

LOWER DAUPHIN SD

291 E Main St

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The mission of the district is to provide students with a safe and supportive environment enabling them to engage in a quality education that empowers them to be successful in their next step in life.

VISION STATEMENT

Lower Dauphin will collaboratively cultivate a rigorous learning community where kindness, acceptance, and resiliency are pervasive.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Each student can learn and succeed. The student, as a unique individual, is the foundation of the educational process. We are committed to providing the opportunities that support the student's natural desire to learn, develop abilities, expand interests, and improve decision-making skills. These efforts should enable and empower students to be responsible and take ownership of their own learning, to recognize their obligations in a democratic society, and to experience the joys of life-long learning.

STAFF

A highly skilled and dedicated professional and support staff is a vital factor in the educational process. Each member of the staff is a guiding force in the progression of each student toward the achievement of full potential. Staff members collectively design and implement the learning process through application of their knowledge and through concern for the students as unique individuals.

ADMINISTRATION

A highly skilled and dedicated administrative staff is a vital factor in the educational process. Each member of the plays an important leadership role in ensuring the progression of each student toward the achievement of full potential. Administrative staff members collectively lead the design and implementation of the learning process through application of their knowledge and through concern for the students as unique individuals. The administrative leadership also provides a safe and supportive learning environment and guides efforts to enhance the learning environment.

PARENTS

The home shares a significant responsibility for the education of each student by providing a nurturing environment that is supportive of the school and its programs. Family involvement should be encouraged through cooperative planning, implementation of academic and non-academic programs and organizations, and reinforcement of the educational process.

COMMUNITY

The school district must recognize its place in the greater global society, must be a partner with the community, must respond to its diverse needs, and must recognize the community's contributions to a strong educational program.

STEERING COMMITTEE

Name	Position	Building/Group
Adams Lindsay	School Administrator	Lower Dauphin S D
Dan Berra	Pupil Services Director	Lower Dauphin S D
Ashley Bowser	Teacher	Lower Dauphin S D
Justin Bruce	Teacher	Lower Dauphin S D
Natusha Bulgrien	Teacher	Lower Dauphin S D
Mike Burkholder	Teacher	Lower Dauphin S D
Carmen Dickerson	Teacher	Lower Dauphin S D
Bob Cassel	Community Member	Communities that Care (CTC)
Jen Deibler	Instructional Tech Coach	Lower Dauphin S D
Jody Dimpsey	Community Member	Business Owner
Jeremy Fox	Teacher	Lower Dauphin S D
Jill Freedman	Principal, Middle School	Lower Dauphin S D
April Freeman	Special Education Coach	Lower Dauphin S D

Name	Position	Building/Group
Catie Gingrich	Teacher	Lower Dauphin S D
Given Anna	Student	Student
Julie Grierson	Reading Specialist	Lower Dauphin S D
Lisa Hahnen	Speech Pathologist	Lower Dauphin S D
Justin Hanula	Princpal, High School	Lower Dauphin S D
Jim Hazen	Community Relations Coordinator	Lower Dauphin S D
Monica Hockenbrock	Teacher	Lower Dauphin S D
Garrett Harner	Teacher	Lower Dauphin S D
Jen Kastelic	Teacher	Lower Dauphin S D
Erin Kelly	School Psychologist	Lower Dauphin S D
Jamie Ketty	Teacher	Lower Dauphin S D
Kristin Heverly	Parent	Parent
Sheri Helmer	Parent	Parent
Nancy Kiscadden	Teacher	Lower Dauphin S D
Stacy Kreitzer	Instructional Technology Coach	Lower Dauphin S D

Name	Position	Building/Group
Tim Koons	Student	Student
Jen Kopinetz	Teacher	Lower Dauphin S D
Todd Neuhard	Assistant to the Superintendent	Lower Dauphin S D
Erin Osevala	Parent	Parent
Robert Schultz	Superintendent	Lower Dauphin SD
Joanna Michels	Teacher	Lower Dauphin S D
Bryan MacLeod	Principal, Elementary	Lower Dauphin S D
Kim Ringso	Principal, Elementary	Lower Dauphin S D
Heather Paul	Teacher	Lower Dauphin S D
Steve Schoessler	Principal, Elementary	Lower Dauphin S D
Annette Trautman	Librarian	Lower Dauphin S D
Sierra Slentz	Student, Gr. 11	Student
Brent Simpson	Parent	Parent
Jared Wastler	Assistant Principal, HS	Lower Dauphin S D
Mary Smith	Nurse	Lower Dauphin S D

Name	Position	Building/Group
Erica Wilkinson	Teacher	Lower Dauphin S D
Dave Wuestner	Principal, Elementary	Lower Dauphin S D
Jenna Wise	Teacher	Lower Dauphin S D
Kevin White	Director of Information & Technology	Lower Dauphin S D
Kira Yeager	Parent	Parent
Joe Foran	Parent	Parent
Shannon Guevarex	Teacher	Lower Dauphin S D
Sarah Pikhit	Student, Gr. 10	Student

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to ensure our students K-12 are receiving information regarding career readiness	Career Standards Benchmark
Our current assessment system is lacking in consistency and alignment, use of the CDTs will help ensure both of these issues are addressed	Mathematics English Language Arts
Our prior Safe and Supportive Schools Plan is outdated and delivered with inconsistency across the district. We need to develop a new plan which includes anti-bullying, social justice, and mental health components and ensure the program is delivered with fidelity to our students and families	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy
TBD from PDE
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Readiness	Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
1. Develop a 339 plan that is approved by the Board of School Directors	2018-08-12 - 2020-03-16	Mr. Todd Neuhard/Assistant to the Superintendent	Guidance Advisory Counsel and PDE and IU15 resources that aide in the development and implementation of the 339 plan
Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	2020-06-01 - 2023-06-01	Mr. Todd Neuhard/Assistant to the Superintendent	Teachers and school counselors will receive professional development on how to complete reports regarding completion rates. This report will be provided to the building principals who then report to the district administration. A template will be developed to allow professional staff to document completion of the required prompts and tasks identified in the 339 plan (ongoing, yearly task)
Participation in the Guidance Advisory Counsel	2020-06-01 - 2023-06-01	Mr. Todd Neuhard/Assistant to the Superintendent	No material or resources required
Research a viable survey to survey to	2022-01-04 - 2022-06-01	Mr. Todd Neuhard/Assistant	Develop a committee to research a viable survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
survey graduates from the 2022-2023 graduating classes		to the Superintendent	
Review prompts and ensure evidence collection remains relevant	2023-01-04 - 2023-06-01	Mr. Todd Neuhard/Assistant to the Superintendent	Develop a committee to review the prompts for relevance
Survey the graduating class of 2021	2023-06-01 - 2023-10-01	Mr. Todd Neuhard/Assistant to the Superintendent	Viable survey instrument

Anticipated Outcome

A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.

