

**PENN CAMBRIA SD**

201 6th St

Comprehensive Plan | 2023 - 2026

Updated August 2023

## Steering Committee

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## LEA Profile

Penn Cambria School District serves a rural area encompassing 108 square miles along the ridges of east central Cambria County. The district is conveniently located 15 miles west of Altoona, with immediate access to the Route 22, 219 and I-99 corridors. The resident population of 15,228 reside within our 13 municipalities and boroughs, and nine unincorporated villages (Source: NCES – March 2022). 41% of students qualify for free or reduced-price meals through the school lunch program and March 2022 NCES data shows 12.2% of families in the district live below the federal poverty level.

Penn Cambria School District is part of the Southern Alleghenies workforce investment area. Cambria County currently has a 6.3% unemployment rate (Source: PA Workforce Statistics December 2021).

Community resources within the district boundaries include limited public transportation provided by CamTran of Cambria County. Faith-based organizations such as the Dorothy Day Center and St. Vincent DePaul Society provide assistance for families in need. There are also general practice physicians, day care and pre-school providers, three public libraries, a senior center, and volunteer fire services.

Current student enrollment is 1585, and enrollment is projected to decline slightly in the future. The district employs 146 professional staff, inclusive of instructional specialists, administrators, and itinerant staff. Approximately 56% of teachers have earned Master's Degrees. Our five buildings are organized into a Pre-Primary School for our Pre-K and Kindergarten programs, a Primary School for grades 1 and 2, an Intermediate School for grades 3 and 4, a Middle School for grades 5 through 8, and a High School for grades 9 through 12. Each building contains a library media center as well as the technology infrastructure and computer facilities to supplement the curriculum, instruction, and assessment needs of faculty and students.

The Penn Cambria School District has a cohort graduation rate of 91.7% (Source: 2022 Future Ready PA Index).

Our high school students are encouraged to challenge themselves with weighted honors level classes and 12 Dual Enrollment classes throughout the high school experience. The industrious student can graduate with 18 or more college credits on their transcript. 36% of our students attend half-day programming at Admiral Peary Area Vocational-Technical School where they can take advantage of opportunities to prepare for industry certification in technical and/or trade skills leading to

employment or further education through trade school after graduation. All students are strongly encouraged to participate in extra-curricular activities through athletics, the arts, and community service groups throughout their High School careers.

Opportunities for higher education abound. Located within the boundaries of the school district are Mt. Aloysius College and St. Francis University. In addition, within one-hour travel time are Penn Highlands Community College, Indiana University of Pennsylvania, University of Pittsburgh at Johnstown, and Penn State University.

## Mission and Vision

### Mission

The Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, career skills, the arts and athletics.

### Vision

Penn Cambria School District shall deliver a high quality education so that our students may be prepared to meet the challenges of the future.

## Educational Value Statements

### Students

The Penn Cambria School District collectively values: \* The principle that all students can learn in a healthy and safe environment. \* A commitment to honesty, integrity, respect, and diversity. \* Accountability for all. \* A continuous learning ethic.

### Staff

The Penn Cambria School District collectively values: \* Effective teaching of a rigorous and relevant curriculum. \* Professional development. \* Accountability for all. \* A continuous learning ethic.

### Administration

The Penn Cambria School District collectively values: \* Quality leadership that will foster a culture of teaching and learning. \* Artful use of infrastructure that requires the strategic alignment and utilization of faculty, staff, facilities, time, technology, and fiscal resources. \* Accountability for all. \* A continuous learning ethic.

### Parents

The Penn Cambria School District collectively values: \* The educational support of family and community. \* Accountability for all. \* A continuous learning ethic.

### Community

The Penn Cambria School District collectively values: \* The educational support of family and community. \* Accountability for all. \* A continuous learning ethic.

### Other (Optional)

The Penn Cambria School District collectively values: \* The use of technology to enhance teaching and learning.

