

STATE COLLEGE AREA SD

240 Villa Crest Dr

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To prepare students for lifelong success through excellence in education.

VISION STATEMENT

At State College Area School District, we demonstrate a passion for empowering every student - every day- with individualized opportunities for growth and success in a connected world. We are committed to embracing diverse voices and perspectives through meaningful opportunities that engage and strengthen understanding.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe students learn best in an environment where they are not afraid of failing and are encouraged to take risks. Students thrive when provided with diverse instructional experiences that respect their academic and social-emotional needs. Students will be provided opportunities grounded in a caring and safe learning environment through culturally-responsive learning practices. Students' diverse voices and perspectives are critical to their success and are invited and valued. Students are more likely to develop a foundation for future success when all stakeholders establish mutually respectful relationships. Students will be able to create, express, and demonstrate talents beyond the classroom. Throughout their SCASD experiences, students will learn to respect and uphold the humanity of all people, be engaged civically, care for their well-being, and have the foundation needed for future success.

STAFF

We believe professional practices are the foundation of teaching and organizational standards. Mastery of these practices is a professional aspiration for every practitioner. We recognize and embrace that equity is the foundation that frames every aspect of the educational system, from curriculum adoption to professional development. Through these efforts, SCASD staff works to provide diverse instructional experiences that respect all students' academic and social-emotional needs, and these efforts are grounded in caring relationships within a safe learning environment. The staff invites and values the diverse voices and perspectives of students, parents/caregivers, colleagues, and community members to engage in clear and consistent communication with all stakeholders. The staff promotes positive relationships, uses culturally responsive practices, and creates opportunities for all students to feel connected, valued, and represented in the school community. Staff members aim to utilize findings from multiple measures to inform and improve instruction and to provide timely interventions to ensure continuous growth for all students. Through ongoing and embedded professional development, we implement opportunities for continuous growth based on evidence and feedback for overall student success.

ADMINISTRATION

We believe organizational standards and educational leadership are crucial for achieving the overarching goals of the State College Area

School District. Mastery of these practices is a professional aspiration for every leader. We recognize and embrace that equity is the foundation that frames every aspect of the educational system, from curriculum adoption to professional development. Through these efforts, SCASD leadership works to facilitate diverse professional development and instructional experiences that respect all students' academic and social-emotional needs and are grounded in caring relationships within a safe learning environment. All administrators invite and value the diverse voices and perspectives of students, parents/caregivers, colleagues, and community members while engaging in clear and consistent communication with all stakeholders. The leadership team is committed to promoting positive relationships, using culturally responsive practices, and creating opportunities for all staff and students to feel connected, valued, and represented in the school community. Leaders aim to gather and utilize data about student learning and well-being to support the implementation of continuous schoolwide improvement. Through responsive professional development and evidence-based feedback, leaders provide and lead opportunities to guide teachers and staff toward their professional learning goals and overall student success.

PARENTS

We believe parental support and engagement are crucial to nurturing their children's education. We invite and value the diverse voices of our parents/caregivers while gathering feedback to support our students. We practice clear and consistent communication and reciprocal conversations with parents/caregivers. Meaningful engagement strengthens understanding, appreciation, and commitment so that we work towards a unified direction that leads to overall student success. Additionally, we promote a school-home culture of caring that facilitates restorative conflict resolution and repairs harm when relationships are damaged.

COMMUNITY

We believe community support and engagement are vital to creating a healthy school district. We invite and value the diverse voices of our community members while gathering feedback to support our students. We practice clear and consistent communication and reciprocal conversations with community members. Meaningful engagement strengthens understanding, appreciation, and commitment so that we work towards a unified direction that leads to overall student success. Additionally, we promote a school-community culture of caring that facilitates restorative conflict resolution and repairs harm when relationships are damaged.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Curtis Johson	Administrator	State College Area School District
Danielle Yoder	Administrator	State College Area School District
Deirdre Bauer	Administrator	State College Area School District
Christine Merritt	Administrator	State College Area School District
Seria Chatters	Administrator	State College Area School District
Heather Pringle	Administrator	State College Area School District
Jonathan Klingeman	Administrator	State College Area School District
Amy Bader	Board Member	State College Area School District
Amber Concepcion	Board Member	State College Area School District
Deborah Anderson	Board Member	State College Area School District
Carline Crevecoeur	Board Member	State College Area School District
Dan Duffy	Board Member	State College Area School District
Jacqueline Huff	Board Member	State College Area School District

