

## **SHIPPENSBURG AREA SD**

317 N Morris St

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Our Mission is to empower all learners to define their talents, exercise effective collaboration and communication, and refine their critical thinking skills to succeed.

### **VISION STATEMENT**

Together we develop well-rounded, collaborative, critical thinkers.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Our learning community believes that education is a shared responsibility of students, families, schools, businesses, and community members. We will prepare our students to be future ready through the pursuit of academic and personal excellence while fostering: -Respect -Integrity - Social and emotional development -Communication

### **STAFF**

Our learning community believes that education is a shared responsibility of students, families, schools, businesses, and community members. We will prepare our students to be future ready through the pursuit of academic and personal excellence while fostering: -Respect -Integrity - Social and emotional development -Communication

### **ADMINISTRATION**

Our learning community believes that education is a shared responsibility of students, families, schools, businesses, and community members. We will prepare our students to be future ready through the pursuit of academic and personal excellence while fostering: -Respect -Integrity - Social and emotional development -Communication

### **PARENTS**

Our learning community believes that education is a shared responsibility of students, families, schools, businesses, and community members. We will prepare our students to be future ready through the pursuit of academic and personal excellence while fostering: -Respect -Integrity - Social and emotional development -Communication

### **COMMUNITY**

Our learning community believes that education is a shared responsibility of students, families, schools, businesses, and community members. We will prepare our students to be future ready through the pursuit of academic and personal excellence while fostering: -Respect -Integrity -

Social and emotional development -Communication

## STEERING COMMITTEE

Name	Position	Building/Group
Chris Suppo	Administrator	Shippensburg Area School District
Sheri Woodall	Administrator	Shippensburg Area School District
Susan Martin	Administrator	Nancy Grayson Elementary
Matthew Flohr	Administrator	James Burd Elementary School
Teri Mowery	Administrator	Shippensburg Area Intermediate School
Greg Miller	Administrator	Shippensburg Area Middle School
Deborah Luffy	Administrator	Shippensburg Area Senior High School
Holly Garner	Administrator	Grace B. Luhrs Elementary School
Jeremy Eastman	Administrator	Nancy Grayson Elementary School
Bethany Bridges	Administrator	Shippensburg Area School District
Lauren Zima	Administrator	Shippensburg Area School District
Christine Gallagher	Staff Member	Shippensburg Area Intermediate School
Cathy Wolfe	Staff Member	Shippensburg Area School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Jennifer Diebler	Staff Member	Shippensburg Area Senior High School
Jennifer Milburn	Parent	Shippensburg Area School District
Jennifer Lee	Parent	Shippensburg Area School District
Marsha Schmus	Staff Member	Shippensburg Area School District
Lindsay Keen	Staff Member	Shippensburg Area Middle School
Sarah Maclay	Staff Member	Shippensburg Area Senior High School
Louanne Burt	Staff Member	James Burd Elementary School
Maggie Lattin	Community Member	Boys and Girls Club
Michele Dubbs	Staff Member	Shippensburg Area Senior High School
Marcie Taylor	Parent	Shippensburg Area School District
Sandra Lewis	Staff Member	Grace B. Luhrs Elementary School
Miranda Shipp	Staff Member	James Burd Elementary School
Troy Stevens	Administrator	Shippensburg Area School District
Tim Hess	Community Member	Greyhound Foundation
Ted Dewald	Staff Member	Shippensburg Area Middle Schools

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Amy Jackson	Parent	Shippensburg Area School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If SASD creates a positive district and school culture embracing all individual differences and belief that all can attain rigorous learning, then all students will feel valued and welcomed, increasing school-wide attendance rates.	Regular Attendance
If we create systemic procedures for the utilization of PLCs and MTSS, then we will be able to analyze individual student's strengths and areas for growth, allowing teachers to target instruction to both enrich and remediate for student success.	Essential Practices 3: Provide Student-Centered Support Systems
If professional learning focuses on unpacking focus standards and utilizing the Understanding by Design Framework for Curriculum Development then administrators and teachers will understand the rigor of standards and be able to align instruction and assessments, which will increase student learning.	Rigorous Courses of Study Section
If we build leadership capacity within the district, then SASD will be able to establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Essential Practices 2: Empower Leadership

