

VALLEY GROVE SD

429 Wiley Ave

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Valley Grove School District in partnership with the community is to provide the opportunity for each student to obtain a comprehensive and quality education.

VISION STATEMENT

The Valley Grove School District believes that students will achieve proficiency on local, state and national assessments and complete high school with the values and skills necessary to be productive members of the local and global community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Valley Grove School District expects all students to graduate and become successful contributors to society by receiving an appropriate, fair, and equal education.

STAFF

The Valley Grove School District expects all staff members to maintain high expectations for all students and a strong belief in the ability of all student to learn and grow with the appropriate level of supports.

ADMINISTRATION

The Valley Grove School District expects the administrative team to set direction, align district systems and develop people. Administrators will maintain high expectations for faculty and staff to ensure all students are provided with the opportunity to grow and maximize their potential. The district also expects that our leadership team will partner with local organizations and our community to provide a comprehensive and quality educational experience that meets the needs of our region.

PARENTS

The Valley Grove School District expects parents to partner with their children's school to ensure a working relationship in meeting the educational needs of their children and supporting the values of the Valley Grove community.

COMMUNITY

The community expectations include continuing to partner with our district to provide support to our students, faculty and staff that will ensure students will become high achieving, productive members of our society and community.

STEERING COMMITTEE

Name	Position	Building/Group
Kevin Briggs	Superintendent	Valley Grove School District
Jake Saullo	Elementary Principal	Valley Grove Elementary
Kelly Hart	HS Principal	Rocky Grove High School
Andy Carlson	HS Assistant Principal	Rocky Grove High School
Tessa Simmons	Elementary Assistant Principal	Valley Grove Elementary
Amber Nolan-Johnson	Special Ed Director	Valley Grove School District
Jess Monaco	PTO President	VGES Parent Teacher Org.
Chama Renninger	Support Personnel	Valley Grove Elementary
Bill Copley	Board Member	Valley Grove School District
Brandon Winger	Board Member	Valley Grove School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

The district will annually evaluate all instructional practices, curriculum, and professional development. Further, the district will continue to modify and adapt in the areas of leadership and strategy, communication and engagement, organizational infrastructure, methodology, data collection and analysis, and building capacity to provide a comprehensive and quality education to all students that will make them productive members of society.

Essential
Practices 1:
Focus on
Continuous
Improvement of
Instruction

The district will focus on a co-teaching strategy that will enhance academic success for all students. The district will also purchase a social emotional learning curriculum that will teach social emotional learning competencies and character development to all students. Finally the district will continue to improve school climate by implementing school-wide positive behavior interventions and supports strategies in all schools.

Other

The district will evaluate all student needs in order to provide the necessary resources to close any learning gaps that were obtained during the COVID-19 pandemic.

Essential
Practices 3:
Provide Student-
Centered
Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Positive Behavioral Interventions and Supports (PBIS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Effective Education	Valley Grove School District Schools will grow by 6% on the PA Future Ready Index in ELA, Science, and Mathematics assessments or meet/exceed the PA Statewide Average
Social/Mental Support	All K-12 students will complete 25 lessons from the Social Emotional Learning Curriculum per year.
Closing the COVID-19 Learning Gap	80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to use edInsight Instructional Management System to provide a holistic view of student information to drive district decisions, classroom instruction and personalized learning.	2021-07-01 - 2024-06-30	Kevin Briggs, Superintendent	edInsight
CharacterStrong SEL curriculum will be used to focus on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility	2021-08-31 - 2026-06-30	Kevin Briggs, Superintendent	CharacterStrong SEL curriculum

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

Administration Teachers

Monitoring/Evaluation

Administrators will review student data, from edInsight, annually to assist in making decisions on curriculum, student behavior, standards mastery, and student strengths and needs.