Monitoring/Evaluation

A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.

Evidence-based Strategy

Classroom Diagnostic Tools (CDTs)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics

2020-09-14 -
2020-06-30

Douglas Winner
& Todd
Neuhard/
Assistants to
the
Superintendent

CDT documents in SAS

Research Evidence-based Benchmark Assessments

2020-08-20 -
2021-01-29

Douglas Winner
& Todd
Neuhard/
Assistants to
the
Superintendent

Develop a committee to complete research of available assessment measures for ELA and Mathematics

Professional development on the analysis of the PA Common Core Anchors and eligible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)

2020-10-02 -
2021-01-29

Douglas Winner
& Todd
Neuhard/
Assistants to

SAS documents, CDT results, PA Common Core Anchors and eligible content, PSSA & Keystone Results (e-metric)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		the Superintendent	
Research evidence-based mathematics program	2020-10-20 - 2021-04-01	Douglas Winner & Todd Neuhard/ Assistants to the Superintendent	Develop a committee to analyze available resources and also work within budget constraints
Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	2020-06-10 - 2023-08-01	Douglas Winner & Todd Neuhard/ Assistants to the Superintendent	Access to emetric, PSSA and Keystone results from DRC/PDE and Performance Tracker
Development and implementation of an assessment calendar for K-12 for use in the 2021-22 and 2022-23 academic years	2021-01-20 - 2022-04-01	Douglas Winner & Todd Neuhard/ Assistants to the Superintendent	Develop a committee to establish the assessments and schedule for administration of the assessments
Data Analysis Training	2021-09-20 - 2021-12-15	Douglas Winner & Todd	Professional development opportunities which are differentiated based on need to develop

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Neuhard/ Assistants to the Superintendent	and enhance the ability for teachers to understand and utilize data to drive instruction
Curriculum Review to ensure alignment with PA Common Core	2021-06-14 - 2021-09-30	Douglas Winner & Todd Neuhard/ Assistants to the Superintendent	Current Curriculum Maps information from analysis of PA Common Core anchors and eligible content, which was completed 1/21/2021 in a previous action step
Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and instruction.	- 2021-11-30	Douglas Winner & Todd Neuhard/ Assistants to the Superintendent	PVAAS data from 2020 and 2021 and materials and resources in SAS

Anticipated Outcome

Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams

Monitoring/Evaluation

The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.

Evidence-based Strategy

PATHS, Choose Love, Leader in Me

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	2020-08-24 - 2021-05-28	Douglas Winner, Lindsay Adams, Lauren Bruce	"Choose Love" open source downloaded curriculum
Form a building committee with a representative from primary grades, intermediate grades, a specialist and a support staff member to guide the pilot implementation	2020-08-24 - 2021-05-28	Lauren Bruce, Lindsay Adams	"Choose Love" open source downloaded curriculum, supplemental guides for building implementation, staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			feedback and observations
Evaluate Effectiveness of the Choose Love Program through the use of a pre and post staff survey	2020-08-19 - 2020-05-07	Lauren Bruce, Lindsay Adams, Douglas Winner	Creation of a survey tool to gather data on staff perception in the changes to student behavior based on participation in the Choose Love program
Review survey data from East Hanover Staff regarding the Choose Love program and determine effectiveness and value for implementation district wide	2021-05-07 - 2021-06-04	Lauren Bruce, Lindsay Adams, Douglas Winner	Data collected from staff survey results
Implementation of the revised focus and program for student lessons and engagement at the high school	2020-09-08 - 2021-05-28	Jared Wastler/Asst. Princ.; Safe and Supportive Schools Team	"Harbor" by Jostens's (Video and lessons series)
Research and identify evidence based strategies for supporting at risk student populations	2020-06-08 - 2020-11-20	Jared Wastler/Asst. Principal; Safe and Supportive Schools Team	Sample materials from strategies/programs (ex. Check and Connect)
Pilot an evidence based strategy/program for supporting at-risk student population	2021-09-06 - 2022-05-27	Jared Wastler/Asst. Principal; Safe and Supportive Schools Team	Resources supporting evidence based strategy (ex. Check and Connect)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support at-risk student populations and make recommendations for future implementation	2022-05-02 - 2022-06-30	Jared Wastler/Asst. Principal; Douglas Winner/Asst. to the Supt.; Safe and Supportive Schools team.	Pre and post survey and data analysis
Implementation of the revised focus and program for student lessons and engagement at the middle school	2020-09-08 - 2021-05-28	Jon Breininger/Asst. Principal; Safe and Supportive Schools Team	Lessons developed for bullying prevention
Research and identify evidence based strategies for supporting bullying prevention, social emotional learning, and/or mental health of the students	2020-06-08 - 2020-11-20	Jon Breininger/Asst. Principal; Safe and Supportive Schools Team	Sample materials from strategies/programs (ex. Choose Love, SOAR)
Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	2021-09-06 - 2022-05-27	Jon Breininger/Asst. Principal; Safe and Supportive Schools Team	Resources supporting evidence based strategy (ex. Choos Love, SOAR)
Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support bullying prevention, social emotional learning, and/or mental health of the students and make recommendations for future implementation	2022-05-02 - 2022-06-30	Jon Breininger/Asst. Principal; Douglas Winner/Asst. to the Supt.; Safe and	Pre and post survey and data analysis

