

SOUTH SIDE AREA SD

4949 State Route 151

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

Overview:

South Side Area School District is a public school, located in Beaver County, in the southwestern corner of Pennsylvania. The district encompasses approximately 76 square miles (200 km²) of a rural community including the six municipalities of Hanover Township, Greene Township, Hookstown, Georgetown, Shippingport, and Frankfort Springs. The District serves approximately 948 students, employs 84 teachers, has a student-teacher ratio of 11 to 1, and boasts an extensive system-wide curriculum and an impressive variety of extracurricular activities for students in grades K-12. The student body is comprised of 97% caucasian students and 3% minority students. All buildings of the South Side Area School District are located on the same campus, allowing for effective communication among teachers and administrators and seamless transitions for students. In addition to our classroom teachers, the district employs a school counselor for each building, a speech and language pathologist, a school psychologist, and a robust security team. The average per-pupil spending is \$12,571. District boundaries do not include public water or sewage, public transportation, recreational facilities, public library, shopping center, or a movie theater. Despite the unavailability of these resources, our district works hard to provide a plethora of educational opportunities and experiences for students to stretch their learning beyond the walls of the classroom and the boundaries of the district. In this and many other ways, the school campus is the hub of the community.

Technology Availability

Our district is utilizing a fiber optic network internally to provide high speed connectivity to every classroom, and has internet provided as part of the county wide fiber wan initiative. Our district has implemented a 1-to-1 technology initiative where every student K-12 has an iPad with keyboard. Our district is operating a district wide wireless system operating at AC or N levels throughout the buildings.

Programs & Services:

- Parent Teacher Organization (PTO)
- Programs for Academically Gifted
- Special Education Programs and Services
- Life Skills and Autistic Support Programming
- Instructional Support Services
- School Psychological Services
- Counseling Services
- Middle and High School Advisory Program
- Student Health Services
- Cafeteria Services
- Continuous Staff Professional Development Program
- Extracurricular Activities for Students Grades 6-12
- National and Junior National Honors Society Program

- CCBC Academies (Aviation, Health, STEM, Criminal Justice, Construction, Education)
- Beaver County CTC
- Parkway West CTC
- College in High School (Univ. of Pittsburgh, RMU, CCBC)
- P.A.S.S. Program
- Computer, Art, Music, Library, STEAM, Foreign Language, and Physical Education Programs
- Technologically Rich Classrooms
- Exploratory Middle School Programs
- Field Trip and Community-Based Instruction Opportunities
- South Side School Age And Early Learning LLC Daycare
- Pre-K Programs
- Advanced Placement and Honors Courses
- Online Courses
- After-School Tutoring Program
- Transportation Services
- Staff Nomination Program

SSASD facilities include: (all on one campus)

- 1 elementary school (PreK, K-5)
- 1 middle school (6-8)
- 1 high school (9-12)
- 1 district office (administration)

Mission and Vision

Mission

To empower all students to achieve at their maximum potential.

Vision

To ignite and inspire passion, resilience, and unique skill development for future success in an ever-changing world.

Educational Value Statements

Students

Students will come to school each day ready to learn. They will actively engage in the curriculum, and pursue extracurricular opportunities that match their interests. They will provide input to teachers and administration regarding areas of strength in the school program, as well as the identification of challenges and areas of focus for improvement. All students will participate in the attainment of career standards mastery via the completion of required portfolios and processes to identify the most appropriate pathways for future success.

Staff

Staff will approach each day as a new and unique opportunity to facilitate student achievement and growth. They will provide students with appropriate opportunities to access all appropriate tools and resources for skill development. They will model positive behaviors and passion for the educational process. They will participate in professional development and other similar activities as appropriate to further enhance their craft and delivery of a high quality educational experience for our students.

Administration

Administration will provide leadership that always puts the student first. They will collaborate with stakeholders at every level to maximize student achievement in all areas. They will model positive behaviors and passion for the educational process. They will prepare and deliver professional development and other similar activities as appropriate to further enhance teaching and learning and delivery of a high quality educational experience for our students.