Name	Position	Building/Group
Lynn Tressler	Staff Member	State College Area School District
Robert O'Donnell	Administrator	State College Area School District
Jeanne Knouse	Administrator	State College Area School District
Chris Rosenblum	Administrator	State College Area School District
Jessica Quinter	Administrator	Park Forest Elementary School
Randy Brown	Administrator	State College Area School District
Laura Tobias	Administrator	State College Area High School
Kris Dewitt	Administrator	Gray's Woods Elementary School
Linda Pierce	Administrator	State College Area School District
Brian Ishler	Administrator	Mount Nittany Middle School
Lake Black	Student	State College Area School District
Clarissa Theiss	Student	State College Area School District
Alix Crosswell	Staff Member	State College Area School District
Jonathan Keim	Parent	State College Area School District
Elana Szczesny	Parent	State College Area School District

Name	Position	Building/Group
Megan Doeblner	Staff Member	State College Area School District
Cynthia Young	Community Member	State College Area School District
Michael Wolff	Community Member	State College Area School District
Traci Edelman	Staff Member	State College Area School District
Prya Poehner	Parent	State College Area School District
Bob White	Staff Member	State College Area School District
Paije Davis	Staff Member	State College Area School District
Samantha Corza	Staff Member	State College Area School District
Marylou Manhart	Staff Member	State College Area School District
Jodi Kamin	Staff Member	State College Area School District
Nathan Bish	Parent	State College Area School District
Erica Frankenberg	Parent	State College Area School District
Shai McGowan	Staff Member	State College Area School District
Eugene Ruocchio	Staff Member	State College Area School District
Tonya Black	Administrator	State College Area School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

SCASD will work to create and maintain a K-12 Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) framework to support student learning. We will also focus on the development and professional learning of staff and administration to build an inclusive and supportive community that fosters growth for all students and eliminates disproportionalities.

English Language
Arts
Mathematics

SCASD will develop and implement annual improvement plans at the district and building levels utilizing evidence-based practices to monitor student progress.

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

SCASD will communicate with stakeholders to promote engagement, safety, and support for the whole student.

Social emotional
learning
School climate and
culture

SCASD will develop a plan to help students with successful lifelong transitions.

Career Standards
Benchmark
Social emotional
learning
Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy

Engagement & Support of the Whole Student

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Goal: Engagement (#1b)	All 4th through 12th-grade students will participate in at least one extracurricular, co-curricular, or civic/community activity during the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create and administer an engagement survey to establish a baseline of 4th-12th grade students involved in extracurricular, co-curricular, or community activities. Develop a list of these activities for each grade. For students who are not engaged, encourage participation, seek understanding of barriers related to engagement and remove as many as possible.	2022-08-01 - 2025-07-01	Assistant superintendents	Survey, a list of activities, and community and district resources

Anticipated Outcome

1. Survey results 2. An action plan 3. More student involvement in extracurricular and community-based activities

Monitoring/Evaluation

Building principals will administer the survey. They will work with their leadership team to formulate an action plan based on the results of the survey.

Evidence-based Strategy

Data Informed Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Goal: Growth for All Students (#2b)	We will increase the percentage of students demonstrating proficiency or meeting growth projections in math to 88% based on state standardized tests and/or MAP.
Goal: Growth for All Students (#2a)	We will increase the percentage of students demonstrating proficiency or meeting growth projections in English to 90% based on state standardized tests and/or MAP.
Goal: Growth for All Students (#2c)	Using an MTSS framework and Culturally Responsive Teaching and Learning, SCASD will reduce the number of student offenders identified other than white to less than 30% of the total number of student offenders reported on the safe school's report.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze assessment results of Keystones, PSSAs, and MAP and create a building improvement plan to increase student proficiency or growth	2022-08-01 - 2025-07-01	Building principals	Assessment results (emetric, PVAAS, Future

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
projections.			Ready, and MAP)

Anticipated Outcome

1. Building Improvement Plan 2. Raise student proficiency or growth each year

Monitoring/Evaluation

Building principals will lead teams to create and monitor their building plans. This will include evaluating and analyzing data from PVAAS, Emetric, Keystones, PSSAs, and MAP. These teams will meet quarterly to review progress on their building goals.