## Goal Setting

**Priority:** If we provide a safe and supportive school environment, student attendance and engagement will be positively impacted which will result in increased student learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	Penn Cambria School District will provide a safe and supportive school environment as measured by improvements in school safety data and PA School Climate survey results with a goal of all neutral/favorable scores as measured by the PA School Climate Survey and a decrease in safety related incidents in our school buildings.	Safe and Supportive Schools	Improvements in at least one domain score for both staff and students on the PA School Climate survey.	No unfavorable climate condition areas noted in the PA School Climate survey and improvements noted in school safety data.	Penn Cambria School District will provide a safe and supportive school environment as measured by improvements in school safety data and PA School Climate survey results with a goal of all neutral/favorable scores as measured by the PA School Climate Survey and a decrease in safety related incidents in our school buildings.
Regular Attendance	Penn Cambria School District will promote regular attendance (attending at least 90% of school days each year) with a goal of 94% of students regularly attending each year.	Attendance	Improve number of students with regular attendance by 10%.	Improve number of students with regular attendance by 15%.	Penn Cambria School District will promote regular attendance (attending at least 90% of school days each year) with a goal of 94% of students regularly attending each year.

**Priority:** If we continue to refine our classroom instructional practices and our use of systematic interventions, then our overall student achievement will increase.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	Penn Cambria School District will continue to improve student achievement and growth in core areas of math, science, and language arts in areas as measured by benchmark data and state assessment/PVAAS data with a goal of a three year positive data trend.	Student Achievement	Growth and/or achievement data will improve or meet established benchmarks in at least one third of grade levels in a given subject area.	Growth and/or achievement data will improve or meet established benchmarks in most grade levels in given subject area.	Penn Cambria School District will continue to improve student achievement and growth in core areas of math, science, and language arts in areas as measured by benchmark data and state assessment/PVAAS data with a goal of a three year positive data trend.

**Priority:** If we provide a relevant and rigorous curriculum, student engagement and learning will increase and our students will be better prepared to be

productive citizens.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Rigorous Courses of Study Section	Penn Cambria School District will review and update written curriculum as needed to ensure students are participating in a rigorous and relevant curriculum across all classrooms.	Written Curriculum	Revise science curriculum K-12	Review and updated other core subject curriculum areas as needed	Penn Cambria School District will review and update written curriculum as needed to ensure students are participating in a rigorous and relevant curriculum across all classrooms.



## Action Plan

### Action Plan for: Safe and Supportive Schools

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Safe and Supportive Schools</li> </ul>		Training schedules - threat assessment documents - outline of physical safety improvements - mental health support overview data			Annual Safe Schools reports and accident reports- PA School Climate Surveys- SAP data	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Improve physical safety measures in buildings by first completing an updated building assessment and then taking steps to improve physical safety as noted.	03/20/2023	06/30/2026	Superintendent/Safety Coordinator	Updated physical safety assessments for each building	No	No
Ongoing implementation of the Threat Assessment process, including required CSTAG training for team members and general awareness training for all staff.	07/03/2023	06/30/2026	Superintendent/Safety Coordinator	CSTAG training for team members and Vector + in-person training for others (Act 55 content)	Yes	No
Face-to-Face annual training for school staff focused on emergency training drills, and the emergency operations plan (Act 55)	07/03/2023	06/30/2026	Superintendent/Safety Coordinator Building Principals lead trainers	EOP functional annexes Act 55 training guidelines	Yes	No
A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)	07/03/2023	06/30/2026	Assistant to the Superintendent	Act 55 training materials - Vector training subscription - time allocated for staff completion	Yes	
Provide social and emotional learning for students through Second Step (K-8) and programs such as Start with Hello in grades 9-12.	07/03/2023	06/30/2026	Assistant to the Superintendent and Building Principals	Second Step materials (or other evidence based SEL program) - Start with Hello materials	No	No
Provide mental health supports and services (Tier 2/3) for student in need	07/03/2023	06/30/2026	Assistant to the Superintendent and established SAP teams	School-based counseling services - mental health service supports - SAP teams	No	No

either within schools or through outside referrals.						
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**Action Plan for: Reduce Chronic Absence**

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Messaging artifacts - attendance data analysis - training logs	Student attendance data will be used to monitor the effectiveness of this strategy.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Refine communication and messaging with families regarding importance of attendance.	07/03/2023	06/30/2026	Assistant to the Superintendent and Building Principals	Messaging resources from Attendance Works and PA Evidence Center	No	Yes
Use the attendance improvement process to identify barriers to regular attendance and offer supports/services to help address them as appropriate.	07/03/2023	06/30/2026	Building Principals and School Counselors	Improvement process protocols - social service referral information	No	No
Monitor attendance data and recognize good or improved attendance.	07/03/2023	06/30/2026	Building Principals	Attendance data -positive messaging for good/improved attendance	No	No
Training for staff focused on best practices in engaging students and practical strategies for improving attendance.	07/03/2023	06/30/2026	Assistant to the Superintendent	Resources from PA Evidence Center and Attendance Works	Yes	No

