and posted on our website.	The parent and family engagement will be emphasized. Parents and families will be included in the educational process. Parents will be invited to participate in-person or remotely as we make a concerted effort to return to neighborhood based and community schools. We will celebrate the students' successes and the growth in academic, affective,

	community, college and career readiness and vocational applications.			community, college and career readiness and vocational applications.
Regular Attendance	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as they students will want to attend.	Improve Student Attendance	We will track attendance and begin to understand the underlying causes.	Our system will be inclusive and we will expand programs which interest the students and have post secondary education and vocational application.	Best practices will be employed in curricula and instruction. Class time will become valuable for students and the programs will be adjusted to meet their needs. The students will become engaged and immersed in the academic and affective school environment. When the students see value in the educational experience they have better attendance. The career and college readiness will be at the forefront. Attendance will improve at all three levels as they students will want to attend.

Action Plan

Action Plan for: ELA Proficiency						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
			All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year. The curriculum will be articulated vertically and horizontally. Consistency and best curricular practices will be established.		The curriculum auditing tables will be compiled and evaluated. A survey of teacher curriculum mastery will be given to every staff member.	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	08/23/2021	06/03/2022	Director of Curriculum and Instruction and All Department Heads	Resources created internally and any other resources deemed necessary. Staff development opportunities and departmental time will be dedicated.	Yes	Yes

Action Plan for: Math Proficiency						

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• Instructional and Curricular Best Practices			All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year. The curriculum will be articulated vertically and horizontally. Consistency and best curricular practices will be established.		The curriculum auditing tables will be compiled and evaluated. A survey of teacher curriculum mastery will be given to every staff member.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	08/23/2021	06/03/2022	Director of Curriculum and Instruction and All Department Heads	Resources created internally and any other resources deemed necessary. Staff development opportunities and departmental time will be dedicated.	Yes	Yes

Action Plan for: STEM						

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• Instructional and Curricular Best Practices			The district will continue to move forward with technology and STEM incorporation to assist our students in thinking like engineers and utilizing technology to solve real-life problems.		The district will have a five year STEM plan. There will be expansion of technology as an instructional tool and a diversification/expansion of STEM offerings K-12.	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.	08/23/2021	06/03/2022	Assistant Superintendent of Schools, Director of Curriculum and Instruction and Director of Technology.	Department heads will conduct online research and vendors will assist in the process. Department heads will present their findings and the technology committee will evaluate the potential student academic benefit to incorporating the STEM curriculum and resources	Yes	Yes

Action Plan for: Understanding by Design and Learning Targets						
Measurable Goals		**Anticipated Output**		**Monitoring/Evaluation**		
• Instructional and Curricular Best Practices		Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. To ensure consistency, teachers will work cooperatively in grade level/subject area bands to map curriculum. Teachers (or bands of teachers) will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year. Staff will determine desired end result for student achievement, unpack curriculum, determine artifacts of mastery, develop ongoing formative assessments and utilize best curricular and instructional best practices. Student achievement will improve for all students.		There will be monthly meetings with the department heads and ongoing staff development activities. Periodic evidence will be presented and feedback provided. The final product will be collected by the end of the 2022-2023 school year.		

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.	08/23/2021	06/16/2023	Director of Curriculum and Instruction, Building Principals, Department Heads	Wiggins and McTighe's, UbD educational framework will be utilized in addition to Moss and Brookhart's Learning Targets framework will be incorporated.	Yes	Yes

Action Plan for: Continuous Improvement						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• Instructional and Curricular Best Practices			Analyze data from assessments, (formal and informal) to adjust curriculum and instructional practices to enhance student achievement.		Assessment data will be analyzed to determine effectiveness.	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.	08/23/2021	06/30/2023	Assistant Superintendent of Schools, Director of Curriculum and Instruction, Building Principals and Department Chairs.	The action research model will be employed to promote ongoing assessment of student achievement to determine if improvement is being made.	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Proficiency	• Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.
Math Proficiency	• Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.
STEM	• The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.
Understanding by Design and Learning Targets	• Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.
Continuous Improvement	• The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.