Parents

Parents will support the educational process to the maximum extent possible. They will make sure their children are in a position to maximize their potential by providing a home environment that is conducive to success. They will model positive behaviors and support for the educational process. They will take an active role in their child's education by attending parent/teacher conferences, reviewing grades and progress regularly, and other similar activities. They will provide encouragement and support for their children. They will collaborate with school personnel in identifying student areas of concern that can be targeted for improvement, as well as strengths that can be leveraged for success.

Community

The community will support the educational process in general. They will model positive behaviors and communicate the value of a good education. They will provide opportunities for students to become active participants in community functions, activities, and business endeavors. They will provide encouragement and support for the children of the community. They will collaborate with school personnel in identifying areas of concern that can be targeted for improvement, as well as strengths that can be leveraged for success.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
High School Math 48.6% Proficient/Advanced on Keystone Exam (State Average is 37.3%)	No
Middle School PVAAS Science Economically Disadvantaged Group score 57.0 (All student group score 51.0)	No
Elementary School PVAAS ELA 87.0 and Math 100.0 (State Averages are ELA 75.5 and Math 74.3)	No
94% of elementary-level students earn an A, B, or C for their final grade in their ELA class.	No
95% of elementary-level and middle-level students earn an A, B, or C for their final grade in their math class.	No
All elementary-level and 91% of middle-level students earn an A, B, C, or S (Satisfactory) for their final grade in their science class.	No
Elementary school FRPAI Career Standards Benchmark 98.6% (State Average is 86.2%)	No
Middle school FRPAI Career Standards Benchmark 100% (State Average is 86.2%)	No
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Yes
Supporting the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Yes
Building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Yes
Per the data available in the currently implemented Individual Education Programs within the Elementary School, over 88% of our students identified eligible for special education services are participating in the regular education classroom at the itinerant level of support. Meaning, for the majority of the school day our students who are in need of specially designed instruction are educated with their nondisabled peers. In addition, through specific programming options, the elementary school focuses on integrating Community Based Instruction (CBI) trips into the school year for our students eligible for special education services to focus on functional communication, appropriate behavior within the community, and the acquisition of life skills.	Yes
In the middle school, over 95% of our students identified as eligible for special education services are participating in the regular education classroom at the itinerant level of support. The specially designed instruction is implemented within the regular education classroom giving	Yes

students the access to learn in the same environment as their nondisabled peers. The middle school focuses on developing and fostering self-advocacy through different programming options including our student-led conferences and What I Need Now (WINN) period.	
At the high school, approximately 80% of our students eligible for special education services participate in the regular education classroom at the itinerant level of support. Within the high school curriculum, the programming options focus heavily on the transition areas of the Individual Education Program. With that, many opportunities are created for our students in the area of post-secondary education/training, employment, and independent living skills. The high school students, with assistance, also operate an in-house coffee shop that serves beverages to our students' staff weekly.	Yes
To offer support to our parents and guardians of students eligible for special education services, the district will be creating new opportunities to share information. Parents will have the opportunity to attend the Parent Information Network Events throughout the year focused on key topics related to transition services, creating positive learning environments, and behavior management.	No
Commitment to technology including access to top-level software programs, as well as a robust and effective replacement cycle for all hardware (typically avg. 5yr replacement of devices such as staff and student desktops, laptops, iPads).	No

Challenges

Challenge	Consideration In Plan
High School Attendance 75.5% (State Average is 85.8%)	Yes
Middle School PVAAS scores all below state average (SSMS/State -- ELA 50.0/75/5, Math 70.8/74.3, Science 51.0/74.5)	No
Elementary School PSSA Math Students With Disabilities Group 7.7% Proficient/Advanced (All student group 33.7% Proficient/Advanced)	No
Student performance in ELA declines over time; the percentage of students earning an A, B, or C for their final grade in their ELA class declines at every building level.	Yes
Student performance in math declines significantly at the high school level; the percentage of students earning an A, B, or C for their final grade in their math class declines from 95% to only 80% at the high school building level.	Yes
Student performance in science declines significantly at the high school level; the percentage of students earning an A, B, or C for their final grade in their science class declines to only 66% at the high school building level.	No
High school FRPAI Career Standards Benchmark in the red at 92.9% (State Average is 86.2%)	Yes

