CORRY AREA SD

540 East Pleasant Street

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

VISION STATEMENT

All students who graduate from the Corry Area School District will possess the necessary foundational skills and abilities to be successful in their chosen pathway to a career or post-secondary education.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

1. Create a plan to be College/Career Ready upon graduation 2. Demonstrate personal accountability and responsibility for actions and learning 3. Develop problem-solving skills and deep understanding of content that can transfer to various situations to become a lifelong learner 4. Actively participate in individual learning through hard work 5. Contribute to a positive and healthy learning environment through respectful interactions with others

STAFF

1. Believe that all students can learn and contribute to society upon graduation 2. Demonstrate lifelong learning by actively participating in professional development 3. Work collaboratively to meet the needs of all students 4. Serve as a positive role model 5. Contribute to a safe and healthy learning environment through respectful interactions with others

ADMINISTRATION

1. Believe that all students can learn and contribute to society upon graduation 2. Drive educational growth by strengthening curriculum, instruction, and assessment to meet the needs of all students 3. Communicate effectively to all stakeholders to promote the District's vision and purpose 4. Provide leadership that promotes reflective learning for faculty and staff 5. Contribute to a positive and healthy learning environment through respectful interactions with others

PARENTS

1. Communicate with your child(ren) and their school regarding their learning and available supports 2. Participate in school events and activities that involve your child(ren) 3. Work collaboratively with the school to provide the most appropriate educational experience for your child(ren) 4. Serve as a positive role model 5. Contribute to a positive and healthy learning environment through respectful interactions with others

COMMUNITY

1. Communicate needs of the community in preparing students for entry to work and living following high school 2. Partner with the District to support and enhance student learning 3. Provide feedback on educational programming 4. Support the District by allowing opportunities for students to learn throughout the community 5. Contribute to a positive and healthy learning environment through respectful interactions with others

STEERING COMMITTEE

Name	Position	Building/Group
Sheri Yetzer	Administrator	Corry Area School District
Dan Daum	Administrator	Corry Area School District
Bill West	Administrator	Corry Area School District
Amy Helsley	Administrator	Corry Area School District
Doris Gernovich	Board Member	Corry Area School District
Megan Simmonsen	Staff Member	Corry Area School District
Lori Carney	Staff Member	Corry Area School District
Brody Howard	Community Member	Corry Higher Education Council
Lee Swartzfager	Administrator	Corry Area Middle School
Teresa Pearce	Administrator	Corry Area Primary School
Kim Spence	Parent	Corry Area School District
Jen Hasbrouck	Parent	Corry Area School District
Mike Woods	Staff Member	Corry Area School District

Name	Position	Building/Group
Jen Dow	Staff Member	Corry Area School District
Sarah Aikens	Staff Member	Corry Area School District
Amy Heslop	Staff Member	Corry Area School District
Erica Bayle	Staff Member	Corry Area School District
Missy Swartzfager	Community Member	Peace Bee
JT Colwell	Community Member	Rossbacher Insurance
Bobbi Jo Kafferlin	Parent	Corry Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If all schools implement evidence-based instructional strategies and programs with standards-aligned curriculum and assessment, then all students will demonstrate growth.	Essential Practices 1: Focus on Continuous Improvement of Instruction School climate and culture
If we establish and maintain a focused system for continuous improvement, then organizational coherence will allow for consistent data-driven decision-making.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Develop Written Vertically-Aligned Standards-Based Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum, Instruction, and Assessment 1	All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum, Instruction, and Assessment 2	90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collect current curriculum documents	2022-05-02 - 2022-05-31	Director of Secondary Education/Director of Elementary Education	Curriculum Documents
Analyze current curriculum documents	2022-06-01 - 2022-08-25	Director of Secondary Education/Director of Elementary Education	Curriculum Documents
Create written curriculum template	2022-08-01 - 2022-08-25	Director of Secondary Education/Director of Elementary Education	New Curriculum Template
Communicate goal for developing curriculum and provide written template	2022-08-26 - 2022-08-30	Building Administrators	New Curriculum Template Comprehensive Plan Goal
Teacher teams develop written curriculum	2022-09-01 - 2024-05-31	Grade Level Coordinator/Department Heads	New Curriculum Template Professional Development Time Standards/Task Lists
Checkpoints with grade levels/departments/content areas	2022-09-01 - 2024-05-31	Building Administrators	New Curriculum Template Professional Development Time Standards/Task

