

TITUSVILLE AREA SD

301 E Spruce St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Titusville Area School District, a partnership with parents and community members, is to ensure that all students are challenged by quality academic and social experiences to achieve their fullest potential as life-long learners.

VISION STATEMENT

All students are equipped with the confidence, knowledge, and skills to meet life's challenges as respectful, productive, and responsible members of a global society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students Students come first. Students learn by doing. Students deserve a safe environment. Students are great. Students are allowed to discover their natural talents and receive support to grow in these areas. Learning is a social and dynamic process and is the responsibility of students, parents, educators and the community.

STAFF

Staff All staff will display empathy, compassion and kindness. All staff will feel empowered to create an environment of achievement. All staff will showcase adaptability to various situations.

ADMINISTRATION

Administration Administration inspires employees to develop and share their passion. Administration leads by example, models ethical, respectful and professional behavior. Administration is student-focused where all decisions are made with the student in mind. Administration fosters open communication to develop and maintain strong partnerships with the community. Administration ensures a trusting and nurturing environment.

PARENTS

Parents Parent feedback and communication are welcomed, valued and utilized in planning and preparation at all levels for district operations and instructional programming. Fostering family support is a vital component of enriching student learning experiences. Parents are uniquely positioned to make sure students attend school and meet academic and behavioral expectations.

COMMUNITY

Community We believe that students should have an active role in community partnerships. We believe that community feedback and communication are valuable for planning and preparations in district operations. We believe that community partnerships should be nurtured

as essential to student and district growth and success.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Stephanie Keebler	Superintendent	Titusville Area School District
Michael McGaughey	Administrator	Titusville Area School District
Amy Herman	Administrator	Titusville Area School District
Jesse Maine	Administrator	Titusville Area School District
Jessica Millard	Administrator	Main Street Elementary School
Nancy Wright	Administrator	Titusville Area School District
Miles O'Shea	Administrator	Titusville Middle School
Katie Taylor	Staff Member	Main Street Elementary School
Lucas Zimmerman	Staff Member	Hydetown Elementary School
Lisa Saxton	Staff Member	Pleasantville Elementary School
Sarah Hofstetter	Staff Member	Early Childhood Learning Center
Neil Fratus	Community Member	City Manager-City of Titusville
Stacey Ross	Parent	Main Street/United Way

Name	Position	Building/Group
Sara Jones	Staff Member	Titusville High School
Jeremiah Morrison	Board Member	Titusville Area School District
Samantha Shepherd	Staff Member	Titusville Middle School

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

A common curriculum resource must be available for all teachers. Teachers should be trained to use a common instructional model that can be implemented across the district. Substantial professional learning around the Science of Reading must be planned strategically to provide equity and consistency across the district. All educators must receive a clear vision, be supported in this endeavor and held accountable.

Essential
Practices 1: Focus
on Continuous
Improvement of
Instruction

A common curriculum resource must be available for all teachers. Teachers should be trained to use a common instructional model that can be implemented across the district. Substantial professional learning around the Science of Math must be planned strategically to provide equity and consistency across the district. All educators must receive a clear vision, be supported in this endeavor and held accountable.

Essential
Practices 1: Focus
on Continuous
Improvement of
Instruction

Professional
learning

A common curriculum resource must be available for all teachers. Teachers should be trained to use a common instructional model that can be implemented across the district. Substantial professional learning around the Science of Reading must be planned strategically to provide equity and consistency across the district. All educators must receive a clear vision, be supported in this endeavor and held accountable.

Essential
Practices 1: Focus
on Continuous
Improvement of
Instruction

Professional
learning

Priority Statement**Outcome Category**

Building schedules must be evaluated and systemic challenges addressed to allow for PLC time to be built into teachers work day.

Essential
Practices 2:
Empower
Leadership

ACTION PLAN AND STEPS**Evidence-based Strategy**

Ongoing rich and embedded professional learning

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

Improving our Math instruction

Math Teachers across the district have a common curriculum resource, a common knowledge around the Science of teaching math, and are able to consistently implement within the classroom.

Science of Teaching Math PL

Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching math and can apply consistently within the classroom

Improve K-5 students reading scores as measured by Acadience Reading and CDT

Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy. Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based

Goal Nickname	Measurable Goal Statement (Smart Goal)
	upon data.
Science of Teaching Reading PL	Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching Reading and can apply consistently within the classroom
Improve K-5 students reading scores as measured by Acadience Reading and CDT	Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy. Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data.
PLC's drive instructional shifts	PLC teams are self sufficient not relying on principals to drive discussion or meeting agendas.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide ongoing coaching to help model and plan new curriculum and instructional practices	2022-08-23 - 2025-08-20	Director of Learning	Partnerships with strong professional training organizations, funding to support intensified support for teachers when needed. Leadership development alongside teachers.