Professional Development Activities

ELA Proficiency						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	The first audience will be all K-5 ELA teachers. The second audience will be all 6-12 ELA teachers.	For the K-5 teachers the topics include implementing the pilot SAVVAS My View program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the ELA Standards. Grade 6-12 ELA teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effective with the academic standards.	The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/03/2022
Learning Formats						
Type of Activities		**Frequency**		**Danielson Framework Component Met in this Plan**		**This Step Meets the Requirements of State Required Trainings**

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| Inservice day | There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days. | • 1a: Demonstrating Knowledge of Content and Pedagogy | |

Math Proficiency

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	K-5 Math Teachers and 6-12 Math Teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS Envision Math program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the Math Standards. Grade 6-12 Math teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effective with the academic standards.	The staff will be evaluated via the frequent walk-through process. Specific targeted technics and methodologies will be espoused and evidence of utilization in the classroom setting will be collected. Principals are charged with making certain the curriculum and resources are implemented with fidelity.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/03/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

| Inservice day | There are 5 staff development days and 6 two-hour early release days scheduled in the remainder of the 2021-2022 school year. Periodically, substitutes will be scheduled for staff development in addition to the scheduled days. | • 1a: Demonstrating Knowledge of Content and Pedagogy | |

Auditing the Curriculum, K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.	All building level administrators and educators who instruct students directly	• Changes due to the COVID-19 Pandemic • Auditing as a best practice (Why audit?) • How to audit • Answers to FAQs	All teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	Director of Curriculum and Instruction with the assistance of department chairpersons	08/23/2021	06/03/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The roll out will take place in auditoriums or large group instruction areas available to accommodate large groups safely for social distancing. Thereafter, additional professional development will be provided via Zoom. When teachers audit their respective curriculum(s), they will audit individually in their classrooms.	• 1e: Designing Coherent Instruction	

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Mapping a Standards-Based Curriculum, K-12						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.	All building level administrators and educators who instruct students directly (including department chairpersons)	• Review of the Understanding by Design framework • Using Understanding by Design to redesign curriculum maps according to the results of the curriculum audit • Setting instructional outcomes: sequencing and pacing • Answers to FAQs	Using the Understanding by Design framework, all teachers will redesign their curriculum maps based upon the results of the curriculum audit. Teachers will send their redesigned maps and accompanying sequencing/pacing guides to their building level administrators and the Director of Curriculum and Instruction by the end of the 2022-2023 school year.	Director of Curriculum and Instruction with the assistance of department chairpersons	08/23/2021	06/16/2023

Learning Formats

Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	The redesign of curriculum according to the Understanding by Design framework and the results of the curriculum audit – as a topic for professional development – will be introduced formally once at the start of the 2022-2023 school year. Throughout the 2022-2023 school year, department chairs, and, consequently, their department members, will be provided with professional development each month. Throughout the school year during days scheduled for in-service trainings, focused professional development	• 1e: Designing Coherent Instruction	

	will be provided as teachers continue to redesign their curriculum.					

Assessing Students' Mastery of a Standards-Based Curriculum, K-12						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.	All building level administrators and educators who instruct students directly (including department chairpersons)	• Redesigning as a best practice (Why redesign?) • Transferring understanding through summative assessments - Developing comprehensive performance tasks that align with the curriculum - Designing rubrics that assess understanding - Developing comprehensive, traditional summative assessments - Blueprinting a test	As teachers develop assessments specifically designed to check for students' mastery of the curriculum they mapped, they will request critical feedback of their building level administrators and department chairpersons, who will either confirm or deny evidence of their learning. As teachers administer the assessments they develop, they will gather student achievement data, begin to interpret/analyze the data, and ascertain whether the design of their assessments adequately aligns to their instruction. Lastly, look fors will be provided so teachers can assess their learning and the quality of their work	Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons	08/23/2021	06/23/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year, and each month for department chairpersons. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District.	• 1b: Demonstrating Knowledge of Students	

Interpreting and Analyzing Student Achievement Data

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets. • The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.	All educators who instruct students directly	• The need to interpret/analyze student achievement data • How to interpret/analyze student achievement data • Mapping an action plan	Teachers will interpret and analyze their students' achievement data from the summative assessments they designed by responding to a series of questions and prompts after they administer each assessment aligned to the curriculum they mapped. While teachers will learn how to interpret and analyze student achievement data by completing the exercise, their responses to questions and prompts will simultaneously serve as evidence of their learning. Additionally, by the end of the 2024-2025 school year, each teacher will have mapped an action plan for determining how best to proceed with his/her facilitation of instruction based upon the analysis of student achievement data. As teachers plan, they will submit their work to their building level administrators and department chairpersons, who will review the action plans before sending them	Director of Curriculum and Instruction, with the assistance of building level administrators and department chairpersons	08/23/2021	06/20/2025

			to the Director of Curriculum and Instruction for final review.		