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Lists
Implement new written curriculum in all courses	2024-08-26 - 2025-06-06	Director of Secondary Education/Director of Elementary Education	Updated Curriculum Maps
Post written curriculum maps to District website	2024-08-26 - 2024-12-31	Director of Secondary Education/Director of Elementary Education	Updated Curriculum Maps District website Time
Cross-reference standards with new curriculum map	2024-08-26 - 2024-12-31	Grade Level Coordinator/Department Heads	Written Curriculum Maps Professional Development Time Standards/Task Lists
Implement end-of-year annual review, refinement, and revision of curriculum maps	2025-01-01 - 2025-06-06	Grade Level Coordinator/Department Heads	Written Curriculum Maps Professional Development Time Standards/Task Lists

Anticipated Outcome

All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Monitoring/Evaluation

Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.

Evidence-based Strategy

Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum, Instruction, and Assessment 2	90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS
Continuous Improvement	All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide NWEA Map Growth Basics Professional Development	2022-08-26 - 2022-08-30	Director of Secondary Education/Director of Elementary Education	NWEA Map Growth Professional Development Time
Administer MAP Growth Assessment 3 times a year	2022-09-01 - 2025-06-06	Building Administrators	NWEA Map Growth
Provide MAP Growth Reports Professional Development	2022-10-01 - 2022-10-10	Director of Secondary Education/Director of Elementary Education	NWEA Map Growth Professional Development Time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Following each administration of MAP Growth, review and analyze assessment data with teacher teams	2022-10-11 - 2025-06-06	Building Administrators	NWEA Map Growth Data Time
Based on Map Growth assessment data, create and implement a planned response with teacher teams	2022-10-11 - 2025-06-06	Building Administrators	NWEA Map Growth Data Time
Monitor planned response and adjust accordingly after each administration of MAP Growth assessment	2022-10-11 - 2025-06-06	Building Administrators	NWEA Map Growth Data Time
Administer PASS assessment 2 times a year	2022-10-11 - 2025-06-06	Building Administrators	PASS Assessment
Building level teams and District team review and analyze PASS data to assess needs	2022-11-01 - 2025-06-06	Director of Secondary Education/Director of Elementary Education	PASS Assessment Data Time
Based on PASS data, create and implement a planned response/interventions for buildings, grade levels, and/or small groups	2022-11-01 - 2025-06-06	Building Administrators	PASS Assessment Data Interventions
Monitor planned response/interventions and adjust accordingly after each administration of PASS assessment	2022-11-01 - 2025-06-06	Building Administrators	PASS Assessment Data Interventions
Administer Pre-NOCTI in September each year and NOCTI in the spring each year	2022-09-01 - 2025-09-30	Supervisor of Vocational Education	Pre-NOCTI and NOCTI Assessments

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	2022-11-01 - 2025-06-06	Supervisor of Vocational Education	Pre-NOCTI and NOCTI Data Time
Based on Pre-NOCTI and NOCTI data, create and implement a planned response for each CTC program	2022-11-01 - 2025-06-06	Supervisor of Vocational Education	Pre-NOCTI and NOCTI Data Time
Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI assessments	2022-11-01 - 2025-06-06	Supervisor of Vocational Education	Pre-NOCTI and NOCTI Data

Anticipated Outcome

Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Monitoring/Evaluation

Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Communicate goal for developing curriculum and provide written template	08/26/2022 - 08/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Teacher teams develop written curriculum	09/01/2022 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Checkpoints with grade levels/departments/content areas	09/01/2022 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Cross-reference standards with new curriculum map	08/26/2024 - 12/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Implement end-of-year annual review, refinement, and revision of curriculum maps	01/01/2025 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	Provide NWEA Map Growth Basics Professional Development	08/26/2022 - 08/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	Provide MAP Growth Reports Professional Development	10/01/2022 - 10/10/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	11/01/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI assessments	11/01/2022 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Communicate goal for developing curriculum and provide written template	08/26/2022 - 08/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Post written curriculum maps to District website	08/26/2024 - 12/31/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	Administer MAP Growth Assessment 3 times a year	09/01/2022 - 06/06/2025

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board 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