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Supportive Schools team	
Survey students, staff, parents, and community to measure effectiveness of our S&SS programs	2020-09-15 - 2020-10-01	Douglas Winner/Asst. to the Superintendent	Pre and Post survey and data analysis

Anticipated Outcome

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	1. Develop a 339 plan that is approved by the Board of School Directors	08/12/2018 - 03/16/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	06/01/2020 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Research a viable survey to survey to survey graduates from the 2022-2023 graduating classes	01/04/2022 - 06/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Review prompts and ensure evidence collection remains relevant	01/04/2023 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Survey the graduating class of 2021	06/01/2023 - 10/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	09/14/2020 - 06/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Research Evidence-based Benchmark Assessments	08/20/2020 - 01/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Professional development on the analysis of the PA Common Core Anchors and eligible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)	10/02/2020 - 01/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Research evidence-based mathematics program	10/20/2020 - 04/01/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	06/10/2020 - 08/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Development and implementation of an assessment calendar for K-12 for use in the 2021-22 and 2022-23 academic years	01/20/2021 - 04/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Data Analysis Training	09/20/2021 - 12/15/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Curriculum Review to ensure alignment with PA Common Core	06/14/2021 - 09/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and instruction.	01/01/0001 - 11/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	08/24/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the high school	09/08/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting at-risk student population	09/06/2021 - 05/27/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the middle school	09/08/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	09/06/2021 - 05/27/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	1. Develop a 339 plan that is approved by the Board of School Directors	08/12/2018 - 03/16/2020

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	06/01/2020 - 06/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Participation in the Guidance Advisory Counsel	06/01/2020 - 06/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Research a viable survey to survey to survey graduates from the 2022-2023 graduating classes	01/04/2022 - 06/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Review prompts and ensure evidence collection remains relevant	01/04/2023 - 06/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Survey the graduating class of 2021	06/01/2023 - 10/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	09/14/2020 - 06/30/2020

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Research Evidence-based Benchmark Assessments	08/20/2020 - 01/29/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Professional development on the analysis of the PA Common Core Anchors and eligible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)	10/02/2020 - 01/29/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Research evidence-based mathematics program	10/20/2020 - 04/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	06/10/2020 - 08/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Development and implementation of an assessment calendar for K-12 for use in the 2021-22 and 2022-23 academic years	01/20/2021 - 04/01/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Data Analysis Training	09/20/2021 - 12/15/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Curriculum Review to ensure alignment with PA Common Core	06/14/2021 - 09/30/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and instruction.	01/01/0001 - 11/30/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	08/24/2020 - 05/28/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Form a building committee with a representative from primary grades, intermediate grades, a specialist and a support staff member to guide the pilot implementation	08/24/2020 - 05/28/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Evaluate Effectiveness of the Choose Love Program through the use of a pre and post staff survey	08/19/2020 - 05/07/2020

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Review survey data from East Hanover Staff regarding the Choose Love program and determine effectiveness and value for implementation district wide	05/07/2021 - 06/04/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the high school	09/08/2020 - 05/28/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting at-risk student population	09/06/2021 - 05/27/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support at-risk student populations and make recommendations for future implementation	05/02/2022 - 06/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the middle school	09/08/2020 - 05/28/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	09/06/2021 - 05/27/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support bullying prevention, social emotional learning, and/or mental health of the students and make recommendations for future implementation	05/02/2022 - 06/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Survey students, staff, parents, and community to measure effectiveness of our S&SS programs	09/15/2020 - 10/01/2020

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

2020-04-20

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

Superintendent/Chief Executive Officer

Robert K Schultz

2021-05-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The all-student group at the high school is doing well in academic achievement for Math, ELA, and Science.

At the elementary and middle school level, the strength of the economically disadvantaged subgroup has been the strongest of the subgroup categories.

80.3% of the students at the HS level were proficient or advanced in ELA with 94 % demonstrating growth.

Four of the schools demonstrated growth for students with disabilities.

High school demonstrated 71% growth for all students. 50% of the economically disadvantaged students at the high school were proficient or advanced

Three of the five elementary schools demonstrated achievement growth in the economically disadvantaged subgroup.

Middle school students with disabilities demonstrated 71% growth

Demonstrated 100% growth for all students at the high school.
83% of the students with disabilities at the high school

Challenges

Develop a 339 plan that is approved by the Board of School Directors

Train teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics

Develop a Safe and Supportive Schools program K - 12

At the HS, we need to focus on authentic career readiness.

At the HS, we need to examine evidence-based strategies to increase proficiency for students with disabilities in all three areas.

Middle School - ELA growth and math achievement in the subgroups economically disadvantaged and race/ethnicity

Elementary - ELA growth; and math achievement and growth; and math achievement in the subgroups economically disadvantaged and race/ethnicity

Strengths

demonstrated growth in science.

All five elementary schools have met or exceeded the interim goal.

98% growth for all students at the middle school. 70 % of students with disabilities demonstrated growth.

The district has an existing Safe and Supportive Plan, but it needs to be assessed and modifications need to be made to improve the plan and the consistency of delivery of the plan

The overall strength of the economically disadvantaged subgroup has had a positive impact specifically on our ELA scores as a district. These students are also the strongest performing subgroup in math. The Hispanic students at the middle school and high school have demonstrated growth specifically in ELA. Two schools met the interim goal for economically disadvantaged students in both ELA and math.

Positive feedback on our Title 1 Federal Program audit Operation of Title 1 and Title 1 “like” programs successfully 339 plan complete and will be submitting for Board approval in spring 2020

Recruitment and retention of highly-quality leaders and teachers
Customized professional development currently plan in place

All scores at the high school are at or above the 2030 goals for

Strengths

the last two years

Middle School ELA Achievement and Science Achievement and growth

Elementary ELA Achievement and Science Achievement and growth

The district has been working on the development of a 339 plan

The high school is also doing well in the all-student group as well as sub-groups for industry based learning.

At the middle school level, the achievement level is a strength for ELA and growth and achievement at the middle school level is strong for Science for the all-student group.