Evidence-based Strategy

Student Portfolios

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Goal: Successful Lifelong Transitions (#3c)	95% of all 5th, 8th, and 11th-grade students will show evidence of meaningful engagement of career/college education and work standards (a collection of 6 artifacts by the end of 5th grade, 6 artifacts by the end of 8th grade, and 8 artifacts by the end of 11th grade).
Goal: Successful Lifelong Transitions (#3a)	On the annual school climate survey, 90% of students feel socially and emotionally prepared to transition into the next school year.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Goal: Successful Lifelong Transitions (#3b)

Increase the number of students graduating from State College Area High School from 95% to 98%.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

The student services and curriculum departments will develop a K-12 continuum related to Career Readiness Portfolios and communicate it to all stakeholders.

2022-08-01 -
2023-07-03

Director of student services and curriculum directors

Career lessons that show meaningful engagement with career education and work standards

Building principals will create a team of staff members to monitor the implementation of Career Readiness Portfolios in the school

2022-08-01 -
2025-07-01

Building principals

Portfolio checklist for monitoring student participation

Anticipated Outcome

All 5th, 8th, & 11th-grade students would have completed career readiness portfolio requirements. Seniors' exit survey will demonstrate students' growth, strengths, and interests related to postsecondary goals.

Monitoring/Evaluation

Building principals will monitor yearly in-class participation by all students and their contributions to the development of a college/career portfolio. District-wide data teams will review and evaluate data collected through the school climate survey and the senior exit survey. High School Principal will monitor the graduation rate and evaluate strategies implemented to raise the graduation rate.

Evidence-based Strategy

PBIS - School Climate Survey

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal: Safety & Support
(#1a)

Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop PBIS teams, attend professional development training, and implement Tier 1, 2, and 3 building plans.	2022-08-01 - 2025-07-01	Assistant superintendents, building principals	Training materials, building plans, funding, and resources, fidelity checklists

Anticipated Outcome

1. All schools will have established teams who work to implement PBIS within the school

Monitoring/Evaluation

Fidelity checks at building and district level; PA School Climate Survey

Evidence-based Strategy

Restorative Circles

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal: Safety & Support
(#1a)

Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	2022-08-01 - 2025-07-14	Director of student services and building principals	Training materials, fidelity checklist

Anticipated Outcome

All teachers are trained and implement restorative approaches in their classrooms and throughout the school.

Monitoring/Evaluation

PA School Climate Survey

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>We will increase the percentage of students demonstrating proficiency or meeting growth projections in math to 88% based on state standardized tests and/or MAP. (Goal: Growth for All Students (#2b))</p>	<p>Data Informed Instruction</p>	<p>Analyze assessment results of Keystones, PSSAs, and MAP and create a building improvement plan to increase student proficiency or growth projections.</p>	<p>08/01/2022 - 07/01/2025</p>
<p>We will increase the percentage of students demonstrating proficiency or meeting growth projections in English to 90% based on state standardized tests and/or MAP. (Goal: Growth for All Students (#2a))</p>			
<p>Using an MTSS framework and Culturally Responsive Teaching and Learning, SCASD will reduce the number of student offenders identified other than white to less than 30% of the total number of student offenders reported on the safe school's report. (Goal: Growth for All Students (#2c))</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	PBIS - School Climate Survey	Develop PBIS teams, attend professional development training, and implement Tier 1, 2, and 3 building plans.	08/01/2022 - 07/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	Restorative Circles	Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	08/01/2022 - 07/14/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All 4th through 12th-grade students will participate in at least one extracurricular, co-curricular, or civic/community activity during the school year. (Goal: Engagement (#1b))	Engagement & Support of the Whole Student	Create and administer an engagement survey to establish a baseline of 4th-12th grade students involved in extracurricular, co-curricular, or community activities. Develop a list of these activities for each grade. For students who are not engaged, encourage participation, seek understanding of	08/01/2022 - 07/01/2025

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

barriers related to
engagement and
remove as many
as possible.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	Restorative Circles	Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	08/01/2022 - 07/14/2025

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

We contracted out for two external equity audits to help identify areas of need within the district.