## ACTION PLAN AND STEPS

Evidence-based Strategy
Systems of support to meet student needs

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Supports	SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success.
Regular Attendance	All SASD Building subgroups will reach the regular attendance rate of 85.8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics. 2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics. 2024-2025 develop MTSS structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	2020-06-01 - 2025-06-02	Director of Curriculum, Instruction, and Assessment	PATTAN Supports, literacy interventionists, math and literacy coaches, school psychologists, counselors, social workers
Develop common language to guide implementation of academic, social, and behavioral student supports.	2021-08-16 - 2023-06-30	Director of Curriculum, Instruction, and Assessment/Supervisor of Special Education	Administrative Team Support PATTAN and IU Support Math/Literacy Coaches and Interventionists
Develop building schedules that allow for flexible scheduling of student interventions and acceleration. 2022-2023 K-3 2023-2024 4-8 2024-2025 9-12	2022-04-04 - 2024-08-01	Building Administration	



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Audit student onboarding practices and develop processes to ensure transfer students are identified for their intervention and enrichment needs.	2022-08-25 - 2023-06-01	Director of Curriculum, Instruction, and Assessment	Building level teams, including instructional coaches, interventionists, counselors, social workers, and psychologists to identify and evaluate effectiveness of current practices.
Implement student onboarding process to ensure transfer students are identified for their intervention and enrichment needs early in their transition to SASD. Adjust as needed.	2023-06-01 - 2025-06-30	Building Administration	Assessment data, instructional coaches, interventionists, school counselors, social workers, and school psychologists.
Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on various components of SEL.	2021-08-16 - 2025-06-30	Assistant Superintendent/Director of Curriculum, Instruction, and Assessment	Professional learning resources, CASEL Framework, counselors, social workers, school psychologists, building admin, PATTAN and IU support
Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices.	2021-08-16 - 2025-06-30	Director of Curriculum, Instruction, and Assessment/Supervisor	Books and articles on trauma pedagogy, social workers, school

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		of Special Education	psychologists, counselors, local agencies
Research and implement mental health screening to support the mental health needs of students in the district.	2022-02-28 - 2024-06-28	School Psychologists	Norm-Reference mental health screening tool, support from PATTAN and IU, Community agency support (SCRC), Building administrator, counselors, social workers

**Anticipated Outcome**  
 Implementation of a system that supports the instructional, social, and behavioral needs of all students

**Monitoring/Evaluation**  
 The district will monitor the implementation of systems of supports through a variety of data analysis.

**Evidence-based Strategy**  
 Empower Leadership for District Continuous Improvement

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Organizational Coherence	SASD will communicate and implement systems for continuous improvement and organizational coherence.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
District leadership define and regularly communicate a clear vision for district and school continuous improvement.	2022-07-01 - 2025-06-30	Superintendent	Administrative support	
Create organizational structure that communicates roles, responsibilities, and relationships between positions in the district.	2022-11-01 - 2023-06-30	Superintendent	Surrounding district organizational structures, SASD Human Resources Director, PASBO, support from district and building administration	
Create job descriptions that describe the roles, responsibilities, and relationships between positions in the district.	2022-06-01 - 2023-06-30	Human Resources Director	PASBO, support from district and building administration	
Research and evaluate systems and processes to collect, report, aggregate/disaggregate data and communicate holistic district strengths and opportunities.	2022-08-01 - 2023-06-30	Assistant Superintendent/Director of Curriculum, Instruction, and Assessment	Surveys to surrounding districts IU support Technology Supervisor support	
Creation of formal structures for communicating with variety of stakeholders about progress toward	2022-11-30 - 2023-06-30	Superintendent	IU Support Administrative team support	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
achieving district's goals for student learning.			

**Anticipated Outcome**  
 SASD will communicate and implement systems for continuous improvement and organizational coherence.

**Monitoring/Evaluation**  
 Progress monitoring of completion timelines for action steps as well as administrative team meetings.

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**Evidence-based Strategy**  
 Understanding by Design Curriculum Framework

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Development	Shippensburg Area School District will provide professional learning and develop curricular maps utilizing the Understanding by Design Framework to promote critical thinking, aligning the rigor of the state standards to our curriculum and assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and collaboration skills.	2019-07-01 - 2025-06-30	Director of Curriculum, Instruction, and Assessment	Rubicon Atlas PDE SAS Department Leadership Building Administrative Support

**Anticipated Outcome**  
Curricular maps utilizing the Understanding by Design Framework, aligning the rigor of the state standards to our curriculum and assessments.