Evidence-based Strategy

Enhanced Core Reading Instruction (ECRI)

Measurable Goals

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Closing the COVID-19 Learning Gap	80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Due to the COVID pandemic, societal issues that students are facing and the decline in support from home, student growth in ELA has become stagnant. The district will need to invest in a variety of interventions to improve student achievement. For the 21-22 school year, students in grades K-6 will receive interventions in both ELA and math to ensure that students are receiving additional assistance that will improve the skills they need to learn in any type of environment. As a low-income rural school district, Valley Grove SD offers full day kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into first grade and long-term educational success. To help our teachers increase achievement in ELA and offer more support to our students, we are implementing a multi-tiered system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Acadience Reading (formally known as Dibels Next), teachers will identify the student's greatest areas of need and provide the appropriate interventions. These include Enhanced Core Reading Instruction, Heggerty Phonemic Awareness Curriculum, and Wilson Reading System. Due to the learning gaps that were obtained by the COVID pandemic, the district has added a reading intervention teacher. Title I monies will follow the teacher and help maintain our Title I program by funding her salary and benefits. Having a background in reading, this teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of</p>	<p>2021-07-01 - 2024-06-30</p>	<p>Jacob Saullo / Principal</p>	<p>ECRI Material</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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all our learners.

Anticipated Outcome

1. Using the MTSS approach, groups are based on STAR and Acadience assessments. 2. Data from the assessments will be reviewed monthly to ensure effective grouping based on student need.

Monitoring/Evaluation

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assessment data.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Valley Grove School District Schools will grow by 6% on the PA Future Ready Index in ELA, Science, and Mathematics assessments or meet/exceed the PA Statewide Average (Effective Education)</p> <p>All K-12 students will complete 25 lessons from the Social Emotional Learning Curriculum per year. (Social/Mental Support)</p> <p>80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year. (Closing the COVID-19 Learning Gap)</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Continue to use edInsight Instructional Management System to provide a holistic view of student information to drive district decisions, classroom instruction and personalized learning.</p>	<p>07/01/2021 - 06/30/2024</p>

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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Selflessness,
Forgiveness,
Commitment,
Humility

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Name**

**Professional
Development Step**

**Anticipated
Timeline**

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Timeline**

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Timeline**

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals

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**Communication
Step**

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Timeline**

Selflessness,
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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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

VGES: Academic Growth Expectations in Mathematics/Algebra 1: All Student Group Exceeds the Standard Demonstrating Growth

RGHS: Academic Growth Expectations in English Language Arts/Literatures: All Student Group Exceeds the Standard Demonstrating Growth

Enhanced Core Reading Instruction

Heggerty Phonemic Awareness

English Language Arts/Literature All Student Group Meets Interim Goal/Improvement Target

RGHS: Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth

VGES: Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target

VGES: Science/Biology All Student Group Meets 2030 Statewide Goal

Aligns curriculum with Career Readiness Standards (Ch.339)

Challenges

RGHS: Percent Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target

VGES: Academic Growth Expectations in English Language Arts/Literatures: All Student Group Did Not Meet the Standard Demonstrating Growth

VGES: English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth

District-Wide COVID-19 Learning Gaps

RGHS: Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target

District-Wide COVID-19 Learning Gaps

RGHS: Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target

District-Wide COVID-19 Learning Gaps

Not being able to visit businesses due to the pandemic.

Strengths

Teaching students career readiness skills

RGHS 82.7% Economically Disadvantaged Students Increase from Previous Year in Meeting or Exceeding Statewide Goal for Mathematics/Algebra

VGES 62.9% Economically Disadvantaged Meets or Exceeds Interim Target for ELA

Vast increase in the number of student devices within the district.

Various student support programs: Student Support Team, Student Assistance Program, IU Social Worker, Guidance Counselor, and Regional Counseling

Empower Leadership for District Continuous Improvement

Implement Data-Driven Human Capital Strategies

Organize and Allocate Resources and Services Strategically and Equitably

Challenges

Not being able to have businesses/speakers visit the schools due to the pandemic.

RGHS 29.6% Economically Disadvantaged Not Meeting Statewide Goal/Interim Target for Mathematics/Algebra 1

VGES 55% Economically Disadvantaged Not Meeting the Standard Demonstrating Growth for English Language Arts/Literature

The district purchased Character Strong curriculum which will help develop K-12 students socially and emotionally.

The newly acquired Title I resources will assist elementary students with ELA learning.