Anticipated Outcome

All teachers and administrators receive common embedded professional learning that meets their needs as well as the needs of students according to our current data.

Monitoring/Evaluation

Professional Learning plan, sign in sheets

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Math Teachers across the district have a common curriculum resource, a common knowledge around the Science of teaching math, and are able to consistently implement within the classroom. (Improving our Math instruction)</p>	<p>Ongoing rich and embedded professional learning</p>	<p>Provide ongoing coaching to help model and plan new curriculum and instructional practices</p>	<p>08/23/2022</p>
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching math and can apply consistently within the classroom (Science of Teaching Math PL)</p>			<p>-</p>
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy. Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)</p>			
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching Reading and can apply consistently within the classroom (Science of Teaching Reading PL)</p>			
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy.</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)

PLC teams are self sufficient not relying on principals to drive discussion or meeting agendas. (PLC's drive instructional shifts)

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Math Teachers across the district have a common curriculum resource, a common knowledge around the Science of teaching math, and are able to consistently implement within the classroom. (Improving our Math instruction)</p> <p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching math and can apply consistently within the classroom (Science of Teaching Math PL)</p>	<p>Ongoing rich and embedded professional learning</p>	<p>Provide ongoing coaching to help model and plan new curriculum and instructional practices</p>	<p>08/23/2022 - 08/20/2025</p>
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy.</p> <p>Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)</p>			
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching Reading and can apply consistently within the</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

classroom (Science of Teaching Reading PL)

Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy.

Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction.

Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)

PLC teams are self sufficient not relying on principals to drive discussion or meeting agendas. (PLC's drive instructional shifts)

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

Regular Attendance-Each building meets the performance standard for Regular Attendance for the 2019-2020 SY. This information is a lagging data piece from 2019-2020.

Proficient or Advanced on Pennsylvania State Assessments, ELA, Mathematics and Science-All three elementary schools are performing higher than the state average on the ELA, Math and Science PSSA assessments. This is from 2020-2021

High School Graduation Rate, Four-year and Five-year cohorts-The 4 year 91.1% and 5 year Graduation 96.4 % cohort are above the state averages (87.4% and 89.5% respectively). This information is a lagging data piece from 2019-2020

In 2022, of the students who aspire to enroll in College or University after graduation, 87% are ready for the reading content that they will encounter (as measured on the PSAT).

DIBELS Results following students entering grade 6 in Fall of 2022 shows that student literacy proficiency has rebounded to pre-COVID Levels.

We have integrated an elementary math skills screener, executed

Challenges

Career Standards Benchmark-Three buildings did not meet the Career Standards Benchmark in 2020-2021. Those buildings are Main Street Elementary School, Pleasantville Elementary School and Titusville High School. These schools did not meet the standards due to COVID-19 attendance and student choice in instructional mode, ROC.

Meeting Annual Academic Growth Expectations (PVAAS)-PVAAS Academic Growth vary across buildings causing inequity and learning gaps for our students.

Proficient or Advanced on Pennsylvania State Assessments, ELA, Mathematics and Science-PSSA/Keystone Achievement vary across buildings causing inequity and learning gaps for our students.

Early Indicators of Success-Grade 3 Reading-Since 2017, the literacy success of graduating 3rd graders has been drastically decreasing according to PSSA scores reported in the PA Future Ready Index as an early indicator of success in Grade 3 reading Readiness.

Early Indicators of Success-Grade 7 Mathematics-Since 2015,

Strengths

by our special ed department to help identify student individual needs.

PSSA- In grade 4 - more than 80% of students district wide exhibit proficiency on the 2022 PSSA's. In 2022, 43% of students scored advanced.

Diversified Occupations enrolled 5 students in the first year of operation, and all 5 completed the program.

Students earning an industry recognized credential during the school year has increase from 11 in the 2018-19 School Year to 58 in the 2021-22 School Year. While those students completing a work based learning experience has stayed the same.

In regards to the 2021 Keystone scores, the economically disadvantaged subgroup of students in Grades 7, 8, 9, 10 & 11 had similar performance with their peers.

Our elementary buildings hold monthly grade level meetings to talk about student data.

Our Middle School has weekly grade level planning time dedicated within their schedules.

Challenges

there has been a remarked decrease in the percentage of 7th grade students who are demonstrating proficiency in Mathematics at the 7th grade level as measured by the PSSA assessments.

Keystones - Student proficiency on the Literature Keystone exam has decreased from 2016 (55.6%) to 2021 (40%).