This is similar to the elementary level where ELA achievement is strong and growth and achievement are strong in Science for the all student group.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Develop a 339 plan that is approved by the Board of School Directors	We currently do not have a Board approved 339 plan	
Train teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	We need to increase ELA growth and Math achievement and growth at the middle school and elementary level	
Develop a Safe and Supportive Schools program K - 12	Our prior Safe and Supportive Schools Plan is outdated and delivered with inconsistency across the district. We need to develop a new plan which includes anti-bullying, social justice, and mental health components and ensure the program is delivered with fidelity to our students and families	

ADDENDUM B: ACTION PLAN

Action Plan: TBD from PDE

Action Steps		Anticipated Start/Completion Date	
1. Develop a 339 plan that is approved by the Board of School Directors		08/12/2018 - 03/16/2020	
Monitoring/Evaluation		Anticipated Output	
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.		A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.	
Material/Resources/Supports Needed		PD Step	Comm Step
Guidance Advisory Counsel and PDE and IU15 resources that aide in the development and implementation of the 339 plan		yes	yes

Action Steps	Anticipated Start/Completion Date		
Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	06/01/2020 - 06/01/2023		
Monitoring/Evaluation	Anticipated Output		
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.	A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Teachers and school counselors will receive professional development on how to complete reports regarding completion rates. This report will be provided to the building principals who then report to the district administration. A template will be developed to allow professional staff to document completion of the required prompts and tasks identified in the 339 plan (ongoing, yearly task)	yes	yes	

Action Steps	Anticipated Start/Completion Date
Participation in the Guidance Advisory Counsel	06/01/2020 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.	A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.

Material/Resources/Supports Needed	PD Step	Comm Step
No material or resources required	no	yes

Action Steps	Anticipated Start/Completion Date	
Research a viable survey to survey to survey graduates from the 2022-2023 graduating classes	01/04/2022 - 06/01/2022	
Monitoring/Evaluation	Anticipated Output	
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.	A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.	
Material/Resources/Supports Needed	PD Step	Comm Step
Develop a committee to research a viable survey	yes	yes

Action Steps		Anticipated Start/Completion Date	
Review prompts and ensure evidence collection remains relevant		01/04/2023 - 06/01/2023	
Monitoring/Evaluation		Anticipated Output	
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.		A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.	
Material/Resources/Supports Needed		PD Step	Comm Step
Develop a committee to review the prompts for relevance		yes	yes

Action Steps	Anticipated Start/Completion Date
Survey the graduating class of 2021	06/01/2023 - 10/01/2023

Monitoring/Evaluation	Anticipated Output
A two-step process will be used to monitor and evaluate. The first step is to develop a document for teachers and school counselors to record completion of the student tasks as outlined in the 339 plan. The post-graduation surveys will allow us to analyze and evaluate the effectiveness of the program that is being implemented.	A 339 plan will be created and approved by the Board of School Directors, and the plan will be successfully completed by 93% of the students.

Material/Resources/Supports Needed	PD Step	Comm Step
Viable survey instrument	yes	yes

Action Plan: Classroom Diagnostic Tools (CDTs)

Action Steps	Anticipated Start/Completion Date	
Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	09/14/2020 - 06/30/2020	
Monitoring/Evaluation	Anticipated Output	
The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.	Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams	
Material/Resources/Supports Needed	PD Step	Comm Step
CDT documents in SAS	yes	yes

Action Steps	Anticipated Start/Completion Date
Research Evidence-based Benchmark Assessments	08/20/2020 - 01/29/2021

Monitoring/Evaluation	Anticipated Output
<p>The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.</p>	<p>Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams</p>

Material/Resources/Supports Needed	PD Step	Comm Step
Develop a committee to complete research of available assessment measures for ELA and Mathematics	yes	yes

Action Steps**Anticipated Start/Completion Date**

Professional development on the analysis of the PA Common Core Anchors and eligible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)

10/02/2020 - 01/29/2021

Monitoring/Evaluation**Anticipated Output**

The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.

Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And
Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams

Material/Resources/Supports Needed	PD Step	Comm Step
SAS documents, CDT results, PA Common Core Anchors and eligible content, PSSA & Keystone Results (emetric)	yes	yes

Action Steps	Anticipated Start/Completion Date
Research evidence-based mathematics program	10/20/2020 - 04/01/2021

Monitoring/Evaluation	Anticipated Output
The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.	Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams

Material/Resources/Supports Needed	PD Step	Comm Step
Develop a committee to analyze available resources and also work within budget constraints	yes	yes

Action Steps	Anticipated Start/Completion Date		
Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	06/10/2020 - 08/01/2023		
Monitoring/Evaluation	Anticipated Output		
<p>The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.</p>	<p>Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams</p>		
Material/Resources/Supports Needed	PD Step	Comm Step	
Access to emetric, PSSA and Keystone results from DRC/PDE and Performance Tracker	yes	yes	

Action Steps	Anticipated Start/Completion Date
Development and implementation of an assessment calendar for K-12 for use in the 2021-22 and 2022-23 academic years	01/20/2021 - 04/01/2022

Monitoring/Evaluation	Anticipated Output
The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.	Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams

Material/Resources/Supports Needed	PD Step	Comm Step
Develop a committee to establish the assessments and schedule for administration of the assessments	yes	yes

Action Steps	Anticipated Start/Completion Date		
Data Analysis Training	09/20/2021 - 12/15/2021		
Monitoring/Evaluation	Anticipated Output		
The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.	Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams		
Material/Resources/Supports Needed	PD Step	Comm Step	
Professional development opportunities which are differentiated based on need to develop and enhance the ability for teachers to understand and utilize data to drive instruction	yes	yes	

Action Steps**Anticipated Start/Completion Date**

Curriculum Review to ensure alignment with PA Common Core

06/14/2021 - 09/30/2021

Monitoring/Evaluation**Anticipated Output**

The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.

Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And
Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams

Material/Resources/Supports Needed	PD Step	Comm Step
Current Curriculum Maps information from analysis of PA Common Core anchors and eligible content, which was completed 1/21/2021 in a previous action step	yes	yes

Action Steps	Anticipated Start/Completion Date
Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and instruction.	01/01/0001 - 11/30/2021

Monitoring/Evaluation	Anticipated Output	
<p>The first step is to ensure our administrative team knows and understands the CDT and can then support our teachers as they implement the CDT assessment in 2020-21. The second step is to ensure we know and understand the PA Common Core Anchors and Eligible Content (Mathematics and ELA). We also need to analyze our current curriculum to ensure it is aligned to the PA Common Core. Additionally, we need to analyze CDT results, PSSA & Keystone results, and PVASS data to inform and drive programs, curriculum, student scheduling, and instruction. In Mathematics, we need to research programs that are aligned to the PA Common Core Standards and pilot a program that will increase student achievement.</p>	<p>Increase the percentage of students proficient or advanced by 5.4% in math at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams And Increase the percentage of students proficient or advanced by 4.5% in ELA at all buildings comparing the 2018 scores to the 2023 PSSA and Keystone Exams</p>	
Material/Resources/Supports Needed	PD Step	Comm Step
PVAAS data from 2020 and 2021 and materials and resources in SAS	yes	yes

<p>Action Plan: PATHS, Choose Love, Leader in Me</p>		

Action Steps	Anticipated Start/Completion Date
Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	08/24/2020 - 05/28/2021
Monitoring/Evaluation	Anticipated Output
<p>In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.</p>	<p>Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
"Choose Love" open source downloaded curriculum	yes	yes

Action Steps	Anticipated Start/Completion Date
Form a building committee with a representative from primary grades, intermediate grades, a specialist and a support staff member to guide the pilot implementation	08/24/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

"Choose Love" open source downloaded curriculum, supplemental guides for building implementation, staff feedback and observations

no

yes

Action Steps**Anticipated Start/Completion Date**

Evaluate Effectiveness of the Choose Love Program
through the use of a pre and post staff survey

08/19/2020 - 05/07/2020

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Creation of a survey tool to gather data on staff perception in the changes to student behavior based on participation in the Choose Love program

no

yes

Action Steps**Anticipated Start/Completion Date**

Review survey data from East Hanover Staff regarding the Choose Love program and determine effectiveness and value for implementation district wide

05/07/2021 - 06/04/2021

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Data collected from staff survey results

no

yes

Action Steps**Anticipated Start/Completion Date**

Implementation of the revised focus and program for student lessons and engagement at the high school

09/08/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

Material/Resources/Supports Needed	PD Step	Comm Step
"Harbor" by Jostens's (Video and lessons series)	yes	yes

Action Steps	Anticipated Start/Completion Date
Research and identify evidence based strategies for supporting at risk student populations	06/08/2020 - 01/01/0001

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Sample materials from strategies/programs (ex. Check and Connect)

no

no

Action Steps**Anticipated Start/Completion Date**

Pilot an evidence based strategy/program for supporting at-risk student population

09/06/2021 - 05/27/2022

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

Material/Resources/Supports Needed	PD Step	Comm Step
Resources supporting evidence based strategy (ex. Check and Connect)	yes	yes

Action Steps	Anticipated Start/Completion Date
Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support at-risk student populations and make recommendations for future implementation	05/02/2022 - 06/30/2022

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Pre and post survey and data analysis

no

yes

Action Steps**Anticipated Start/Completion Date**

Implementation of the revised focus and program for student lessons and engagement at the middle school

09/08/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

Material/Resources/Supports Needed	PD Step	Comm Step
Lessons developed for bullying prevention	yes	yes

Action Steps	Anticipated Start/Completion Date
Research and identify evidence based strategies for supporting bullying prevention, social emotional learning, and/or mental health of the students	06/08/2020 - 11/20/2020

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Sample materials from strategies/programs (ex. Choose Love, SOAR)

no

no

Action Steps**Anticipated Start/Completion Date**

Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students

09/06/2021 - 05/27/2022

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Resources supporting evidence based strategy (ex. Choos Love, SOAR)

yes

yes

Action Steps**Anticipated Start/Completion Date**

Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support bullying prevention, social emotional learning, and/or mental health of the students and make recommendations for future implementation05/02/2022 - 06/30/2022

Monitoring/Evaluation

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Anticipated Output

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

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

Pre and post survey and data analysis

no

yes

Action Steps**Anticipated Start/Completion Date**

Survey students, staff, parents, and community to measure effectiveness of our S&SS programs

09/15/2020 - 10/01/2020

Monitoring/Evaluation**Anticipated Output**

In the fall of 2020, a survey will be conducted targeting the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12. Data collected from the survey will be used as a baseline to guide the research, piloting and possible implementation of evidence-based strategies/programs to target bullying prevention/social emotional learning/mental health of our students. Each level (elementary, middle school, high school) will research, pilot and possibly implement an evidence-based strategy/program that best targets the specific needs of the students. Each level will collect data on the chosen pilot strategy/program to evaluate the effectiveness of the strategy/program. In the spring of 2022, the district will repeat the survey conducted in the fall of 2020 to evaluate improvement of the climate/culture and perceived safety/positive perspective of the students, staff and community toward our schools, K-12.

Improve the students' understanding of how to prevent bullying, provide strategies for positive mental health and improve the students' social emotional learning skills.