The school board has approved inclusive excellence and gender-expansive policies.

We hired a Director of Equity and Inclusivity and supporting staff.

The Director of Equity and Inclusivity created equity workgroups to foster feedback from community stakeholders.

Ensure effective, standards-aligned curriculum and assessment

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

K-12 aligned curriculum for ELA

6-year curriculum cycle is used to review and refine ELA curriculum

Our school counseling depts. work closely with our students and teachers to ensure the career readiness standards are met.

Challenges

PDE has identified disproportionality among our black students in discipline and academics.

Increase the diversity of students within our AP and Gifted programs.

Decrease the number of Black students identified for special education services.

Building a more effective/aligned K-12 MTSS framework for meeting student needs.

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

Coordinate and monitor supports aligned with students' and families' needs

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

Strengths

Administrators work with counselors and families to ensure students are obtaining the career resources.

Secondary schools use Xello as a resource to assist in meeting these standards.

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

SCASD far exceeds the State average overall proficiency level in English Language Arts

SCASD exceeds the State average overall proficiency level in Mathematics

A tiered system of support K-5 to meet the needs of students falling below benchmark

Teachers have PLC time built into their schedule to collaborate and align instruction

K-5 has a common math resource and a K-12 aligned curriculum

K-8 have math interventionists to assist students falling below proficiency level

Challenges

Due to the pandemic, we have an insufficient sampling of our students in subgroups.

Obtaining the necessary information from our virtual students in order to meet the career readiness standards

Pandemic has impacted the implementation of Career Readiness standards.

Creating a K-12 portfolio system for students to implement information

Pandemic has impacted the implementation of Career Readiness standards.

There is a decrease in the overall proficiency and growth from elementary to middle school

Due to the pandemic, there is limited to no data in the Future Ready Index for students in subgroups

We need to determine the root cause of the drop in overall proficiency in grade levels

From historical data, we know that there are significant disproportionalities among our marginalized populations.

Strengths

Our yearlong Algebra course has been extremely beneficial in raising overall Keystone proficiency courses

Teachers have PLC time built into their schedule to collaborate and to align instruction

K-12 aligned curriculum for Science

6-year curriculum cycle is used to review and refine the science curriculum

K-8 STEM program

Teachers have PLC time built into their schedule to collaborate and align instruction

Using ESSER funding we hired a Family Liaison and ESSI Liaison to support our ESL and minority students.

We are aware of the disproportionality concerns and are in the process of developing an Equity Action Plan.

We are prioritizing reviewing disaggregated data as a way to support our subgroups.

Challenges

Due to the pandemic, we have an insufficient sampling of our students in subgroups

From historical data, we know that there are significant disproportionalities among our marginalized populations.

Need to work on a better transition between elementary and middle school math

Due to the pandemic, we have an insufficient sampling of our students in subgroups

From historical data, we know that there are significant disproportionalities among our marginalized populations.

There is a decrease in the overall proficiency and growth from elementary to middle school

We are still disproportionate in overidentifying black students in special education.

There are still academic disproportionalities among our subgroups.

The allocation of resources needs to be more equitable.

Most Notable Observations/Patterns

One of our main goals will be to ensure the success of all students through rigorous, standards-aligned instruction and support. We are striving to ensure our marginalized populations have equal access and support needed to be college and career ready. Additionally, our focus on inclusive and supportive communities will allow us to strengthen our overall effectiveness.