Added two interventionists to the elementary staff to assist with ELA and math intervention and to evaluate learning loss.

Additional enhanced summer programs at both the elementary and high school buildings to assist with evaluation of and addressing any learning loss.

Focus on Continuous Improvement of Instruction

Provide Student-Centered Supports so That All Students are Ready to Learn

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Focus on Continuous Improvement of Instruction

Provide Student-Centered Supports so That All Students are Ready to Learn

District-Wide COVID-19 Learning Gaps

ADDENDUM B: ACTION PLAN

Action Plan: Positive Behavioral Interventions and Supports (PBIS)

Action Steps	Anticipated Start/Completion Date
Continue to use edInsight Instructional Management System to provide a holistic view of student information to drive district decisions, classroom instruction and personalized learning.	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Administrators will review student data, from edInsight, annually to assist in making decisions on curriculum, student behavior, standards mastery, and student strengths and needs.	Administration Teachers

Material/Resources/Supports Needed	PD Step	Comm Step
edInsight	yes	yes



Action Steps**Anticipated Start/Completion Date**

CharacterStrong SEL curriculum will be used to focus on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

08/31/2021 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Administrators will review student data, from edInsight, annually to assist in making decisions on curriculum, student behavior, standards mastery, and student strengths and needs.

Administration Teachers

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

CharacterStrong SEL curriculum

yes

yes

Action Plan: Enhanced Core Reading Instruction (ECRI)

Action Steps**Anticipated Start/Completion Date**

Due to the COVID pandemic, societal issues that students are facing and the decline in support from home, student growth in ELA has become stagnant. The district will need to invest in a variety of interventions to improve student achievement. For the 21-22 school year, students in grades K-6 will receive interventions in both ELA and math to ensure that students are receiving additional assistance that will improve the skills they need to learn in any type of environment. As a low-income rural school district, Valley Grove SD offers full day kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into first grade and long-term educational success. To help our teachers increase achievement in ELA and offer more support to our students, we are implementing a multi-tiered system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Acadience Reading (formally known as Dibels Next), teachers will identify the student's greatest areas of need and provide the appropriate interventions. These include Enhanced Core Reading Instruction, Heggerty Phonemic Awareness Curriculum, and

07/01/2021 - 06/30/2024

Action Steps**Anticipated Start/Completion Date**

Wilson Reading System. Due to the learning gaps that were obtained by the COVID pandemic, the district has added a reading intervention teacher. Title I monies will follow the teacher and help maintain our Title I program by funding her salary and benefits. Having a background in reading, this teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of all our learners.

Monitoring/Evaluation**Anticipated Output**

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Monitoring/Evaluation

Anticipated Output

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Monitoring/Evaluation

Anticipated Output

Acadience Reading and STAR Assessments. The principals will meet, monthly, with the Federal Program Coordinator and school psych to ensure that students are grouped appropriately by using the assessment data.

Material/Resources/Supports Needed

PD Step

Comm Step

ECRI Material

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

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student growth in
ELA has become
stagnant. The
district will need
to invest in a
variety of
interventions to
improve student
achievement. For
the 21-22 school
year, students in
grades K-6 will
receive
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additional
assistance that
will improve the
skills they need to
learn in any type
of environment.
As a low-income

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

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**Anticipated
Timeline**

system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Acadience Reading (formally known as Dibels Next), teachers will identify the student's greatest areas of need and provide the appropriate interventions. These include Enhanced Core

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Reading Instruction, Heggerty Phonemic Awareness Curriculum, and Wilson Reading System. Due to the learning gaps that were obtained by the COVID pandemic, the district has added a reading intervention teacher. Title I monies will follow the teacher and help maintain our Title I program by funding her salary and benefits. Having a background in reading, this

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of all our learners.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CharacterStrong PD	Teachers	SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers using CharacterStrong curriculum in the classroom at scheduled times during the school day.	08/26/2021 - 08/26/2021	CharacterStrong

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating and Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
School-wide Positive Behavior Interventions and Supports	Teachers	School-wide Positive Behavior Interventions and Supports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Conducting school-wide trainings for students	08/25/2021 - 06/30/2024	PBIS Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 2a: Creating and Environment of Respect and Rapport
- 3e: Demonstrating Flexibility and Responsiveness
- 2d: Managing Student Behavior
- 2c: Managing Classroom Procedures

Professional Development Step

Audience

Topics of Prof. Dev

Enhanced Core Reading Instruction (ECRI)

K-3 Teachers

A series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teachers using ECRI in the classroom at scheduled times during the school day.