High school FRPAI Percent Earned Industry-Recognized Credential is 14.1% (State Average is 26.8%)	No
K-12 teacher input and grades indicate students with disabilities struggle with pacing, scores on most formative assessments are lower than non-disabled peers.	No
K-12 teacher input and grades indicate students considered economically disadvantaged struggle with pacing, attendance rates and scores on most formative assessments are lower than non-ED peers.	No
Counselor input and student survey results indicate a need for diversity training and cultural competency development for students. Staff may also benefit from this.	Yes
Coordinating and monitoring supports aligned with students' and families' needs	Yes
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Yes
Special Education Plan Personnel Development focused on the areas of autism, positive behavior supports, transition, the science of literacy, and IEP development.	No
Special Education Plan Paraprofessional Development focused on supporting our students in the regular education classroom, positive behavior supports, CPR/First aid, and implementing the specially designed instruction of the Individual Education Program successfully.	No

Most Notable Observations/Patterns

High school attendance has been a challenge for many years. Administration, as well as secretarial staff who are at the point of contact with students presenting written excuses, believes many parents write excuses and condone absences in situations that are not for legitimate reasons. It is a culture of absenteeism that is difficult to overcome without proper support from the home environment. Declining performance in ELA at every building level was noticed a few years ago and steps such as the implementation of a new, more rigorous curriculum (Wit & Wisdom) has been put in place to mitigate this challenge. Declining performance in math was already on track to be addressed during the current district curriculum cycle. The high school career standards benchmark in the red at 92.9% is confusing because the state average is 86.2%. We are above the state average, yet still in the red and not quite sure why. Diversity training and cultural competency development for students will be made easier by administrative team participation in summer professional development sessions in these areas that will lead to increased capacity for similar training to be rolled out to students and staff. Coordinating and monitoring of supports aligned with students' and families' needs will be facilitated by an increased focus on the districts MTSS plan. This plan is currently up for board approval after the administrative team has the chance to put all the pieces in place. Establishing and maintaining a focused system for continuous improvement and ensuring organizational coherence is an integral part of any good comprehensive plan, and is thus appropriately represented in our challenges section. The comprehensive plan itself is a focused system for continuous improvement, so it makes perfect sense to have it listed here.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Allocation of resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Continue to prioritize time spent and best practices in collaboration for reaching consensus on allocation of resources
Supporting the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Continue to seek high-quality opportunities for professional development, continue to allocate resources and time consistent with high-level support.
Building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Continue to seek high-quality opportunities for professional development, continue to allocate resources and time consistent with high-level support.
Per the data available in the currently implemented Individual Education Programs within the Elementary School, over 88% of our students identified eligible for special education services are participating in the regular education classroom at the itinerant level of support. Meaning, for the majority of the school day our students who are in need of specially designed instruction are educated with their nondisabled peers. In addition, through specific programming options, the elementary school focuses on integrating Community Based Instruction (CBI) trips into the school year for our students eligible for special education services to focus on functional communication, appropriate behavior within the community, and the acquisition of life skills.	Continue specific programming options, including the integrations of Community Based Instruction (CBI) trips into the school year for our students eligible for special education services to focus on functional communication, appropriate behavior within the community, and the acquisition of life skills.
In the middle school, over 95% of our students identified as eligible for special education services are participating in the regular education classroom at the itinerant level of support. The specially designed instruction is implemented within the regular education classroom giving students the access to learn in the same environment as their nondisabled peers. The middle school focuses on developing and fostering self-advocacy through different programming options including our student-led conferences and What I Need Now (WINN) period.	Continue implementation of specially designed instruction within the regular education classroom and developing and fostering self-advocacy through different programming options including our student-led conferences and What I Need Now (WINN) period.
At the high school, approximately 80% of our students eligible for special education services participate in the regular education classroom at the itinerant level of support. Within the high school curriculum, the programming options focus heavily on the transition areas of the Individual Education Program. With that,	Continue programming options focused heavily on the transition areas of the Individual Education Program to include areas of post-secondary education/training, employment, and independent living skills, as well as continued operation of the in-house coffee shop.