**Monitoring/Evaluation**  
Progression of each content area in the development of their programs related to the curriculum review cycle.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)  All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)	Systems of support to meet student needs	Develop common language to guide implementation of academic, social, and behavioral student supports.	08/16/2021 - 06/30/2023



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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Shippensburg Area School District will provide professional learning and develop curricular maps utilizing the Understanding by Design Framework to promote critical thinking, aligning the rigor of the state standards to our curriculum and assessments. (Curriculum Development)	Understanding by Design Curriculum Framework	Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and collaboration skills.	07/01/2019 - 06/30/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)	Systems of support to meet student needs	Develop common language to guide implementation of academic, social, and behavioral student supports.	08/16/2021 - 06/30/2023
All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	Create organizational structure that communicates roles, responsibilities, and relationships between positions in the district.	11/01/2022 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	Creation of formal structures for communicating with variety of stakeholders about progress toward achieving district's goals for student learning.	11/30/2022 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

For both the 2018-2019 and 2020-2021, all buildings (except SAMS 2021) with a growth measure met or exceeded the state growth expectation for the Economically Disadvantaged population.

In 2019, the elementary buildings exceeded growth expectations (PVAAS) for ELA and Math. In 2021, all but one building met the growth expectations for ELA and Math. For both the 2018-2019 and 2020-2021, all buildings (except SAMS 2021) with a growth measure met or exceeded the state growth expectation for the Economically Disadvantaged population.

The Black population at Shippensburg Area Intermediate School and James Burd Elementary School exceeded the Statewide Regular Attendance standard (94.1%) for the 19-20 school year. The Hispanic, Economically Disadvantaged, Students with Disabilities population at SAIS, Burd, and Grayson met the Statewide Regular Attendance standard for the 2019-2020 school year.

All elementary buildings performed above the state average in ELA for both the 2019 and 2021 PSSA

### Challenges

District-wide in grades 3-8, Math scores dropped to being either slightly above state average to below state average. The District average in 2021 was 36% compared to 37.3% for the state. Pre-Covid the district average was 58.6% proficiency where the state was 45% proficiency.

During the 20-21 school year, students at Shippensburg Area Middle School did not meet the Statewide Growth Standard (70) for ELA (50), Math (57.7), and Science (50)

Percentage of proficiency in ELA decreased for the economically disadvantaged, students with disabilities, and Hispanic subgroups from the 2019 to the 2021 PSSA

Attendance at all but one building is below the 2030 Statewide Performance Standard of 94.1% of students having "Regular Attendance". In addition, with the exception of Nancy Grayson Elementary School, the buildings had about a 3% decrease in "Regular Attendance" from the 18-19 School Year to the 19-20 School Year.

At the High School Black, Hispanic, Students with Disabilities, and Economically Disadvantaged fall below the state expectation for

## Strengths

Meeting Annual Academic Growth Expectations (Math): For both the 2018-2019 and 2020-2021, all buildings with growth measures met or exceeded the state growth expectation for the Special Education subgroup population. For both the 2018-2019 and 2020-2021, all buildings (except SAMS 2021) with a growth measure met or exceeded the state growth expectation for the Economically Disadvantaged population.

In 2019, the elementary buildings exceeded growth expectations (PVAAS) for ELA and Math. In 2021, all but one building met the growth expectations for ELA and Math. ELA Iready: 19% growth from beginning of the year to the middle of year diagnostic (27% on or above to 46% on or above) in 2021-2022, up from 12% growth in the two diagnostics in 2020-2021.

ELA Acadience: ORF Accuracy and Retell increased in grades 3-5 from Acadience BOY to MOY Assessment

ELA: IXL 6th and 7th grade are on track to make more than 1 year growth. ELA PVAAS: 8th grade and HS are showing more growth than expected in PVAAS. Prior to COVID, all but 7th grade exceeded growth in 6-12.

Math Acadience: 23-34% of students in grades K-5 are above grade level for composite math scores.

## Challenges

regular school attendance in both the 2018-2019 school year and the 2019-2020 school year. At the Middle School, the Hispanic population falls below the state expectation for regular school attendance in the 2019-2020 school year.

ELA: Acadience Tier 2 and Tier 3 interventions are not supporting students to move to the next tier.