07/01/2021 - 06/30/2024

ECRI Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

3a: Communicating with Students

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Valley Grove School District Schools will grow by 6% on the PA Future Ready Index in ELA, Science, and Mathematics assessments or meet/exceed the PA Statewide Average (Effective Education)</p> <p>All K-12 students will complete 25 lessons from the Social Emotional Learning Curriculum per year. (Social/Mental Support)</p> <p>80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year. (Closing the COVID-19 Learning Gap)</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Continue to use edInsight Instructional Management System to provide a holistic view of student information to drive district decisions, classroom instruction and personalized learning.</p>	<p>2021-07-01 - 2024-06-30</p>
<p>Valley Grove School District Schools will grow by 6% on the PA Future Ready Index in ELA, Science, and Mathematics assessments or meet/exceed the PA Statewide Average (Effective Education)</p> <p>All K-12 students will complete 25 lessons from the Social Emotional Learning Curriculum per year. (Social/Mental Support)</p> <p>80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>CharacterStrong SEL curriculum will be used to focus on fostering the Whole Child with vertically-aligned lessons</p>	<p>2021-08-31 - 2026-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year. (Closing the COVID-19 Learning Gap)		that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility	
80% of all K-6 students will achieve a growth of 10 percentile points, for their percentile rank, from beginning to end of the school year or students will show 10% growth in their percentile rank from beginning to the end of the school year. (Closing the COVID-19 Learning Gap)	Enhanced Core Reading Instruction (ECRI)	Due to the COVID pandemic, societal issues that students are facing and the decline in support	2021-07-01 - 2024-06-30

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

from home, student growth in ELA has become stagnant. The district will need to invest in a variety of interventions to improve student achievement. For the 21-22 school year, students in grades K-6 will receive interventions in both ELA and math to ensure that students are receiving additional assistance that will improve the skills they need to learn in any type of environment. As a low-income

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

rural school district, Valley Grove SD offers full day kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into first grade and long-term educational success. To help our teachers increase achievement in ELA and offer more support to our students, we are implementing a multi-tiered

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Acadience Reading (formally known as Dibels Next), teachers will identify the student's greatest areas of need and provide the appropriate interventions. These include Enhanced Core

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Reading Instruction, Heggerty Phonemic Awareness Curriculum, and Wilson Reading System. Due to the learning gaps that were obtained by the COVID pandemic, the district has added a reading intervention teacher. Title I monies will follow the teacher and help maintain our Title I program by funding her salary and benefits. Having a background in reading, this

Measurable Goals**Action Plan Name****Communication Step****Anticipated Timeline**

teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of all our learners.

COMMUNICATIONS PLAN**Communication Step****Audience****Topics/Message of Communication**

School Board Presentation

School Board members and community

Assessment data

Anticipated Timeframe**Frequency****Delivery Method**

07/01/2021 - 06/30/2021

1 per year

Presentation

Lead Person/Position

Admin Team

Communication Step

Audience

Topics/Message of Communication

In-service Training

Teachers

CharacterStrong Curriculum

Anticipated Timeframe

Frequency

Delivery Method

08/26/2021 - 08/26/2021

1 time

Presentation

Lead Person/Position

CharacterStrong Presenter

Communication Step

Audience

Topics/Message of Communication

PBIS Training

Teachers and students

School PBIS policies

Anticipated Timeframe**Frequency****Delivery Method**

08/25/2021 - 06/30/2024

1-2 times per year

Presentation

Lead Person/Position

PBIS Team



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Board Meetings	Comp Plan Information	Presentation	School board members, teachers, parents and any other stakeholder with interests in the district.	Annual