many opportunities are created for our students in the area of post-secondary education/training, employment, and independent living skills. The high school students, with assistance, also operate an in-house coffee shop that serves beverages to our students' staff weekly.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
High School Attendance 75.5% (State Average is 85.8%)		No	
Student performance in ELA declines over time; the percentage of students earning an A, B, or C for their final grade in their ELA class declines at every building level.	Implementation of new K-8 Wit & Wisdom curriculum and resources a year ago has not had a chance to fully take effect.	Yes	Improve student achievement in ELA. ELA curriculum and assessment practices should be closely examined and modified as necessary to assure proper support for all stakeholders. A key component has already been modified with the addition last year of Wit & Wisdom curriculum and resources K-8. This curriculum and all associated resources and professional development must be closely monitored for effectiveness and adjusted/supplemented as necessary.
Student performance in math declines significantly at the high school level; the percentage of students earning an A, B, or C for their final grade in their math class declines from 95% to only 80% at the high school building level.	Curriculum cycle review that identified issues currently being addressed in ELA curriculum has not been conducted yet for math.	Yes	Improve student achievement in math. Math curriculum and assessment practices should be closely examined and modified as necessary to assure proper support for all stakeholders. The district curriculum cycle allows for this type of analysis, but, because this analysis is cyclical and on a fixed timeline, consideration should be given to appropriate modification of the cycle/timeline to focus on math in a timely manner as pertinent to this comprehensive plan.
High school FRPAI Career Standards Benchmark in the red at 92.9% (State Average is 86.2%)		No	
Counselor input and student survey results indicate a need for diversity		No	

training and cultural competency development for students. Staff may also benefit from this.			
Coordinating and monitoring supports aligned with students' and families' needs	Students' and families' needs have increased significantly in recent years, especially given the impact of the COVID-19 pandemic.	Yes	Articulate the district's MTSS program. The district's multi-tiered system of supports (MTSS) program is effective but not well defined. All aspects of this program must be analyzed. Current efforts must be more coordinated, and missing/underdeveloped pieces must be put in place to provide proper support for all stakeholders at every level.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		No	

Goal Setting

Priority: Improve student achievement in ELA. ELA curriculum and assessment practices should be closely examined and modified as necessary to assure proper support for all stakeholders. A key component has already been modified with the addition last year of Wit & Wisdom curriculum and resources K-8. This curriculum and all associated resources and professional development must be closely monitored for effectiveness and adjusted/supplemented as necessary.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Through curriculum cycle modification, critical analysis of standards mastery data, and effective implementation of Wit & Wisdom curriculum and accompanying professional development, students will demonstrate higher achievement in ELA courses and assessments as measured by a higher percentage of students earning an A, B, or C as a final grade in their ELA course(s) and increased scores on PSSA's and Keystone Exams.	ELA Achievement	Curriculum cycle modification to allow for focus on Wit & Wisdom curriculum as pertinent to this comprehensive plan to include combining Phases 3-5 (Implementation, Monitor, Modification/Enhancement) to identify strengths and weaknesses, address deficiencies, enhance instructional strategies on a condensed timeline.	Curriculum cycle modification to allow for focus on Wit & Wisdom curriculum as pertinent to the timeline of this comprehensive plan to include reaching Phase 6 (Evaluation/Revision) earlier than scheduled in order to analyze the impact of Wit & Wisdom curriculum on student achievement scores and facilitate a cycle of continuous improvement.	Through curriculum cycle modification, critical analysis of standards mastery data, and effective implementation of Wit & Wisdom curriculum and accompanying professional development, students will demonstrate higher achievement in ELA courses and assessments as measured by a higher percentage of students earning an A, B, or C as a final grade in their ELA course(s) and increased scores on PSSA's and Keystone Exams.