ELA IReady: Scores are consistently lower for Comprehension and Vocabulary

ELA PVAAS: 6th and 7th were well below expectations for 2020-2021 school year. ELA Keystone: % of students scoring basic has increased and the % of students scoring advanced has decreased.

Math Acadience: Tier 2 and Tier 3 interventions are not supporting students to move to the next tier.

Math IXL: 45% of 6, 7, and 8th grade are below grade level. Math IXL: 8th grade is making less than 1 year growth

Math Keystone: 50% of students taking algebra I in 9th grade are not scoring proficient or advanced on the Keystone exam

8th grade science is not meeting growth expectations.

In the high school, student electives for Health, Safety, and

## Strengths

Math IXL: 6th and 7th grade are making more than 1 year's growth

Math PVAAS: Algebra Keystone exceeded growth expectations in 2019-2020.

PVAAS: Biology meets or exceeds growth expectations

All students in grades 6-8 take a "Career Readiness" exploratory focused on the CEW standards. Students explore career pathways and career interests to prepare themselves for possible coursework in the high school to meet their career goals.

Students in grades K-8 take an art and music class annually as an exploratory. Students begin chorus and orchestra in 4th grade as an elective course. Students start band in 5th grade as an elective course. Both the music and art departments in the district expose students to a multitude of media and both departments have students with award winning work in their field.

4th and 5th grade teachers have been enriched in the "Advancing Science" program offered through Gettysburg College. This program has trained the teachers in providing hands-on environmental learning using a variety of field studies within and beyond the boundaries of school.

Shippensburg Area School District recruits and retains quality teachers that are engaged in continuous improvement to sustain

## Challenges

Physical Education are limited. All students take 9th grade, 10th grade, 11th grade, and 12th grade Health and Wellness. Due to the volume of students taking the required coursework, there is little staff available to offer many electives to students wishing to pursue more coursework in Health, Safety, and Physical Education.

Shippensburg has a strong FFA program and Agricultural Sciences program. There has been an expressed interest in becoming a PDE Approved CTE program; however, current staffing does not allow for us to teach all of the coursework necessary to meet the PDE CTE Standards.

Continuous turnover in leadership has made it difficult to truly communicate our shared vision and mission and to establish and maintain a focused system for continuous improvement and ensure organizational coherence

Continuous turnover in leadership has created a void in the communication of the system to allocate resources and supports to schools based on an analysis of a variety of data.

There is emerging evidence of creating aligned curriculum, instruction, and assessment within the district; however, there still needs to be work done in truly understanding the rigor of the standards and aligning learning objectives, instruction, and assessments.

## Strengths

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quality instruction for all students.

Though we currently do not have a FRI score for our EL population, our EL students consistently grow 1 level for every year they have a year's worth of instruction in the Shippensburg Area School District.

The district has created a continuum of services for Special Education ranging from Tier I Learning Support supported with modifications from a general education teacher and a case manager, to Intensive Learning Support, Emotional Support, Autistic Support, and Life Skills Support

The English Language Development Program has been effective for growing our English Learners towards proficiency; however, our English learners grow quickly from level 1 to 4, but tend to stall at level 4.

The K-12 Guidance Plan has a large focus on developing students to be College and Career Ready by offering consistent lessons to all students K-12 for the CEW standards.

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## Challenges

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The level of need for English Learners has increased by 329% from the 2019-2020 school year. In 2019-2020, 7 students were level 1 or 2. In 2021-2022, 30 students were level 1 or 2.

Shippensburg Area School District currently has 19.8% of the student population identified as Special Education, above the state average. There is a need for more tiered interventions to support student learning in mathematics and reading.

IReady 2022 EOY Reading Data for K-5 shows the Black/African American subgroup has 45% of students in Tier III instruction, 26% in Tier II instruction, and 28% in Tier I instruction compared to white counterparts with 41% in Tier III, 22% in tier II, and 36% in Tier I.

Special Education students attendance rate is impacted by outside services students require to support their academic, social, and behavioral needs. Parent understanding of attendance policies and expectations affect the number of unexcused absences. Providing more resources internally can help support families and reduce the number of absences for this student population.

There is a challenge for collaborative time between Special Education and General Education teachers to be able to co-plan and discuss shared students academically, socially, and behaviorally.

## Challenges

There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels to support both general and special education students.

Though SASD is expanding in services provided to students, we still lack sufficient resources to have tiered interventions for students needing tier II and tier III mental health services.