100% of graduating seniors complete the required Xello components

85% of students reached proficiency on the Act 35 Civics Assessment

NOCTI Proficiency Rate - Diversified Occupations - 100%

NOCTI Proficiency Rate - Healthcare Technology - 100%

NOCTI Proficiency Rate - Early Childhood Education - 100%

Graduation Rate for Economically Disadvantaged Students - 92.5%

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Graduation Rate for Students with Disabilities - 88.5%

Challenges

NOCTI Proficiency Rate - Welding - 67%

NOCTI Proficiency Rate - Automotive - 67%

NOCTI Proficiency Rate - Building Maintenance Trades - 0%

Proficiency Rates in High School ELA, Math, and Science, Middle School ELA, Math, and Science, and Intermediate School ELA and Math for Students with Disabilities

Proficiency Rates for High School ELA, Math, and Science and Middle School ELA, Math, and Science for Students who are considered Economically Disadvantaged

38% of middle school students reached proficiency on the last Study Island benchmark for ELA

Growth rates for ELA, Math, and Science for All Students did not meet the growth standard

Proficiency results for achievement were down on the 2021-2022 Future Ready PA Index for all three content areas (Algebra 1 - 50.9%, Biology - 50%, Literature - 55.5%)

Strengths

Regular Attendance Rates at each School for Students who are considered Economically Disadvantaged

59% of high school students reached proficiency on the last Study Island benchmark for Literature

52% of high school students reached proficiency on the last Study Island benchmark for Algebra 1

86% of intermediate school students reached proficiency on the last Study Island benchmark for Science

59% of high school students reached proficiency on the last Study Island benchmark for Biology

Coordinate and monitor supports aligned with students' and families' needs and partner with local businesses, community organizations, and other agencies to meet the needs of the district

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

PVAAS Growth Score in Middle School ELA of 89 and in

Challenges

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

43% of intermediate school students reached proficiency on the last Study Island benchmark for ELA

26% of middle school students reached proficiency on the last Study Island benchmark for Math

22% of intermediate school students reached proficiency on the last Study Island benchmark for Math

40% of middle school students reached proficiency on the last Study Island benchmark for Science

Foster a vision and culture of high expectations for success for all students, educators, and families

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction and ensure effective, standards-aligned curriculum and assessment

Strengths

Intermediate School ELA of 82 for Students with Disabilities

High School Graduation Rate of 94.8%

Regular Attendance at all Schools for Students with Disabilities - Primary School - 89.7%, Intermediate School - 89.1%, Middle School - 83.2%, and High School - 81.2%

Regular Attendance at all Schools for all Students - Primary School - 90.7%, Intermediate School - 93.7%, Middle School - 88.4%, and High School - 86.9%

64% of Kindergarten students reached proficiency on the last Acadience benchmark for ELA (Phoneme Identification)

Policies and procedures are in place for all requirements of Chapter 12

The Districts works collaboratively with the Intermediate Unit to meet the needs of our English Language Learners while they are immersed in the regular classroom.

Title I is a federally-funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally-deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. Corry Area School District currently

Challenges

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Proficiency Rates for Students with Disabilities - Intermediate School - ELA 15.3% and Math 9.4%, Middle School - ELA 7.1%, Math 0%, and Science 5.3%, High School - Literature 6.3%, Algebra 1 11.1%, and Biology 9.1%

Middle School ELA (48.9%), Math (22.3%), and Science (43.2%) proficiency rates

High School PVAAS Growth Score of 61, Middle School PVAAS Growth Score of 67.8, and Intermediate School PVAAS Growth Score of 62 for All Students in Math

PVAAS Growth Score in High School Math of 66 and Intermediate School Math of 64

48% of first grade students reached proficiency on the last Acadience benchmark for ELA (Oral Reading Fluency-Retell)

49% of second grade students reached proficiency on the last Acadience benchmark for ELA (Oral Reading Fluency-Retell)

Strengths

operates a school-wide program at both Corry Area Primary School and Corry Area Intermediate School. This type of programming affords all children the opportunity to receive supplemental support by highly-qualified teachers and paraprofessionals. In school-wide programming, a comprehensive plan provides a blueprint for all core operations within the building. This plan brings focus and coherence to activities and helps to ensure unity of purpose, alignment, and clear accountability.

Challenges

32% of Kindergarten students reached proficiency on the last Acadience benchmark for Math (Number Identification Fluency)

16% of second grade students reached proficiency on the last Acadience benchmark for Math (Computation)

Systematic approach to meet the three domains of School Counseling: Academic, Career, and Social/Emotional. A priority goal is career planning and preparation through classroom lessons, individual sessions, and connections through local businesses and artifacts. Emphasis will also be placed on Social/Emotional learning.