Material/Resources/Supports Needed	PD Step	Comm Step
Pre and Post survey and data analysis	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	1. Develop a 339 plan that is approved by the Board of School Directors	08/12/2018 - 03/16/2020
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	06/01/2020 - 06/01/2023
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Research a viable survey to survey to survey graduates from the 2022-2023 graduating classes	01/04/2022 - 06/01/2022
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed	TBD from PDE	Review prompts and ensure	01/04/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
to analyze and evaluate current career readiness program. (Career Readiness)		evidence collection remains relevant	06/01/2023
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Survey the graduating class of 2021	06/01/2023 - 10/01/2023
	Classroom Diagnostic Tools (CDTs)	Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	09/14/2020 - 06/30/2020
	Classroom Diagnostic Tools (CDTs)	Research Evidence-based Benchmark Assessments	08/20/2020 - 01/29/2021
	Classroom Diagnostic Tools (CDTs)	Professional development on the analysis of the PA Common Core Anchors and	10/02/2020 - 01/29/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		elegible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)	
	Classroom Diagnostic Tools (CDTs)	Research evidence-based mathematics program	10/20/2020 - 04/01/2021
	Classroom Diagnostic Tools (CDTs)	Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	06/10/2020 - 08/01/2023
	Classroom Diagnostic Tools (CDTs)	Development and implementation of an assessment calendar for K-12 for use in the 2021-22 and 2022-23 academic years	01/20/2021 - 04/01/2022
	Classroom	Data Analysis	09/20/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Diagnostic Tools (CDTs)	Training	- 12/15/2021
	Classroom Diagnostic Tools (CDTs)	Curriculum Review to ensure alignment with PA Common Core	06/14/2021 - 09/30/2021
	Classroom Diagnostic Tools (CDTs)	Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and instruction.	01/01/0001 - 11/30/2021
	PATHS, Choose Love, Leader in	Pilot the Jessie Lewis "Choose Love" Enrichment Program at East	08/24/2020 - 05/28/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Me	Hanover Elementary	
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the high school	09/08/2020 - 05/28/2021
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting at-risk student population	09/06/2021 - 05/27/2022
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the middle school	09/08/2020 - 05/28/2021
	PATHS, Choose	Pilot an evidence based	09/06/2021 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Love, Leader in Me	strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	05/27/2022
<hr/>			
<hr/>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
339 Evidence Collection	School Counselors, administrative team, teachers, department chairs	Review of 339 plan, template for documentation of evidence collection, timeline for collection
<hr/>		
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective implementation of the 339 plan evidence collection process	06/01/2020 - 09/01/2020	Mr. Todd Neuhard/Assistant to the Superintendent

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

4b: Maintaining Accurate Records

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step**Audience****Topics of Prof. Dev**

Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot use in ELA and Mathematics

ELA and Mathematics teachers
(Grades 3-12)Administration of CDTs Analysis of Results
Using Results to drive instructional decisions**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Effective use of CDTs to drive instructional decisions and increases in student achievement in ELA and Mathematics

09/14/2020 - 11/30/2020

Mr. Todd Neuhard and Dr. Douglas Winner
Assistants to the the Superintendent**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

3d: Using Assessment in Instruction

Teaching Diverse Learners in an Inclusive Setting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Demonstration of ability to access and analyze data from each resource listed above as measured by the building principal	09/20/2021 - 12/15/2021	Dr. Douglas Winner/Assistant to the Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Review to ensure alignment with PA Common Core	ELA AND Mathematics Teachers	Process to analyze alignment between the PA Common Core (anchors and eligible content) and the current ELA and Mathematics curriculum maps

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documentation of content that is aligned after the audit	06/14/2021 - 09/30/2021	Dr. Douglas Winner and Mr. Todd Neuhard Assistants to the Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development on analyzing and utilizing PVAAS results and use of PVASS results to inform and drive program, curriculum, student scheduling, and instruction	ELA and Mathematics Teachers	Review of reports available in PVAAS How to interpret the data How to use the data to inform program, curriculum, and instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Demonstration of navigation in the PVAAS report system, review of analysis with the building principal and/or workshop presenter	10/01/2021 - 11/30/2021	Dr. Douglas Winner and Mr. Todd Neuhard Assistants to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	All teachers, counselor, principal, at East Hanover Elementary Shool	Instruction on the implementation of the "Choose Love" program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom teachers are able to plan instruction for the implementation of the "Choose Love" program at the beginning of the 2020-2021 school year	06/08/2020 - 08/21/2020	Lauren Bruce/Counselor, Lindsay Adams/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of the revised focus and program for student lessons and engagement at the high school	All teachers, counselors, administration and student advisory team	Instruction on the implementation of school designed safe and supportive schools program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom teachers are able to plan instruction for the implementation of the safe and supportive schools program for the 2020-2021 school year	08/20/2020 - 05/28/2021	Jared Wastler/Assistant Principal; School Safe and Supportive Schools Team

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

2a: Creating and Environment of Respect and Rapport

Professional Development Step**Audience****Topics of Prof. Dev**

Pilot an evidence based strategy/program for supporting at-risk student population

Identified staff members, administration, counselors

Instruction on the identified program to address at-risk student population

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

Identified staff members are able to plan instruction for the pilot program

09/06/2021 - 05/27/2022

Jared Wastler/Asst. Principal; School Safe and Supportive Schools Team

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

2a: Creating and Environment of Respect and Rapport

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of the revised focus and program for students lessons and engagement at the middle school	All teachers, counselors, administration and students	Instruction on the implementation of school designed safe and supportive schools program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom teachers are able to plan instruction for the implementation of the safe and supportive schools program for the 2020-2021 school year	08/20/2020 - 05/28/2021	Jon Breininger/Assistant Principal; School Safe and Supportive Schools Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	Identified staff members, administration, counselors	Instruction on the identified program to address at-risk student population

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Identified staff members are able to plan instruction for the pilot program	09/06/2021 - 05/27/2022	John Breininger/Asst. Principal; School Safe and Supportive Schools Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of the Jessie Lewis "Choose Love" Enrichment Program at all elementary schools	All teachers, counselor, principal at each elementary school	Instruction on the implementation of the "Choose Love" program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom teachers are able to plan instruction for the implementation of the "Choose Love" program at the beginning of the 2021-2022 school year	06/07/2021 - 08/21/2021	Counselor and Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	1. Develop a 339 plan that is approved by the Board of School Directors	2018-08-12 - 2020-03-16
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Evidence collected at all three levels (Elementary, MS, HS) at 93% or higher completion rate	2020-06-01 - 2023-06-01
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Participation in the Guidance Advisory Counsel	2020-06-01 - 2023-06-01
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Research a viable survey to survey to survey graduates from	2022-01-04 - 2022-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		the 2022-2023 graduating classes	
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Review prompts and ensure evidence collection remains relevant	2023-01-04 - 2023-06-01
Develop a 339 plan that is approved by the Board of School Directors. This plan will be successfully completed by 93 percent of students and 2021 graduates will be surveyed to analyze and evaluate current career readiness program. (Career Readiness)	TBD from PDE	Survey the graduating class of 2021	2023-06-01 - 2023-10-01
	Classroom Diagnostic Tools (CDTs)	Train Teachers in the use of CDTs (ELA and Mathematics) and Pilot CDT use in ELA and Mathematics	2020-09-14 - 2020-06-30
	Classroom Diagnostic Tools (CDTs)	Research Evidence-based Benchmark Assessments	2020-08-20 - 2021-01-29