The English Language Development Program has been effective for growing our English Learners towards proficiency; however, our English learners grow quickly from level 1 to 4, but tend to stall at level 4.

The number of students in need for Title support has drastically increased. There is a need to utilize Evidence-Based Instructional Practices and Interventions in both math and reading in the core classrooms K-5 to reduce the volume of students receiving Title I services (Tier III interventions) .

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## Most Notable Observations/Patterns

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There is a need to evaluate the tiered interventions provided to students academically, socially, and emotionally. In an MTSS model, roughly 80% of students will be supported by tier I core instruction, 10-15% of students will need additional support with tier II instruction, and 5-10% will need tier III support to be successful. Based on the data above, Shippensburg Area School District generally shows more than a year's worth of growth for students once growth measures begin in 4th grade; however, the data also shows that our students receiving tier II and tier III supports are not moving to be supported with core instruction. There is also a large volume of students needing tier II and tier III supports, suggesting that classwide interventions should be applied in core instruction to support a larger percentage of students with tier I core instruction. Better academic, social, and emotional supports can create a more inclusive environment for all students and decrease the attendance issues that have been experienced at the secondary level pre-covid and at all levels post-covid. Our teachers are incredibly hard working; however, a void in consistent leadership has created gaps in guidance towards a shared vision and mission as well as gaps in communication to ensure that everybody is working collaboratively towards a common goal for students.

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## Challenges

**Discussion  
Point**

**Priority for Planning**

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Attendance at all but one building is below the 2030 Statewide Performance Standard of 94.1% of students having "Regular Attendance". In addition, with the exception of Nancy Grayson Elementary School, the buildings had about a 3% decrease in "Regular Attendance" from the 18-19 School Year to the 19-20 School Year.

At the High School Black, Hispanic, Students with Disabilities, and Economically Disadvantaged fall below the state expectation for regular school attendance in both the 2018-2019 school year and the 2019-2020 school year. At the Middle School, the Hispanic population falls below the state expectation for regular school attendance in the 2019-2020 school year.

## Challenges

Discussion  
Point

Priority for Planning

ELA: Acadience Tier 2 and Tier 3 interventions are not supporting students to move to the next tier.

ELA IReady: Scores are consistently lower for Comprehension and Vocabulary

Math Acadience: Tier 2 and Tier 3 interventions are not supporting students to move to the next tier.

Math IXL: 45% of 6, 7, and 8th grade are below grade level. Math IXL: 8th grade is making less than 1 year growth

Math Keystone: 50% of students taking algebra I in 9th grade are not scoring proficient or advanced on the Keystone exam

Continuous turnover in leadership has made it difficult to truly communicate our shared vision and mission and to establish and maintain a focused system for continuous improvement and ensure organizational coherence

Continuous turnover in leadership has created a void in the communication of the system to allocate resources and supports to schools based on an analysis of a variety of data.

There is emerging evidence of creating aligned curriculum, instruction, and assessment within the district; however, there still needs to be work done in truly understanding the rigor of the standards and aligning learning objectives, instruction, and assessments.

There is a challenge for collaborative time between Special Education and General Education teachers to be able to co-plan and discuss shared students academically, socially, and behaviorally.

There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels to support both general and special education students.

**Challenges**

**Discussion  
Point**

**Priority for Planning**

Though SASD is expanding in services provided to students, we still lack sufficient resources to have tiered interventions for students needing tier II and tier III mental health services.

The number of students in need for Title support has drastically increased. There is a need to utilize Evidence-Based Instructional Practices and Interventions in both math and reading in the core classrooms K-5 to reduce the volume of students receiving Title I services (Tier III interventions) .



## ADDENDUM B: ACTION PLAN

### Action Plan: Systems of support to meet student needs

Action Steps	Anticipated Start/Completion Date
2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics. 2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics. 2024-2025 develop MTSS structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	06/01/2020 - 06/02/2025

Monitoring/Evaluation	Anticipated Output
The district will monitor the implementation of systems of supports through a variety of data analysis.	Implementation of a system that supports the instructional, social, and behavioral needs of all students

Material/Resources/Supports Needed	PD Step	Comm Step
PATTAN Supports, literacy interventionists, math and literacy coaches, school psychologists, counselors, social workers	yes	yes



**Action Steps****Anticipated Start/Completion Date**

Develop common language to guide implementation of academic, social, and behavioral student supports.