Most Notable Observations/Patterns

I want to focus on improving elementary performance in content areas so our students are more apt to perform better at middle and high school levels. I believe focusing our resources and targeting these areas will help us to continue to improve student performance. Curriculum development and growth among our middle school students especially those with disabilities Hovering around 50% (or lower, depending on the assessment) proficiency in reading/ELA across grade bands prompts the question, "Is what we are currently doing providing what a majority of our students need for success?" Developing district curriculum with attention to vertical alignment K-12. Supporting an aligned system. Letting the data drive the decisions/strategies that we are making to support continuous growth. Working together as a team to meet common goals (collaborative leadership) Regular review of progress (or lack thereof), make adjustments accordingly It is most important to focus on system improvement to make a difference in our performance in all areas. Evidence-based instructional strategies need a strong focus. If we are looking at effective strategies with a common focus, improvements can be seen. There is a difference between teaching a skill and covering a skill/topic. We need to be talking the same language when it comes to improvements. One of the biggest challenges pertains to getting the majority of staff to recognize the urgency behind adopting rigorous and relevant expectations and standards for our students. Allowing students to do the minimum and not meet their ability levels is unacceptable. Focusing on more growth (with achievement) is a must, especially for subgroups. Combining that with attendance is imperative to ensuring they are receiving consistent and quality education. Realistically, all data points presented are a challenge. I would like to see more family/student ownership of academic performance, but that begins with our modeling.

Challenges	Discussion Point	Priority for Planning
Align curricular materials and lesson plans to the PA Standards		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		
Proficiency Rates for Students with Disabilities - Intermediate School - ELA 15.3% and Math 9.4%, Middle School - ELA 7.1%, Math 0%, and Science 5.3%, High School - Literature 6.3%, Algebra 1 11.1%, and Biology 9.1%		
Foster a vision and culture of high expectations for success for all students, educators, and families		
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Inconsistent implementation of data-driven decisions and lack of data.	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction and ensure effective, standards-aligned curriculum and assessment	Incomplete standards-aligned written curriculum for all levels	

ADDENDUM B: ACTION PLAN

Action Plan: Develop Written Vertically-Aligned Standards-Based Curriculum

Action Steps	Anticipated Start/Completion Date
Collect current curriculum documents	05/02/2022 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Documents	no	no

Action Steps	Anticipated Start/Completion Date
Analyze current curriculum documents	06/01/2022 - 08/25/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Documents	no	no

Action Steps	Anticipated Start/Completion Date
Create written curriculum template	08/01/2022 - 08/25/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed		PD Step	Comm Step
New Curriculum Template		no	no

Action Steps	Anticipated Start/Completion Date
Communicate goal for developing curriculum and provide written template	08/26/2022 - 08/30/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
New Curriculum Template Comprehensive Plan Goal	yes	yes

Action Steps	Anticipated Start/Completion Date
Teacher teams develop written curriculum	09/01/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
New Curriculum Template Professional Development Time Standards/Task Lists	yes	no

Action Steps	Anticipated Start/Completion Date
Checkpoints with grade levels/departments/content areas	09/01/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
New Curriculum Template Professional Development Time Standards/Task Lists	yes	no

Action Steps	Anticipated Start/Completion Date
Implement new written curriculum in all courses	08/26/2024 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Updated Curriculum Maps	no	no

Action Steps	Anticipated Start/Completion Date
Post written curriculum maps to District website	08/26/2024 - 12/31/2024

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed		PD Step	Comm Step
Updated Curriculum Maps District website Time		no	yes

Action Steps	Anticipated Start/Completion Date
Cross-reference standards with new curriculum map	08/26/2024 - 12/31/2024

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Written Curriculum Maps Professional Development Time Standards/Task Lists	yes	no

Action Steps	Anticipated Start/Completion Date
Implement end-of-year annual review, refinement, and revision of curriculum maps	01/01/2025 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement new curriculum maps. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the updated curriculum maps.	All courses will have standards-based written curriculum maps that teachers will use to deliver targeted lessons to promote student growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Written Curriculum Maps Professional Development Time Standards/Task Lists	yes	no