## Action Plan for: Relevant and Rigorous Curriculum

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Written Curriculum</li> </ul>		Revised written curriculum, updated graduation requirements, revised career benchmark activities			Written curriculum maps provide a concrete measure of plan progress. The goal of this action plan is to ensure students have a solid academic foundation that prepares them for life.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Update science curriculum K-12 to align with new PA Integrated Science Standards and to integrate STEM concepts.	07/03/2023	07/30/2025	Assistant to the Superintendent	PA Integrated Science Standards - Time for curriculum writing and revision	Yes	No
Review high school course curriculum and graduation requirements to ensure students are college and career ready.	07/03/2023	07/30/2025	Assistant to the Superintendent and High School Principal	College and career skill information obtained through collaboration with higher education and PA Workforce Development Association	No	Yes
Review and refresh curriculum related to career standard benchmarks to ensure it is meeting current needs.	07/01/2024	06/30/2026	Assistant to the Superintendent	Career and workforce information from variety of resources and employers	No	No
Ongoing review and updating of established written curriculum across grade levels and content areas.	07/03/2023	06/30/2026	Assistant to the Superintendent	PA Standards, PDE SAS resources, time for educator review, writing and collaboration	Yes	No

**Action Plan for: Measurable Student Achievement**

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Student Achievement</li> </ul>		PSSA/Keystone data, PVAAS data, SAT data, benchmark assessment data, MTSS data, progress monitoring data, intervention participation data			Plan progress will be monitored using student learning data (i.e. assessment and growth data).	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continuous refinement of classroom instructional practices, including ongoing professional development	07/03/2023	06/30/2026	Building Principals and Assistant to the Superintendent	PA Evidence Center - What Works Clearinghouse- ASCD - PDE SAS	Yes	No
Systematic academic interventions for students who are struggling including explicit instruction and ongoing progress monitoring using an elementary MTSS model	07/03/2023	06/30/2026	Elementary Principal - Director of Special Education	Intervention materials - Interventionists - progress monitoring tools such as Acadience Math and DIBELS	No	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Safe and Supportive Schools	<ul style="list-style-type: none"> <li>• Ongoing implementation of the Threat Assessment process, including required CSTAG training for team members and general awareness training for all staff.</li> <li>• Face-to-Face annual training for school staff focused on emergency training drills, and the emergency operations plan (Act 55)</li> <li>• A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>
Reduce Chronic Absence	<ul style="list-style-type: none"> <li>• Training for staff focused on best practices in engaging students and practical strategies for improving attendance.</li> </ul>
Relevant and Rigorous Curriculum	<ul style="list-style-type: none"> <li>• Update science curriculum K-12 to align with new PA Integrated Science Standards and to integrate STEM concepts.</li> <li>• Ongoing review and updating of established written curriculum across grade levels and content areas.</li> </ul>
Measurable Student Achievement	<ul style="list-style-type: none"> <li>• Continuous refinement of classroom instructional practices, including ongoing professional development</li> </ul>

## Professional Development Activities

Threat Assessment Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Ongoing implementation of the Threat Assessment process, including required CSTAG training for team members and general awareness training for all staff.</li> </ul>	All staff	Identification or recognition of student behaviors that may indicate a threat, how to report, and role of threat assessment teams (Act 55)	Surveys-submitted reports of threats	School Safety Coordinator - Assistant to the Superintendent	07/03/2023	06/30/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings		
Other	Annual		<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>4f: Showing Professionalism</li> </ul>			

## Emergency Training Drills

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Face-to-Face annual training for school staff focused on emergency training drills, and the emergency operations plan (Act 55)</li> </ul>	All staff	Emergency training drills (including fire, natural disaster, active shooter, hostage situation, and bomb threat)- emergency operations plan procedures- incident command- reunification procedures	Surveys - role play - participant responses	Building Principals - School Safety Coordinator	07/03/2023	06/30/2026

### Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annual	<ul style="list-style-type: none"> <li>4f: Showing Professionalism</li> </ul>	

**Trauma Skilled Schools**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	All school staff	Trauma Skilled Schools model- trauma informed plan - development of resiliency factors	implementation of trauma skilled schools practices - surveys	Assistant to the Superintendent and Trauma CAT team along with building principals and SAP teams	07/03/2022	06/30/2026