08/16/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

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

Administrative Team Support PATTAN and IU Support Math/Literacy Coaches and Interventionists

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Develop building schedules that allow for flexible scheduling of student interventions and acceleration.  
2022-2023 K-3 2023-2024 4-8 2024-2025 9-12

04/04/2022 - 08/01/2024

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

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

no

no



**Action Steps****Anticipated Start/Completion Date**

Audit student onboarding practices and develop processes to ensure transfer students are identified for their intervention and enrichment needs.

08/25/2022 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Building level teams, including instructional coaches, interventionists, counselors, social workers, and psychologists to identify and evaluate effectiveness of current practices.

no      yes



**Action Steps****Anticipated Start/Completion Date**

Implement student onboarding process to ensure transfer students are identified for their intervention and enrichment needs early in their transition to SASD. Adjust as needed.

06/01/2023 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

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

Assessment data, instructional coaches, interventionists, school counselors, social workers, and school psychologists.

no

no



**Action Steps****Anticipated Start/Completion Date**

Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on various components of SEL.

08/16/2021 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Professional learning resources, CASEL Framework, counselors, social workers, school psychologists, building admin, PATTAN and IU support

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices.

08/16/2021 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

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

Books and articles on trauma pedagogy, social workers, school psychologists, counselors, local agencies

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Research and implement mental health screening to support the mental health needs of students in the district.

02/28/2022 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

The district will monitor the implementation of systems of supports through a variety of data analysis.

Implementation of a system that supports the instructional, social, and behavioral needs of all students

**Material/Resources/Supports Needed**

<b>PD Step</b>	<b>Comm Step</b>
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Norm-Reference mental health screening tool, support from PATTAN and IU, Community agency support (SCRC), Building administrator, counselors, social workers

yes	yes
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**Action Plan: Empower Leadership for District Continuous Improvement**



**Action Steps****Anticipated Start/Completion Date**

District leadership define and regularly communicate a clear vision for district and school continuous improvement.

07/01/2022 - 06/30/2025

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of completion timelines for action steps as well as administrative team meetings.

SASD will communicate and implement systems for continuous improvement and organizational coherence.

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

Administrative support

no

yes



**Action Steps****Anticipated Start/Completion Date**

Create organizational structure that communicates roles, responsibilities, and relationships between positions in the district.

11/01/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of completion timelines for action steps as well as administrative team meetings.

SASD will communicate and implement systems for continuous improvement and organizational coherence.

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Surrounding district organizational structures, SASD Human Resources Director, PASBO, support from district and building administration

no      yes



**Action Steps****Anticipated Start/Completion Date**

Create job descriptions that describe the roles, responsibilities, and relationships between positions in the district.

06/01/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of completion timelines for action steps as well as administrative team meetings.

SASD will communicate and implement systems for continuous improvement and organizational coherence.

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

PASBO, support from district and building administration

no

yes



**Action Steps****Anticipated Start/Completion Date**

Research and evaluate systems and processes to collect, report, aggregate/disaggregate data and communicate holistic district strengths and opportunities.

08/01/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of completion timelines for action steps as well as administrative team meetings.

SASD will communicate and implement systems for continuous improvement and organizational coherence.

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

Surveys to surrounding districts IU support Technology Supervisor support

no

no



**Action Steps****Anticipated Start/Completion Date**

Creation of formal structures for communicating with variety of stakeholders about progress toward achieving district's goals for student learning.

11/30/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring of completion timelines for action steps as well as administrative team meetings.

SASD will communicate and implement systems for continuous improvement and organizational coherence.

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

IU Support Administrative team support

no

yes



## Action Plan: Understanding by Design Curriculum Framework

Action Steps	Anticipated Start/Completion Date
Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and collaboration skills.	07/01/2019 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Progression of each content area in the development of their programs related to the curriculum review cycle.	Curricular maps utilizing the Understanding by Design Framework, aligning the rigor of the state standards to our curriculum and assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Rubicon Atlas PDE SAS Department Leadership Building Administrative Support	yes	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	Systems of support to meet student needs	Develop common language to guide implementation of academic, social, and behavioral student supports.	08/16/2021 - 06/30/2023
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	Systems of support to meet student needs	<p>2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics.</p> <p>2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics.</p> <p>2024-2025 develop MTSS</p>	06/01/2020 - 06/02/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.	
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	Systems of support to meet student needs	Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on various components of SEL.	08/16/2021 - 06/30/2025
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	Systems of support to meet student needs	Provide professional development on childhood trauma and trauma	08/16/2021 - 06/30/2025