Priority: Improve student achievement in math. Math curriculum and assessment practices should be closely examined and modified as necessary to assure proper support for all stakeholders. The district curriculum cycle allows for this type of analysis, but, because this analysis is cyclical and on a fixed timeline, consideration should be given to appropriate modification of the cycle/timeline to focus on math in a timely manner as pertinent to this comprehensive plan.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Through curriculum cycle modification, critical analysis of standards mastery data, implementation of appropriate curriculum modification and accompanying professional development, students will demonstrate higher achievement in math courses and assessments as measured by a higher percentage of students earning an A, B, or C as a final grade in their math course(s) and increased scores on PSSA's and Keystone Exams.	Math achievement	Curriculum cycle modification to allow for focus on math curriculum as pertinent to this comprehensive plan to include acceleration of Phases 1 and 2 (Needs Assessment/Research, Develop).	Curriculum cycle modification to allow for focus on math curriculum as pertinent to this comprehensive plan to include acceleration of Phase 3 (Implement).	Through curriculum cycle modification, critical analysis of standards mastery data, implementation of appropriate curriculum modification and accompanying professional development, students will demonstrate higher achievement in math courses and assessments as measured by a higher percentage of students earning an A, B, or C as a final grade in their math course(s) and increased scores on PSSA's and Keystone Exams.

Priority: Articulate the district's MTSS program. The district's multi-tiered system of supports (MTSS) program is effective but not well defined. All aspects of this program must be analyzed. Current efforts must be more coordinated, and missing/underdeveloped pieces must be put in place to provide proper support for all stakeholders at every level.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	Articulate and implement a district MTSS plan to reflect approval and implementation of board policy 146.1, a trauma informed approach plan that uses evidence based practices and reflects the needs and resources of the district and school community. Success will be measured by board approval as facilitated by documented review of current district resources, programs, school climate measures, partnerships with outside agencies, procedures and board policies through a trauma informed lens, and revisions or determinations made as necessary to facilitate implementation of the districts trauma informed approach plan.	MTSS Articulation	Document review and revision as needed of the student attendance policy, student disciplinary procedures to include restorative practices, curriculum and planned instruction that embed age appropriate instruction for students related to trauma informed topics and social emotional learning, and professional development focused on building and maintaining appropriate, supportive relationships between adults and students.	Document review and revision as needed of budget to ensure availability of appropriate fiscal resources, facilities planning to ensure appropriate environmental needs are met, coordination of services from appropriate outside agencies, evidence based screening tool implementation, and the monitoring of the impact of trauma, including secondary trauma, on school employees to include appropriate support training and resources.	Articulate and implement a district MTSS plan to reflect approval and implementation of board policy 146.1, a trauma informed approach plan that uses evidence based practices and reflects the needs and resources of the district and school community. Success will be measured by board approval as facilitated by documented review current district resources, programs, school climate measures, partnerships with outside agencies, procedures and board policies through a trauma informed lens, and revisions or determinations made as necessary to facilitate implementation of the districts trauma informed approach plan.

Action Plan

Action Plan for: NIRN-Hexagon Tool						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Achievement 		Analysis and evaluation using the NIRN-Hexagon Tool will lead to definitive determination of Wit & Wisdom curriculum effectiveness, concrete action steps to leverage program strengths and address any/all identified areas of concern.			To be monitored and evaluated by the administrative team using data generated by the NIRN-Hexagon Tool. Action steps to leverage program strengths and address any/all identified areas of concern will be monitored and evaluated additionally as per the district curriculum cycle.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Wit & Wisdom curriculum will be analyzed and evaluated using the NIRN-Hexagon Tool	08/23/2022	06/02/2023	Anthony Paull/Curriculum Director	NIRN-Hexagon Tool, Implementation Team	Yes	No

Action Plan for: Teacher-Centered Collaborative Activities

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> Math achievement 	<p>"Teachers and schools that engage in quality collaboration experience greater achievement gains in math and reading. Moreover, teachers improve at greater rates when they work in schools with better collaboration quality" (Ronfeldt et al., 2015, p. 475). Findings from the established PLC's will lead to definitive determination of math curriculum effectiveness, concrete action steps to leverage program strengths and address any/all identified areas of concern.</p>	<p>To be monitored and evaluated by the administrative team using data generated by the teacher-centered PLC's. Action steps to leverage program strengths and address any/all identified areas of concern will be monitored and evaluated additionally as per the district curriculum cycle.</p>