PSSA - Student Grade level proficiency in ELA drastically decreases as students progress from grade 3 - grade 8 as measured by PSSA Cohort data. When compared to previous years cohorts, students entering 9th grade in the fall of 2022 have experienced an accelerated deterioration of ELA proficiency as compared to the previous 2 cohorts, as measured by the PSSA's.

DIBELS - Since 2016, Kindergartener literacy readiness has been decreasing, as measured by the DIBELS next Beginning of the year (BOY) Reading Composite Score (2016 = 88% at benchmark, 2022 = 61% at benchmark).

PSSA - Student grade level proficiency in Math drastically decreases as students progress from 3rd grade to 8th grade, as measured by PSSA cohort data. When compared to previous years cohorts, students entering 9th grade in the fall of 2022 have experienced an accelerated deterioration of Math proficiency as compared to the previous 2 cohorts, as measured by the PSSA's.

Student proficiency on the Algebra I Keystone exam has

Challenges

decreased between 2016 (40.1%) to 2021 (28%).

In 2022, 61% (n=29) of students who took the SAT scored 1070 or above. Only 2% of students (n=1) who were identified as Economically Disadvantaged took the SAT (This student scored 1070).

In 2022, of the students who aspire to enroll in College or University after graduation, only 60.9% are ready for the Math content they will encounter (as measured on the PSAT).

Keystones - In 2021, only 33% of students who took the Biology Keystone scored proficient...

PSSA - In Grade 8, 60% of students district wide did not exhibit proficiency on the 2022 PSSA's. In 2022, 43% of students scored advanced.

Only 54.8% of students (n=122) entering 12th grade in the fall of 2022 have met the criteria for a graduation pathway, qualifying them for graduation as per PA Act 158. 22% (n=27) of students are on track to satisfy the CTE Pathway through their participation at our Venango Career and Technical Center. 4.9% of students (n=6) are on track to graduate using IEP Goal attainment. 22.9% of students (n=28) entering 12th grade in the fall of 2022 have not yet met criteria for Pennsylvania's graduation pathway.

In 2022, of the students who aspire to enroll in College or

Challenges

University after graduation, only 60.9% are ready for the Math content they will encounter, yet 87% are ready for the reading content that they will encounter (as measured on the PSATs and SATs.). In 2022, 61% (n=29) of students who took the SAT scored 1070 or above. Only 2% of students (n=1) who were identified as Economically Disadvantaged took the SAT (This student scored 1070).

There is not a daily common time that educational leaders can meet and plan with teachers within their buildings or across the district.

The culture within the district needs to shift to be more student and community focused.

There needs to be a succinct, motivating and visible vision across the district that motivates our educational community to shift its practice.

Most Notable Observations/Patterns

Challenges**Discussion Point****Priority for Planning**

Meeting Annual Academic Growth Expectations (PVAAS)-PVAAS
Academic Growth vary across buildings causing inequity and learning gaps for our students.

PSSA - Student Grade level proficiency in ELA drastically decreases as students progress from grade 3 - grade 8 as measured by PSSA Cohort data. When compared to previous years cohorts, students entering 9th grade in the fall of 2022 have experienced an accelerated deterioration of ELA proficiency as compared to the previous 2 cohorts, as measured by the PSSA's.

Not a consistent curriculum resource, or common instructional model used across the district. Substantial professional learning around the Science of reading is needed on an ongoing basis.

PSSA - Student grade level proficiency in Math drastically decreases as students progress from 3rd grade to 8th grade, as measured by PSSA cohort data. When compared to previous years cohorts, students entering 9th grade in the fall of 2022 have experienced an accelerated deterioration of Math proficiency as compared to the previous 2 cohorts, as measured by the PSSA's.

Not a consistent curriculum resource, or common instructional model used across the district. Substantial professional learning around the Science of Math is needed on an ongoing basis.

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Challenges**Discussion Point****Priority for Planning**

have not yet met criteria for Pennsylvania's graduation pathway.

Proficient or Advanced on Pennsylvania State Assessments, ELA, Mathematics and Science-PSSA/Keystone Achievement vary across buildings causing inequity and learning gaps for our students.

Early Indicators of Success-Grade 3 Reading-Since 2017, the literacy success of graduating 3rd graders has been drastically decreasing according to PSSA scores reported in the PA Future Ready Index as an early indicator of success in Grade 3 reading Readiness.

Not a consistent curriculum resource, or common instructional model used across the district. The classroom teacher is removed from the intervention planning process and execution. Substantial professional learning around the Science of reading is needed on an ongoing basis.

Early Indicators of Success-Grade 7 Mathematics-Since 2015, there has been a remarked decrease in the percentage of 7th grade students who are demonstrating proficiency in Mathematics at the 7th grade level as measured by the PSSA assessments.