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Observation and Practice Framework Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	Initial training from National Dropout Prevention Center and follow up microcourses from IU8 + Annual building action planning and follow up sessions	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2b: Establishing a Culture for Learning</li> <li>4e: Growing and Developing Professionally</li> </ul>	At Least 1-hour of Trauma-informed Care Training for All Staff



Suicide Awareness and Prevention

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	All school staff (required for professional educators in buildings serving grades 6-12)	Act 71 outlines topics to be included such as risk factors, warning signs and resources for educators and school staff	Surveys	Assistant to the Superintendent/District Suicide Prevention Coordinator	07/03/2023	06/30/2026

**Learning Formats**

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	A minimum of four hours every five years	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul>	

**Bullying Awareness and Prevention**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	All school staff	Bullying Awareness and Prevention -local bullying policies and procedures	Surveys - Response to bullying	Building Principals - Assistant to the Superintendent	07/03/2023	06/30/2026

Learning Formats			
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	

Situational Awareness

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	All staff	Situational awareness, response and connection to emergency operations plan	Surveys	School Safety Coordinator	07/03/2023	06/30/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing - Offered on rotating basis		

Behavioral / Mental Health Topics

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	School Staff-Professional Staff	Behavioral and mental health specific topics such as depression, anxiety, strategies for self-care, responding to behavioral or mental health concerns, social-emotional learning strategies, etc.	Participant surveys	Assistant to the Superintendent	07/03/2023	06/30/2026

**Learning Formats**

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul>	

**Substance Use Awareness**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>A minimum of two hours of annual training for school staff focused on school safety and security topics such as: situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying prevention and substance use awareness (Act 55)</li> </ul>	Secondary school staff	Trends in substance use/abuse including vaping, alcohol, opioids, other drugs	Participant surveys	SAP teams	07/03/2023	06/30/2026

Learning Formats			
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing		

Engagement and Attendance

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Training for staff focused on best practices in engaging students and practical strategies for improving attendance.</li> </ul>	Professional staff K-12	Strategies to promote school engagement and best practices related to practical strategies for educators to promote the importance of attendance	Survey - artifacts related to strategies used	Building Principals - Assistant to the Superintendent	07/03/2023	06/30/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Two to three one-hour sessions	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>4c: Communicating with Families</li> </ul>	

Curriculum Writing / Revision

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Update science curriculum K-12 to align with new PA Integrated Science Standards and to integrate STEM concepts.</li> <li>Ongoing review and updating of established written curriculum across grade levels and content areas.</li> </ul>	Professional Staff	Principles of backwards design - PA standard alignment - development of viable and guaranteed curriculum - content knowledge development -assessment	Written curriculum documents	Assistant to the Superintendent	07/03/2023	06/30/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Ongoing	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1f: Designing Student Assessments</li> </ul>	

Effective Instructional Strategies and Practices

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Continuous refinement of classroom instructional practices, including ongoing professional development</li> </ul>	Professional staff	Evidence based instructional strategies - response to data - valid and reliable assessments - appropriate use of resources - strategies to monitor student learning - strategies for reteaching and teaching diverse learners	Classroom observations - participant surveys	Assistant to the Superintendent - Building Principals	07/03/2023	06/30/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Ongoing using a variety of formats	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	Teaching Diverse Learners in Inclusive Settings



## Communications Action Steps

Evidence-based Strategy	Action Steps
Reduce Chronic Absence	<ul style="list-style-type: none"> <li>Refine communication and messaging with families regarding importance of attendance.</li> </ul>
Relevant and Rigorous Curriculum	<ul style="list-style-type: none"> <li>Review high school course curriculum and graduation requirements to ensure students are college and career ready.</li> </ul>

## Communications Activities

Attendance Messaging					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Refine communication and messaging with families regarding importance of attendance.</li> </ul>	K-12 families	Importance of school attendance - ways to address barriers to attendance - promoting good or improved attendance	Building Principals	07/01/2024	06/30/2026
Communications					
Type of Communication			Frequency		
Newsletter			Monthly or quarterly		
Letter			Quarterly		
Posting on district website			Ongoing		

Life-Ready Skills

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Review high school course curriculum and graduation requirements to ensure students are college and career ready.</li> </ul>	High School families	Life ready skills included in PCHS curriculum - current career trends - college information - graduation requirements	High School Principal and Assistant to the Superintendent	07/01/2024	06/30/2026

**Communications**

Type of Communication	Frequency
Newsletter	Quarterly
Posting on district website	Ongoing
Presentation	Annually at open house or freshman orientation