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Classroom Diagnostic Tools (CDTs)	Professional development on the analysis of the PA Common Core Anchors and eligible content. Data analysis of CDT results and PSSA & Keystone results (e-metric)	2020-10-02 - 2021-01-29
	Classroom Diagnostic Tools (CDTs)	Research evidence-based mathematics program	2020-10-20 - 2021-04-01
	Classroom Diagnostic Tools (CDTs)	Data Analysis of 2019-20, 2020-21, and 2021-22 PSAA and Keystone Results	2020-06-10 - 2023-08-01
	Classroom Diagnostic Tools (CDTs)	Development and implementation of an assessment calendar for K-12	2021-01-20 - 2022-04-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		for use in the 2021-22 and 2022-23 academic years	
	Classroom Diagnostic Tools (CDTs)	Data Analysis Training	2021-09-20 - 2021-12-15
	Classroom Diagnostic Tools (CDTs)	Curriculum Review to ensure alignment with PA Common Core	2021-06-14 - 2021-09-30
	Classroom Diagnostic Tools (CDTs)	Professional Development on analyzing and utilizing PVAAS results and use of PVAAS results to inform and drive programs, curriculum, student scheduling, and	- 2021-11-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		instruction.	
	PATHS, Choose Love, Leader in Me	Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	2020-08-24 - 2021-05-28
	PATHS, Choose Love, Leader in Me	Form a building committee with a representative from primary grades, intermediate grades, a specialist and a support staff member to guide the pilot implementation	2020-08-24 - 2021-05-28
	PATHS, Choose Love, Leader in	Evaluate Effectiveness of the Choose Love Program through	2020-08-19 - 2020-05-07

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Me	the use of a pre and post staff survey	
	PATHS, Choose Love, Leader in Me	Review survey data from East Hanover Staff regarding the Choose Love program and determine effectiveness and value for implementation district wide	2021-05-07 - 2021-06-04
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the high school	2020-09-08 - 2021-05-28
	PATHS, Choose Love,	Pilot an evidence based strategy/program	2021-09-06 - 2022-05-27

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Leader in Me	for supporting at-risk student population	
	PATHS, Choose Love, Leader in Me	Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support at-risk student populations and make recommendations for future implementation	2022-05-02 - 2022-06-30
	PATHS, Choose Love, Leader in Me	Implementation of the revised focus and program for student lessons and engagement at the middle school	2020-09-08 - 2021-05-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	PATHS, Choose Love, Leader in Me	Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	2021-09-06 - 2022-05-27
	PATHS, Choose Love, Leader in Me	Evaluate effectiveness of safe and supportive curriculum and the evidence based strategy to support bullying prevention, social emotional learning, and/or mental health of the students and make	2022-05-02 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		recommendations for future implementation	
	PATHS, Choose Love, Leader in Me	Survey students, staff, parents, and community to measure effectiveness of our S&SS programs	2020-09-15 - 2020-10-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Two action steps: 339 plan approval and evidence collection process	School counselors, department chairs, teachers, Board of School Directors	Overview of the completed 339 plan and implementation steps including document collection process
Anticipated Timeframe	Frequency	Delivery Method
04/01/2020 - 09/01/2020	One meeting per audience group	Other

Lead Person/Position

Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
--------------------	----------	---------------------------------

Participation in Guidance Advisory Council (GAC)	School Counselors and Administrative Team	Review of GAC meetings
--	---	------------------------

Anticipated Timeframe	Frequency	Delivery Method
-----------------------	-----------	-----------------

04/01/2020 - 06/01/2023	One per identified audience type	Other
-------------------------	----------------------------------	-------

Lead Person/Position

Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
Complete research to identify an effective survey instrument to administer to our graduating class of 2021	School Counselors, Administrative Team, School Board	Updates on the process from the committee completing the research to find an effective survey

Anticipated Timeframe	Frequency	Delivery Method
01/10/2022 - 06/01/2022	Bi-monthly during the anticipated timeline	Other

Lead Person/Position
Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
Review of prompts used to collect evidence for the 339 plan	Administrative Team	Committee updates on the review process and results of the committees work

Anticipated Timeframe	Frequency	Delivery Method
01/02/2023 - 06/01/2023	Two times during the anticipated timeline (mid-point and final)	Other

Lead Person/Position

Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
--------------------	----------	---------------------------------

Administration of survey to graduating class of 2021	Administrative Team, School Board, Counselors	Review of results and recommendations based on results
--	---	--

Anticipated Timeframe	Frequency	Delivery Method
-----------------------	-----------	-----------------

10/02/2023 - 10/03/2023	One time for each identified audience type	Other
-------------------------	--	-------

Lead Person/Position

Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
--------------------	----------	---------------------------------

Training of teachers in the use of CDTs (ELA and Mathematics) and pilot CDT use in ELA and Mathematics	Administrative Team	Sharing expectation training and pilot of CTs
--	---------------------	---

Anticipated Timeframe	Frequency	Delivery Method
07/01/2020 - 07/30/2020	One time for each identified audience type	Other

Lead Person/Position

Dr. Doug Winner and Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
Research Evidence-based Benchmark Assessments	Administrative Team, curriculum advisory council and department coordinators	Process for selecting the committee that will research the evidence-based benchmark assessments

Anticipated Timeframe	Frequency	Delivery Method
02/02/2020 - 10/03/2020	Meeting two times, initial meeting to explain the process and the second communication will be on findings of the committee	Other

Lead Person/Position

Dr. Doug Winner and Mr. Todd Neuhard/Assistant to the Superintendent

Communication Plan		
Communication Step	Audience	Topics/Message of Communication
Research Evidence-based Mathematics programs	Administrative Team, Curriculum Council, and department coordinators	Process for formation of a committee and the process that will be implemented to research available evidence-based Mathematics programs
Anticipated Timeframe	Frequency	Delivery Method
10/20/2020 - 04/01/2021	Three meetings with each group, initial meeting with overview of process, mid-point update, and final meeting with the recommendations from the committee	Other
Lead Person/Position		
Dr. Doug Winner and Mr. Todd Neuhard/Assistant to the Superintendent		