Challenges	Discussion Point	Priority for Planning
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Our school data as well as our equity audit determined the need to work with all stakeholders to build and facilitate a culture of collaboration and compassion across all stakeholders. Additionally, data determined a need to allocate equitable time, resources, and funding.	
Coordinate and monitor supports aligned with students' and families' needs	Our equity audit, student learning data, and surveys have identified a need to develop a stronger inclusive, and supportive community. These efforts will help in defining clear expectations for our multi-tier system of support and professional learning communities to respond to the learning needs of all our students.	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Disaggregation of our data determined the need to focus on growth for all students and the elimination of disproportionalities to better support our marginalized populations. During discussions, we discovered the need to develop a K-12 systematic approach to address the academic, social-emotional, and behavioral needs of our students.	
Pandemic has impacted the implementation of Career Readiness standards.	It has been challenging to get students including virtual students to focus on career/college readiness standards given the increase in mental health and academic needs.	

ADDENDUM B: ACTION PLAN

Action Plan: Engagement & Support of the Whole Student

Action Steps	Anticipated Start/Completion Date
Create and administer an engagement survey to establish a baseline of 4th-12th grade students involved in extracurricular, co-curricular, or community activities. Develop a list of these activities for each grade. For students who are not engaged, encourage participation, seek understanding of barriers related to engagement and remove as many as possible.	08/01/2022 - 07/01/2025

Monitoring/Evaluation	Anticipated Output
Building principals will administer the survey. They will work with their leadership team to formulate an action plan based on the results of the survey.	1. Survey results 2. An action plan 3. More student involvement in extracurricular and community-based activities

Material/Resources/Supports Needed	PD Step	Comm Step
Survey, a list of activities, and community and district resources	no	yes

Action Plan: Data Informed Instruction

Action Steps	Anticipated Start/Completion Date
Analyze assessment results of keystones, PSSAs, and MAP and create a building improvement plan to increase student proficiency or growth projections.	08/01/2022 - 07/01/2025

Monitoring/Evaluation	Anticipated Output
Building principals will lead teams to create and monitor their building plans. This will include evaluating and analyzing data from PVAAS, Emetric, Keystones, PSSAs, and MAP. These teams will meet quarterly to review progress on their building goals.	1. Building Improvement Plan 2. Raise student proficiency or growth each year

Material/Resources/Supports Needed	PD Step	Comm Step
Assessment results (emetric, PVAAS, Future Ready, and MAP)	yes	no

Action Plan: Student Portfolios

Action Steps**Anticipated Start/Completion Date**

The student services and curriculum departments will develop a K-12 continuum related to Career Readiness Portfolios and communicate it to all stakeholders.

08/01/2022 - 07/03/2023

Monitoring/Evaluation**Anticipated Output**

Building principals will monitor yearly in-class participation by all students and their contributions to the development of a college/career portfolio. District-wide data teams will review and evaluate data collected through the school climate survey and the senior exit survey. High School Principal will monitor the graduation rate and evaluate strategies implemented to raise the graduation rate.

All 5th, 8th, & 11th-grade students would have completed career readiness portfolio requirements. Seniors' exit survey will demonstrate students' growth, strengths, and interests related to postsecondary goals.

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

Career lessons that show meaningful engagement with career education and work standards

no

no



Action Steps**Anticipated Start/Completion Date**

Building principals will create a team of staff members to monitor the implementation of Career Readiness Portfolios in the school

08/01/2022 - 07/01/2025

Monitoring/Evaluation**Anticipated Output**

Building principals will monitor yearly in-class participation by all students and their contributions to the development of a college/career portfolio. District-wide data teams will review and evaluate data collected through the school climate survey and the senior exit survey. High School Principal will monitor the graduation rate and evaluate strategies implemented to raise the graduation rate.

All 5th, 8th, & 11th-grade students would have completed career readiness portfolio requirements. Seniors' exit survey will demonstrate students' growth, strengths, and interests related to postsecondary goals.