Learning Formats				

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional development to their department members each month to assist them with analyzing their students' achievement data and mapping their individual action plans.	• 1b: Demonstrating Knowledge of Students	

	STEM and Technology					
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	All K-12 teachers, with a focus on technology teachers	The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool.	The STEM/Technology Team will be formed and will meet twice per year to discuss direction, scope and sequence.	Director of Technology and Assistant Superintendent of Schools	08/23/2021	06/23/2023

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Action research	Monthly department meetings and two general meetings per year.	• 1d: Demonstrating Knowledge of Resources	

STEM and Technology						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All K-12 teachers, with a focus on technology teachers	The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool.	The STEM/Technology Team will be formed and will meet twice per year to discuss direction, scope and sequence.	Director of Technology and Assistant Superintendent of Schools	08/23/2021	06/23/2023

Learning Formats			
Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	Monthly department meetings and two general meetings per year.	• 1d: Demonstrating Knowledge of Resources	

Differentiating Instruction Per Students' Learning Needs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All educators who instruct students	• The need for data to drive instruction • How to alter instruction based upon students' learning needs • Setting clear learning targets • Assessing students' progress formatively	As educators engage in professional development sessions throughout the school year, they will complete performances of understanding that will be used by instructional leaders to assess their learning. These performances of understanding are described below as "types of activities."	Director of Curriculum and Instruction, Director of Special Education, building level administrators and department chairpersons	08/23/2021	06/17/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	The Director of Curriculum and Instruction will provide and oversee professional development during each in-service day scheduled throughout the school year. Additionally, the Director will host quarterly professional development sessions via Zoom for any administrator(s) and/or teacher(s) who wishes to extend his/her learning beyond the activities mandated by the District. Throughout the school year, department chairs will be provided with professional development each month after the above topics are introduced and taught formally. Subsequently, chairs will provide professional development to their department members each month to assist them with facilitating instruction according to their students' learning needs.	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction	

Communications Action Steps

Evidence-based Strategy	Action Steps
ELA Proficiency	• Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.
Math Proficiency	• Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.
STEM	• The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.
Understanding by Design and Learning Targets	• Curriculum will be aligned and instructional best practices will be utilized through UbD and Learning Targets.
Continuous Improvement	• The district will adopt the action research model to promote continuous in the educational process, focusing on improving student achievement.

Communications Activities

ELA Proficiency					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Elementary will pilot a comprehensive ELA resource during the 2021-2022 school year. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	All K-12 ELA teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS My View program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the ELA Standards. Grade 6-12 ELA teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effectively with the academic standards.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/17/2022

Communications	
Type of Communication	**Frequency**
Newsletter	District Newsletter - Monthly. Building principal newsletter monthly as well.
Presentation	Monthly PTSA, PFC and PTA Meetings

Math Proficiency

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Elementary will employ a new comprehensive Math resource during the 2021-2022 school year. Middle school and high school teacher will evaluate their curriculum and procure new resources to enhance overall math program. All K-12 teachers will audit their respective curriculum(s) and send their coded auditing tables to the Director of Curriculum and Instruction by the end of the 2021-2022 school year.	All K-12 Math Teachers	For the K-5 teachers the topics include implementing the pilot SAVVAS Envision Math program. SAVVAS Success Maker and the Easy Bridge will be utilized as benchmark, ongoing assessments, summative assessments, and to determine student mastery of the Math Standards. Grade 6-12 Math teachers will examine their curriculum and determine the vertical and horizontal articulation of their curriculum. Additionally all curriculum will be analyzed to align effective with the academic standards.	Director of Technology, Assistant Superintendent of Schools, Building Principals and Department Heads will be integral component in this process.	08/23/2021	06/17/2022

Communications

Type of Communication	Frequency
Newsletter	District - Monthly Building Principal Newsletter - Monthly
Presentation	Monthly PTSA, PFC or PTA Meetings

STEM and Technology

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.	All K-12 teachers and an emphasis on K-1`2 STEM teachers	Use of technology as an instructional tool/enhancement. K-12 comprehensive plan for coding, robotics and drones	Director of Curriculum, Director of Technology	08/23/2021	06/23/2023

Communications

Type of Communication	Frequency
Posting on district website	Monthly
Presentation	Twice per year to technology committee and at least once per year to the board of school directors

STEM and Technology

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• The district desires to utilize STEM integration in K-12 curriculum with coding, robotics and drones. The district will form a Technology Committee which will oversee the integration of technology as an instructional tool. Additionally, the team will explore/research STEM initiatives which will enhance the academic and vocational fields of interests for the students. Students will master a variety of technologies in the educational setting.	All K-12 teachers and an emphasis on K-1`2 STEM teachers	Use of technology as an instructional tool/enhancement. K-12 comprehensive plan for coding, robotics and drones	Director of Curriculum, Director of Technology	08/23/2021	06/23/2023

Communications

Type of Communication	Frequency
Posting on district website	Monthly
Presentation	Twice per year to technology committee and at least once per year to the board of school directors