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		informed pedagogy, including de-escalation strategies and restorative practices.	
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	Systems of support to meet student needs	Research and implement mental health screening to support the mental health needs of students in the district.	02/28/2022 - 06/28/2024
<p>Shippensburg Area School District will provide professional learning and develop curricular maps utilizing the Understanding by Design Framework to promote critical thinking, aligning the rigor of the state standards to our curriculum and assessments. (Curriculum Development)</p>	Understanding by Design Curriculum Framework	Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance	07/01/2019 - 06/30/2025

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

assessments to ensure critical thinking and collaboration skills.

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## PROFESSIONAL DEVELOPMENT PLANS

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Understanding by Design Framework

Department heads and teacher leadership K-12

Unpacking standards, purpose of UbD Framework, Transfer Goals, Performance Assessments

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

UbD Curriculum Maps

07/01/2019 - 06/30/2025

Director of Curriculum, Instruction, and Assessment

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Trauma-Informed Pedagogy

All Administrators, Teachers,  
Support Staff

Adverse Childhood Experiences and toxic stress, Trauma defined, Guiding Principles of Trauma-Informed Care, Restorative Practices, De-escalation strategies

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Increased student engagement, implementation of Trauma-Informed classroom practices, increased student attendance

08/16/2021 - 06/30/2023

Director of Curriculum, Instruction, and Assessment

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

Trauma Informed Training (Act 18)

2b: Establishing a Culture for Learning

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Data Analysis and Problem Solving

K-8 All Teachers 9-12 Math and ELA teachers

Utilization of TIPS Forms, Interpreting data to identify root cause(Acadience, I-Ready, PSSA, PVAAS, Keystones, IXL)

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Improved student learning in mathematics and English Language Arts

08/16/2021 - 06/30/2025

Director of Curriculum, Instruction, and Assessment

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

Teaching Diverse Learners in an Inclusive Setting

3d: Using Assessment in Instruction

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Evidence-Based high impact instructional strategies and interventions	K-5 Classroom teachers	Evidence-Based high impact instructional strategies, Evidence-based classroom interventions

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Improved student learning in mathematics and English Language Arts	08/16/2021 - 06/30/2024	Director of Curriculum, Instruction, and Assessment

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	
1e: Designing Coherent Instruction	



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
LETRS Training	K-3 Teachers	Evidence-based instructional strategies for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Improved student learning in English Language Arts	09/02/2022 - 06/01/2026	Director of Curriculum, Instruction, and Assessment

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	



Professional Development Step	Audience	Topics of Prof. Dev
Mental Health Screener	Building Administrators, Social Workers, School Counselors	Administration and utilization of Mental Health Screener

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decreased levels of depression and anxiety reported on biannual PAYS surveys for grades 6, 8, 10, 12 and increased student attendance	08/22/2022 - 06/30/2024	School Psychologists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally  1b: Demonstrating Knowledge of Students  4d: Participating in a Professional Community  4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Social Emotional Learning	K-12 Administrators and Staff	Common language and definition of Social Emotional Learning, CASEL Framework and the Core Competencies, classroom application of Social Emotional Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student engagement, integration of SEL into classroom practices	08/16/2021 - 06/30/2025	Director of Curriculum, Instruction, and Assessment