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

Portfolio checklist for monitoring student participation

no

no

Action Plan: PBIS - School Climate Survey

Action Steps	Anticipated Start/Completion Date
Develop PBIS teams, attend professional development training, and implement Tier 1, 2, and 3 building plans.	08/01/2022 - 07/01/2025

Monitoring/Evaluation	Anticipated Output
Fidelity checks at building and district level; PA School Climate Survey	1. All schools will have established teams who work to implement PBIS within the school

Material/Resources/Supports Needed	PD Step	Comm Step
Training materials, building plans, funding, and resources, fidelity checklists	yes	no

Action Plan: Restorative Circles

Action Steps

Anticipated Start/Completion Date

Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.

08/01/2022 - 07/14/2025

Monitoring/Evaluation

Anticipated Output

PA School Climate Survey

All teachers are trained and implement restorative approaches in their classrooms and throughout the school.

Material/Resources/Supports Needed

PD Step

Comm Step

Training materials, fidelity checklist

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will increase the percentage of students demonstrating proficiency or meeting growth projections in math to 88% based on state standardized tests and/or MAP. (Goal: Growth for All Students (#2b))	Data Informed Instruction	Analyze assessment results of Keystones, PSSAs, and MAP and create a building improvement plan to increase student proficiency or growth projections.	08/01/2022 - 07/01/2025
We will increase the percentage of students demonstrating proficiency or meeting growth projections in English to 90% based on state standardized tests and/or MAP. (Goal: Growth for All Students (#2a))			
Using an MTSS framework and Culturally Responsive Teaching and Learning, SCASD will reduce the number of student offenders identified other than white to less than 30% of the total number of student offenders reported on the safe school's report. (Goal: Growth for All Students (#2c))			
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	PBIS - School Climate Survey	Develop PBIS teams, attend professional development training, and implement Tier 1, 2, and 3 building plans.	08/01/2022 - 07/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	Restorative Circles	Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	08/01/2022 - 07/14/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Engagement, Safety & Support for the Whole Student	PBIS Leadership Team	PBIS framework, Universal Prevention, Targeted Prevention, & Intensive, Individualized Prevention

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PBIS language and materials displayed throughout the school district; decreased student discipline referrals; and more student celebrations exhibiting positive behaviors	08/01/2022 - 06/03/2024	IU 10 Trainers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

School Climate Survey

All classroom teachers

Using restorative circles effectively

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Utilization of circles in the classroom

08/01/2022 - 07/01/2025

Director of Student Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

3c: Engaging Students in Learning

Professional Development Step	Audience	Topics of Prof. Dev
Data Informed Instruction	Teachers, building level administrators, central office administrators	Using data to drive instruction and implementing K-12 aligned instruction supported by SCASD curriculum cycle and yearly updates and revisions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase overall student proficiency and student growth in all academic areas	08/22/2022 - 07/01/2025	Directors of curriculum

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All 4th through 12th-grade students will participate in at least one extracurricular, co-curricular, or civic/community activity during the school year. (Goal: Engagement (#1b))	Engagement & Support of the Whole Student	Create and administer an engagement survey to establish a baseline of 4th-12th grade students involved in extracurricular, co-curricular, or community activities. Develop a list of these activities for each grade. For students who are not engaged, encourage participation, seek understanding of barriers related to engagement and remove as many	2022-08-01 - 2025-07-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using the annual school climate survey, we will increase the percentage of students (by a total of 5%) who feel safe, have a sense of belonging, and have a connection with the school community. (Goal: Safety & Support (#1a))	Restorative Circles	Restorative Circles training for all staff with expectations to utilize circles in all classroom settings to build community and belonging.	2022-08-01 - 2025-07-14

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Community Partnerships	Students, families, & community organizations	Effective collaboration to support student needs

Anticipated Timeframe	Frequency	Delivery Method
08/01/2023 - 07/01/2025	Annually	Email Letter

Lead Person/Position

Directors of Curriculum, Student Services, Athletic Director, Club Advisors, and Director of Equity and Inclusivity

Communication Step

Audience

Topics/Message of Communication

Restorative Practices

All staff

Restorative Practices - 5 R's (Relationships, Respect, Responsibility, Repair, and Reintegration)

Anticipated Timeframe

Frequency

Delivery Method

08/01/2022 - 07/01/2025

Annually

Presentation
Presentation
Letter
Posting on district website

Lead Person/Position

Director of student services

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