Not a consistent curriculum resource, or common instructional model used across the district. The classroom teacher is removed from the intervention planning process and execution. Substantial professional learning around the Science of Math is needed on an ongoing basis.

DIBELS - Since 2016, Kindergartener literacy readiness has been decreasing, as measured by the DIBELS next Beginning of the year (BOY) Reading Composite Score (2016 = 88% at benchmark, 2022 = 61% at

Challenges**Discussion Point****Priority for Planning**

benchmark).

Student proficiency on the Algebra I Keystone exam has decreased between 2016 (40.1%) to 2021 (28%).

In 2022, of the students who aspire to enroll in College or University after graduation, only 60.9% are ready for the Math content they will encounter (as measured on the PSAT).

There is not a daily common time that educational leaders can meet and plan with teachers within their buildings or across the district.

PLC time can be built into teachers work day, however the daily schedule will need to change to allow for this.

There needs to be a succinct, motivating and visible vision across the district that motivates our educational community to shift its practice.

ADDENDUM B: ACTION PLAN

Action Plan: Ongoing rich and embedded professional learning

Action Steps	Anticipated Start/Completion Date
Provide ongoing coaching to help model and plan new curriculum and instructional practices	08/23/2022 - 08/20/2025

Monitoring/Evaluation	Anticipated Output
Professional Learning plan, sign in sheets	All teachers and administrators receive common embedded professional learning that meets their needs as well as the needs of students according to our current data.

Material/Resources/Supports Needed	PD Step	Comm Step
Partnerships with strong professional training organizations, funding to support intensified support for teachers when needed. Leadership development alongside teachers.	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Math Teachers across the district have a common curriculum resource, a common knowledge around the Science of teaching math, and are able to consistently implement within the classroom. (Improving our Math instruction)</p> <p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching math and can apply consistently within the classroom (Science of Teaching Math PL)</p>	<p>Ongoing rich and embedded professional learning</p>	<p>Provide ongoing coaching to help model and plan new curriculum and instructional practices</p>	<p>08/23/2022 - 08/20/2025</p>
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy.</p> <p>Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)</p>			
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching Reading and can apply consistently within the classroom (Science of Teaching Reading PL)</p>			
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy.</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)</p> <p>PLC teams are self sufficient not relying on principals to drive discussion or meeting agendas. (PLC's drive instructional shifts)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
District wide leadership Learning	Principals, department heads, district leaders.	Leadership Coaching, planning, data meetings, PLC protocols, data analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
school performance	08/23/2022 - 08/20/2025	Director of Learning

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

District Wide PLC's

Teachers, school leaders, district leaders

Instructional models, instructional strategies, student data, etc.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Classroom instructional shifts

08/23/2022 - 08/19/2025

Director of Learning

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

District Wide Classroom Teacher Training

Teachers, and specialists

Instructional strategies, instructional models, science of Reading/Math

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Instructional shifts

08/23/2022 - 08/20/2025

Director of Learning

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

2b: Establishing a Culture for Learning

3b: Using Questioning and Discussion Techniques



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Math Teachers across the district have a common curriculum resource, a common knowledge around the Science of teaching math, and are able to consistently implement within the classroom. (Improving our Math instruction)</p>	<p>Ongoing rich and embedded professional learning</p>	<p>Provide ongoing coaching to help model and plan new curriculum and instructional practices</p>	<p>2022-08-23 - 2025-08-20</p>
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching math and can apply consistently within the classroom (Science of Teaching Math PL)</p>			
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy. Provide reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)</p>			
<p>Educational staff, including instructional aides, and leadership team, have working knowledge of the science of teaching Reading and can apply consistently within the classroom (Science of Teaching Reading PL)</p>			
<p>Provide reading specialists, classroom teachers, and instructional aides to support them in the implementation of intervention lessons that align with Structured Literacy. Provide</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

reading specialists, classroom teachers, and instructional aides access to skill inventories to identify specific skill needs in order to provide targeted skill instruction. Schedule and provide regular interventions through the additional support of reading specialists and instructional aides. Facilitate regular data meetings to analyze student data and flex instructional based upon data. (Improve K-5 students reading scores as measured by Acadience Reading and CDT)

PLC teams are self sufficient not relying on principals to drive discussion or meeting agendas. (PLC's drive instructional shifts)

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Learning	Teachers and Administrators	Math PD & coaching, ELA PD & coaching
Anticipated Timeframe	Frequency	Delivery Method
08/23/2022 - 08/25/2026	Monthly	Email Newsletter Presentation
Lead Person/Position		
Director of Learning		



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