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>A Professional Learning Community (PLC) will be established consisting of all math teachers K-12 to facilitate critical analysis of standards mastery data, implementation of appropriate curriculum modification and accompanying professional development, and the timely completion of Phases 1-3 of the district's curriculum cycle (Needs Assessment/Research, Develop, Implement) as pertinent to the timeline of this comprehensive plan.</p>	<p>08/23/2022</p>	<p>06/02/2023</p>	<p>Anthony Paull/Curriculum Director</p>	<p>Staff, Allocation of Time, Standards Mastery Data, Curriculum Maps/Guides, Administrative and board support for appropriate resource changes/enhancements</p>	<p>No</p>	<p>Yes</p>

Action Plan for: Comprehensive School Counseling Programs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> MTSS Articulation 		The ASCA National Model suggests the development of school counseling programs that: are based on data-informed decision making; are delivered to all students systematically; include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success; close achievement and opportunity gaps; and result in improved student achievement, attendance, and discipline.			To be monitored and evaluated by the administrative team and K-12 school counselors using data generated by documented review current district resources, programs, school climate measures, partnerships with outside agencies, procedures and board policies through a trauma informed lens, and revisions or determinations made as necessary to facilitate implementation of the districts trauma informed approach plan.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Use the ASCA National Model for comprehensive school counseling to inform development and articulation of the district's MTSS program and Trauma-Informed Approach.	08/23/2022	06/02/2023	Anthony Paull/Curriculum Director	ASCA National Model, K-12 School Counselors, Administrative and board support for all resources needed for effective implementation	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
NIRN-Hexagon Tool	<ul style="list-style-type: none"><li data-bbox="436 224 1518 253">• Wit & Wisdom curriculum will be analyzed and evaluated using the NIRN-Hexagon Tool

Professional Development Activities

Wit & Wisdom Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Wit & Wisdom curriculum will be analyzed and evaluated using the NIRN-Hexagon Tool 	K-8 Teaching Staff	Launching Wit & Wisdom, Writing with Wit & Wisdom, Focus on Fluency, Module & Lesson Study	Completion of all appropriate sessions, attendance logs, required reflection documentation	Anthony Paull/Curriculum Director	08/23/2022	06/02/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	monthly				Language and Literacy Acquisition for All Students	

Communications Action Steps

Evidence-based Strategy	Action Steps
Teacher-Centered Collaborative Activities	<ul style="list-style-type: none">• A Professional Learning Community (PLC) will be established consisting of all math teachers K-12 to facilitate critical analysis of standards mastery data, implementation of appropriate curriculum modification and accompanying professional development, and the timely completion of Phases 1-3 of the district's curriculum cycle (Needs Assessment/Research, Develop, Implement) as pertinent to the timeline of this comprehensive plan.
Comprehensive School Counseling Programs	<ul style="list-style-type: none">• Use the ASCA National Model for comprehensive school counseling to inform development and articulation of the district's MTSS program and Trauma-Informed Approach.

Communications Activities

Math PLC Communication					
Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Math Teachers, Administrative Team	Critical analysis of standards mastery data, implementation of appropriate curriculum modification and accompanying professional development, completion of Phases 1-3 of the district's curriculum cycle (Needs Assessment/Research, Develop, Implement)	Anthony Paul/Curriculum Director	08/23/2022	06/02/2023
Communications					
Type of Communication			Frequency		
Email			Daily		
Brief			Monthly		
Presentation			Monthly		

MTSS Articulation

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 School Counselors, Administrative Team, School Board	Trauma informed approach, evidence based practices, needs and resources of the district and school community, partnerships with outside agencies, student attendance policy, student disciplinary procedures to include restorative practices, curriculum and planned instruction that embed age appropriate instruction for students related to trauma informed topics and social emotional learning, professional development focused on building and maintaining appropriate, supportive relationships between adults and students, budget and facilities planning, evidence based screening tool implementation, and the monitoring of the impact of trauma, including secondary trauma, on school employees to include appropriate support training and resources.	Anthony Paul/Curriculum Director	08/23/2022	06/02/2023

Communications

Type of Communication	Frequency
Email	Daily
Brief	Monthly
Presentation	Monthly