Action Plan: Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs

Action Steps	Anticipated Start/Completion Date
Provide NWEA Map Growth Basics Professional Development	08/26/2022 - 08/30/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
NWEA Map Growth Professional Development Time		yes	no

Action Steps	Anticipated Start/Completion Date
Administer MAP Growth Assessment 3 times a year	09/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed	PD Step	Comm Step
NWEA Map Growth	no	yes

Action Steps	Anticipated Start/Completion Date
Provide MAP Growth Reports Professional Development	10/01/2022 - 10/10/2022

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
NWEA Map Growth Professional Development Time		yes	no

Action Steps	Anticipated Start/Completion Date
Following each administration of MAP Growth, review and analyze assessment data with teacher teams	10/11/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
NWEA Map Growth Data Time		no	no

Action Steps	Anticipated Start/Completion Date
Based on Map Growth assessment data, create and implement a planned response with teacher teams	10/11/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
NWEA Map Growth Data Time		no	no

Action Steps	Anticipated Start/Completion Date
Monitor planned response and adjust accordingly after each administration of MAP Growth assessment	10/11/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed	PD Step	Comm Step
NWEA Map Growth Data Time	no	no

Action Steps	Anticipated Start/Completion Date
Administer PASS assessment 2 times a year	10/11/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
PASS Assessment		no	no

Action Steps	Anticipated Start/Completion Date
Building level teams and District team review and analyze PASS data to assess needs	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
PASS Assessment Data Time		no	no

Action Steps	Anticipated Start/Completion Date
Based on PASS data, create and implement a planned response/interventions for buildings, grade levels, and/or small groups	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
PASS Assessment Data Interventions		no	no

Action Steps	Anticipated Start/Completion Date
Monitor planned response/interventions and adjust accordingly after each administration of PASS assessment	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed	PD Step	Comm Step
PASS Assessment Data Interventions	no	no

Action Steps	Anticipated Start/Completion Date
Administer Pre-NOCTI in September each year and NOCTI in the spring each year	09/01/2022 - 09/30/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
Pre-NOCTI and NOCTI Assessments		no	no

Action Steps	Anticipated Start/Completion Date
With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
Pre-NOCTI and NOCTI Data Time		yes	no

Action Steps	Anticipated Start/Completion Date
Based on Pre-NOCTI and NOCTI data, create and implement a planned response for each CTC program	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed		PD Step	Comm Step
Pre-NOCTI and NOCTI Data Time		no	no

Action Steps	Anticipated Start/Completion Date
Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI assessments	11/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Building and central office administrators will work with faculty and staff to implement assessments. Teams will review and analyze benchmark and state assessment data, along with local assessment data, to determine the impact and success of the assessments and planned responses.	Building level and district teams will consistently review and analyze assessment data, create and implement a planned response, and monitor the impact of the response. The District will be making data-driven decisions to meet the needs of our students.

Material/Resources/Supports Needed	PD Step	Comm Step
Pre-NOCTI and NOCTI Data	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Communicate goal for developing curriculum and provide written template	08/26/2022 - 08/30/2022
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Teacher teams develop written curriculum	09/01/2022 - 05/31/2024
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based	Checkpoints with grade levels/departments/content areas	09/01/2022 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Curriculum		
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Cross-reference standards with new curriculum map	08/26/2024 - 12/31/2024
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Implement end-of-year annual review, refinement, and revision of curriculum maps	01/01/2025 - 06/06/2025
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and	Provide NWEA Map Growth Basics Professional Development	08/26/2022 - 08/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Meet Students' Needs		
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs	Provide MAP Growth Reports Professional Development	10/01/2022 - 10/10/2022
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students'	With CTC teachers, review and analyze Pre-NOCTI and NOCTI data	11/01/2022 - 06/06/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Needs		
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)

All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement) | Administer High-quality Assessments to Accurately Assess Students' Progress and Meet Students' Needs | Monitor planned response and adjust accordingly after each administration of Pre-NOCTI and NOCTI assessments | 11/01/2022 - 06/06/2025 |

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Written Curriculum Template	Pre-12th Grade Teachers	Curriculum Template

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will create a written curriculum map for each of their courses	08/26/2022 - 08/30/2022	Building Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Development	Pre-12th Grade Teachers	Curriculum Template, Standards, Curriculum Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will create a written curriculum map for each of their courses	09/01/2022 - 06/06/2024	Building Administrators

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1d: Demonstrating Knowledge of Resources