Communication Step	Audience	Topics/Message of Communication
Develop a committee to establish the assessment calendar for administration of assessments during the academic year	Administrative Team, Curriculum Council, and Department Coordinators	Process for formation of a committee and the process that will be used to develop an assessment calendar for all (ELA and Mathematics) teachers

Anticipated Timeframe	Frequency	Delivery Method
10/20/2021 - 04/01/2022	Three meetings with each group, initial meeting with overview of process, mid-point update, and final meeting with the completed assessment calendar	Other

Lead Person/Position
Dr. Doug Winner and Mr. Todd Neuhard/Assistant to the Superintendent

Communication Step	Audience	Topics/Message of Communication
Pilot the Jessie Lewis "Choose Love" Enrichment Program at East Hanover Elementary	East Hanover staff, District Administration, parents and community	Origin of the "Choose Love" program; curriculum overview, goals and objectives; school's plan for implementation

Anticipated Timeframe	Frequency	Delivery Method
05/01/2020 - 09/30/2020	Variety of communication tools would result in a variety of frequency of delivery - Faculty meeting, PTO presentations, staff workshops, School Board updates, school newsletter, letters to parents, website and social media postings	Other
Lead Person/Position		
Lauren Bruce, Lindsay Adams, Douglas Winner		

Communication Step	Audience	Topics/Message of Communication
Form a building committee with a representative from primary grades, intermediate grades, a specialist and a support staff member to guide the pilot implementation	East Hanover Staff	Choose Love program implementation and grade level feedback

Anticipated Timeframe	Frequency	Delivery Method
08/24/2020 - 06/04/2021	At least once per month committee meetings	Other

Lead Person/Position

Lauren Bruce/Counselor; Courtney Swigert/Teacher; Lindsay Adams/Principal

Communication Step	Audience	Topics/Message of Communication
--------------------	----------	---------------------------------

Evaluate effectiveness of the Choose Love Program through the use of a pre and post staff survey	East Hanover Staff	Survey instrument to be used
--	--------------------	------------------------------

Anticipated Timeframe	Frequency	Delivery Method
-----------------------	-----------	-----------------

08/24/2020 - 05/07/2021	Twice - survey link in email	Email
-------------------------	------------------------------	-------

Lead Person/Position

Lauren Bruce/Counselor; Courtney Swigert/Teacher

Communication Step	Audience	Topics/Message of Communication
Review survey data from East Hanover Staff regarding the Choose Love program and determine effectiveness and value for implementation district wide	East Hanover staff; District Administration; Elementary Administration; Mental Health Committee, Safe and Supportive Schools Committee	Results from pre and post surveys; recommendation for future implementation
Anticipated Timeframe	Frequency	Delivery Method
05/07/2021 - 08/20/2021	Once per group	Presentation
Lead Person/Position		
Lauren Bruce/Counselor; Douglas Winner/Assistant to the Superintendent		
<hr style="border-top: 1px dashed #ccc;"/>		
Communication Step	Audience	Topics/Message of Communication
Implementation of the revised focus and program for student lessons and engagement at the high school	Staff, students, administration, parents	Safe and Supportive Schools curriculum lessons and outcomes

Anticipated Timeframe	Frequency	Delivery Method
08/24/2020 - 05/28/2021	Once per group; monthly meetings with staff; monthly lessons with students	Presentation
Lead Person/Position		
Jared Wastler/Asst. Principal; Safe and Supportive Schools Team		

Communication Step	Audience	Topics/Message of Communication
Pilot an evidence based strategy/program for supporting at-risk student population	Staff, students, administrative, parents	Evidence based strategy/program's meaning, structure and outcomes

Anticipated Timeframe	Frequency	Delivery Method
08/23/2021 - 10/29/2021	Once per group and Social Media	Presentation
Lead Person/Position		
Jared Wastler/Asst. Principal; Safe and Supportive Schools Team		

Communication Step	Audience	Topics/Message of Communication
Evaluate effectiveness of safe and supportive curriculum and the evidence-based strategy to support at-risk student populations. Make recommendations for future implementations.	Staff, students, administration, parents, district safe and support schools committee	Outcomes of evaluation of programs and recommendations for future implementation
Anticipated Timeframe	Frequency	Delivery Method
05/02/2022 - 06/24/2022	Once per group and Social Media	Presentation
Lead Person/Position		
Jared Wastler/Asst. Principal; Safe and Supportive Schools Team		

Communication Step	Audience	Topics/Message of Communication
Implementation of the revised focus and program for student lessons and engagement oat the Middle school	Staff, students, administration, parents	Safe and Supportive Schools curriculum lessons and outcomes

Anticipated Timeframe	Frequency	Delivery Method
08/24/2020 - 05/28/2021	Once per group; monthly meetings with staff; monthly lessons with students Website, Social Media	Presentation

Lead Person/Position
Jon Breininger/Asst. Principal; Safe and Supportive Schools Team

Communication Step	Audience	Topics/Message of Communication
Pilot an evidence based strategy/program for supporting bullying prevention, social emotional learning, and/or mental health of the students	Staff, students, administration, parents	Evidence based strategy/program's meaning, structure and outcomes

Anticipated Timeframe	Frequency	Delivery Method
08/23/2021 - 10/29/2021	Once per group and Social Media	Presentation

Lead Person/Position
Jon Breininger/Asst. Principal; Safe and Supportive Schools Team

Communication Step	Audience	Topics/Message of Communication
Survey of current programs fall 2020 and fall 2022	Staff, students, administration, parents, district safe and supportive school committee	Evaluation of current S&SS programs 2020, and post survey in fall 2020
Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 09/01/2022	Once per group and Social Media	Presentation
Lead Person/Position		
Dr. Douglas Winner/Assistant to the Superintendent		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Direct-mail publication	Plan progress, information about priorities, goals and strategies	Written publication	All stakeholders	Annually