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	





## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>Develop common language to guide implementation of academic, social, and behavioral student supports.</p>	<p>2021-08-16 - 2023-06-30</p>
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>2022-2023 Continue to learn about and develop MTSS structures K-3, piloting WIN time for Reading and Mathematics.</p> <p>2023-2024 develop MTSS structures for 4-8 for Reading and Mathematics.</p> <p>2024-2025 develop MTSS</p>	<p>2020-06-01 - 2025-06-02</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>structures for 9-12 Reading and Mathematics. Make adjustments to processes and structures as needed.</p> <p>Audit student onboarding practices and develop processes to ensure transfer students are identified for their intervention and enrichment needs.</p>	<p>2022-08-25 - 2023-06-01</p>
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>Continue to learn and plan for K-12 Social Emotional Learning integration for both students and</p>	<p>2021-08-16 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>adults. Provide staff professional learning on various components of SEL.</p> <p>Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices.</p>	<p>2021-08-16 - 2025-06-30</p>
<p>SASD will implement a tiered framework to ensure appropriate academic, social, and behavioral supports for all students to experience success. (Student Supports)</p> <p>All SASD Building subgroups will reach the regular attendance rate of 85.8%. (Regular Attendance)</p>	<p>Systems of support to meet student needs</p>	<p>Research and implement mental health screening to support the mental health needs of students</p>	<p>2022-02-28 - 2024-06-28</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	in the district. Create organizational structure that communicates roles, responsibilities, and relationships between positions in the district.	2022-11-01 - 2023-06-30
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	District leadership define and regularly communicate a clear vision for district and school continuous improvement.	2022-07-01 - 2025-06-30
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	Create job descriptions that describe the roles, responsibilities, and relationships	2022-06-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
SASD will communicate and implement systems for continuous improvement and organizational coherence. (Organizational Coherence)	Empower Leadership for District Continuous Improvement	between positions in the district.  Creation of formal structures for communicating with variety of stakeholders about progress toward achieving district's goals for student learning.	2022-11-30 - 2023-06-30
Shippensburg Area School District will provide professional learning and develop curricular maps utilizing the Understanding by Design Framework to promote critical thinking, aligning the rigor of the state standards to our curriculum and assessments. (Curriculum Development)	Understanding by Design Curriculum Framework	Design unit level learning goals and assessments utilizing the Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and	2019-07-01 - 2025-06-30

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Communication Step</b>	<b>Anticipated Timeline</b>
		collaboration skills.	

## **COMMUNICATIONS PLAN**

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
MTSS Frameworks	K-12 Staff, Administration	MTSS at SASD, Social Emotional Learning and why, Mental Health Screener and why

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/22/2022 - 06/30/2025	During professional development and faculty meetings	Presentation

<b>Lead Person/Position</b>
Director of Curriculum, Instruction, and Assessment, Building Administrators

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
District Vision and Mission	All Stakeholders	District vision and mission and the need to focus on continuous improvement

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
11/01/2022 - 06/30/2025	Beginning of year district meetings, community forums, board meetings	Presentation Posting on district website Blog Newsletter Email

<b>Lead Person/Position</b>
Superintendent

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
UbD Curricular Frameworks	All Stakeholders	Public viewing of K-12 curriculum

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

08/19/2019 - 06/30/2026

As maps are approved by board of director

Posting on district website

**Lead Person/Position**

Director of Curriculum, Instruction, and Assessment

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

Organizational Chart

All Stakeholders

Supports various positions in the district provide to enhance student learning

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

11/01/2022 - 06/30/2025

1-2 times

Presentation  
Posting on district website**Lead Person/Position**

Superintendent



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

Organizational Chart

All Stakeholders

Supports various positions in the district provide to enhance student learning

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

11/01/2022 - 06/30/2025

1-2 times

Presentation  
Posting on district website**Lead Person/Position**

Superintendent



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder Surveys	Surveys to gather input from students, families, staff, and community members	Email, Social Media, District Website	All Stakeholders	August 2021
Comprehensive Planning Process	Process being utilized for comprehensive planning	Presentation, District website	All Stakeholders	September 29, 2021
Vision Vote	Survey to stakeholders (students, staff, families, community members) to vote on future vision for SASD	Email, District website	All Stakeholders	October 2021
Comprehensive Planning Meetings	Survey analysis Data analysis Identifying District Priorities	In-person meetings	Comprehensive Planning Committee	Monthly from September 2021-May 2022
Comprehensive Planning Update	Update on comprehensive planning process with vision, mission, and shared values, data to be used in "Needs Assessment"	Board Presentation	All Stakeholders	January 2022
Comprehensive Planning Update	Update on comprehensive planning process with "Needs Assessment" strengths and opportunities.	Board Presentation	All Stakeholders	May 2022
Comprehensive Planning	Update on comprehensive planning process with	Board	All	July 11, 2022

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
Update	"Priority Statements", "Action Plans", and "Professional Development"	Presentation	Stakeholders	
Comprehensive Plan Posting: Including required state reports	Comprehensive Plan Posting	District Website and social media	All Stakeholders	July 11, 2022
2022-2023 Opening Day	District Goals and Initiatives	Presentation	SASD Staff	August 22, 2022