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev
Review, Update, and Revise Curriculum Maps	Pre-12th Grade Teachers	Curriculum Template, Standards, Curriculum Resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum maps will remain current and updated	09/01/2024 - 06/06/2025	Building Administrators

Danielson Framework Component Met in this Plan:

1a: Demonstrating Knowledge of Content and Pedagogy

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

4f: Showing Professionalism

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
NWEA Map Growth Professional Development	Pre-K to 12th Grade Teachers and Building and District Administrators	NWEA Map Basics and NWEA Map Reports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher and Administrators will be able to administer the NWEA Growth assessment and review and analyze data through the reporting features	08/26/2022 - 10/30/2022	Director of Secondary Education/Director of Elementary Education

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Professional Development Step	Audience	Topics of Prof. Dev
Pre-NOCTI/NOCTI Data Analysis with Todd Luke	CTC Teachers	Pre-NOCTI and NOCTI Data, Instructional Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
CTC teachers will review and analyze data to create and implement a response to the data for their CTC program	10/01/2022 - 06/06/2025	Supervisor of Vocational Education

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
NWEA Map Growth Professional Development	Pre-K to 12th Grade Teachers and Building and District Administrators	NWEA Map Basics and NWEA Map Reports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher and Administrators will be able to administer the NWEA Growth assessment and review and analyze data through the reporting features	08/26/2022 - 10/30/2022	Director of Secondary Education/Director of Elementary Education

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev
Pre-NOCTI/NOCTI Data Analysis with Todd Luke	CTC Teachers	Pre-NOCTI and NOCTI Data, Instructional Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
CTC teachers will review and analyze data to create and implement a response to the data for their CTC program	10/01/2022 - 06/06/2025	Supervisor of Vocational Education

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Communicate goal for developing curriculum and provide written template	2022-08-26 - 2022-08-30
All schools will meet or exceed the annual growth standard in each content area as reported through PVAAS (Curriculum, Instruction, and Assessment 1) 90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2)	Develop Written Vertically-Aligned Standards-Based Curriculum	Post written curriculum maps to District website	2024-08-26 - 2024-12-31
90% of students will report moderate or high satisfaction in Feelings about School and General Work Ethic on the PASS (Curriculum, Instruction, and Assessment 2) All stakeholders will collect, analyze, and review available assessment data to adjust instruction and student programs quarterly (Continuous Improvement)	Administer High-quality Assessments to Accurately Assess	Administer MAP Growth Assessment 3 times a year	2022-09-01 - 2025-06-06

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Students' Progress and Meet Students' Needs		

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Template and Development	Pre-K - 12th Grade Teachers	Plan to create new curriculum maps that are standards-based, curriculum template

Anticipated Timeframe	Frequency	Delivery Method
08/26/2022 - 08/30/2022	One time	Other Email

Lead Person/Position
Building Administrators

Communication Step	Audience	Topics/Message of Communication
Post Written Curriculum	All Stakeholders	Written Curriculum Maps

Anticipated Timeframe	Frequency	Delivery Method
09/01/2024 - 12/30/2024	One original post and updated when maps are revised	Posting on district website

Lead Person/Position
Director of Secondary Education/Director of Elementary Education

Communication Step	Audience	Topics/Message of Communication
NWEA Map Growth Assessment	Parents, Guardians, and Students	NWEA Map Growth Information

Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 09/30/2022	One time prior to administration	Letter Posting on district website

Lead Person/Position

Director of Secondary Education/Director of Elementary Education

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
28-Day Public Review Period	Gather Feedback on the Comprehensive Plan and Other Required Reports	Post plan on District website with a link to a Google Form to submit feedback	Corry Area School District Stakeholders	July 2022 - August 2022
Grade Level/Department Meetings, Building Level Meetings, Act 80 and In-Service Day Presentation/Progress Monitoring	Progress monitoring on Goals and Action Plans	In-Person Presentations	Corry Area School District Faculty and Staff	Starting in October 2022 and on-going throughout the Comprehensive Plan timeline
School Board Presentation	Overview of Comprehensive Plan and Other Required Reports	In-Person Presentation	Corry Area School District Board of Directors	August 2022
In-Service Day Presentation	Overview of Comprehensive Plan specific to Mission/Vision/Educational Values, Goals, and Action Plans	In-Person Presentation	Corry Area School District Faculty and Staff	August 2022