



Comprehensive Planning 2022-2025

District Comprehensive Planning Process

- Comprehensive District Planning Committee-Consists of administrators from each building, teachers from each grade span (K-5, 6-8, 9-12), parents from each grade span (K-5, 6-8, 9-12), and community members.
- Creation/revision of District Vision, Mission, Shared Values based on feedback from student, teacher, parent surveys.
 - Completed November 2021
- Needs Assessment: March-April 2022
- Goal Creation: June 2022
- Plan Development: June 2022

Committee Created Mission and Vision

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

Committee Created Shared Educational Values

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

Priority 1: Curriculum Framework Development

Goal: 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.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ELA (6-12)& Practical Skills (9-12) *ELA K-5 researched program adoption	COVID, cycle postponed	Social Studies (4-12) & Business (6-12) *Social Studies K-3 embedded in ELA program	Math (K-12)& Foreign Language (9-12)	Science (K-12) & Art & Music (K-12)	Health and Wellness (K-12) & Library (K-12)

Action Plan

- Continue curriculum planning cycle for years 3, 4, and 5.

- Design unit level learning goals and assessments utilizing Understanding by Design Framework with particular focus on transfer goals and performance assessments to ensure critical thinking and collaboration skills.

Professional Development

- Understanding by Design Framework
 - Topic: Unpacking standards, purpose of UbD Framework, Transfer Goals, Performance Assessments
 - Evidence of Learning: Understanding by Design Curriculum Maps
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Collaborative Curriculum Development
 - Frequency: 10 per year per department
 - Timeline: August 2019-June 2025

Priority 2: Leadership Capacity and Continuous Improvement

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

2022-2023 Target	2023-2024 Target	2024-2025 Target
SASD will develop and communicate with all stakeholders organizational charts of central office staff and service organizations to ensure organizational coherence towards our shared vision.	SASD will identify, develop, and communicate with all stakeholders various organizational processes to align efforts within the district.	SASD will implement systems for continuous improvement and organizational coherence.

Action Plan

- District leadership define and regularly communicate a clear vision for district and school continuous improvement (8/2022-6/2025).
- Create organizational structure that communicates roles, responsibilities, and relationships between positions in the district (11/2022-6/2023).
- Create job descriptions that describe the roles, responsibilities, and relationships between positions in the district (6/2022-6/2023).
- Research and evaluate systems and processes to collect, report, aggregate/dissaggregate data and communicate holistic district strengths and opportunities (8/2022-6/2023).
- Creation of formal structure for communicating with variety of stakeholders about progress toward achieving district's goals for student learning.

Priority 3: District and Building Culture

Goal: All SASD Building subgroups will reach the regular attendance rate of 85.8%

Target 1	Target 2	Target 3
October 2024 FRI shows all SASD building subgroups with regular attendance rate of at least 80%.	October 2025 FRI shows all SASD building subgroups with regular attendance rate of at least 85%	October 2026 FRI shows all SASD building subgroups will reach the regular attendance rate of 85.8%

Action Plan

- Develop and communicate common language to guide implementation of academic, social, and behavioral supports (8/2021-6/2023).
- Research and implement mental health screening to support mental health needs of students in the district (2/2022-6/2024).
- Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff with professional learning on various components of SEL (8/2021-6/2025).
- Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices (8/2021-6/2025).

Professional Development

- Trauma-Informed Pedagogy
 - Topics: Adverse Childhood Experiences and toxic stress, trauma defined, guiding principles of trauma-informed care, restorative practices, de-escalation strategies
 - Evidence of Learning: student engagement, implementation of trauma-informed practices
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Inservice days
 - Frequency: 1-2 per year
 - Timeline: August 2021-June 2025
- Data Analysis and Problem Solving (TIPS Forms)
 - Topics: Utilization of TIPS forms, Interpreting data to identify root cause (Acadience, I-Ready, PSSA, PVAAS, Keystones, IXL)
 - Audience: Classroom teachers K-8; math and ELA teachers 9-12
 - Evidence of Learning: Improved student learning in mathematics and English Language Arts
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Professional Learning Communities
 - Frequency: 1 time per month on early release or full inservice days
 - Timeline: August 2021-June 2025

Priority 4: Student-Centered Supports

Goal: SASD will implement a tiered framework, K-12, to ensure appropriate academic, social, and behavioral supports for all students to experience success.

2022-2023 Target	2023-2024 Target	2024-2025 Target
K-8 Implementation of MTSS Framework with targeted academic interventions.	K-8 implementation of MTSS Framework with targeted social and behavioral interventions.	SASD will implement a tiered framework, K-12, to ensure appropriate academic, social, and behavioral supports for all students to experience success.

Action Plan

- Develop and communicate common language to guide implementation of academic, social, and behavioral supports (8/2021-6/2023).
- Research and implement mental health screening to support mental health needs of students in the district (2/2022-6/2024).
- Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff with professional learning on various components of SEL (8/2021-6/2025).
- Provide professional development on childhood trauma and trauma informed pedagogy, including de-escalation strategies and restorative practices (8/2021-6/2025).
- Develop building schedules that allow for flexible scheduling of student interventions and acceleration (4/2022-8/2024).
- Audit student onboarding practices and develop processes to ensure transfer students are identified for their intervention and enrichment needs (8/2022-6/2023).
- Implement student onboarding processes to ensure transfer students are identified for their intervention and enrichment needs early in their transition to SASD (6/2023-6/2025)

Professional Development

- Data Analysis and Problem Solving (TIPS Forms)
 - Topics: Utilization of TIPS forms, Interpreting data to identify root cause (Acadience, I-Ready, PSSA, PVAAS, Keystones, IXL)
 - Audience: Classroom teachers K-8; math and ELA teachers 9-12
 - Evidence of Learning: Improved student learning in mathematics and English Language Arts
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Professional Learning Communities
 - Frequency: 1 time per month on early release or full inservice days
 - Timeline: August 2021-June 2025

Professional Development (Continued)

- Evidence-based high impact instructional strategies and interventions
 - Topics: Evidence-based high impact instructional strategies and interventions
 - Audience: Classroom teachers K-5
 - Evidence of Learning: Improved student learning in mathematics and English Language Arts
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Coaching
 - Frequency: At least 1 time per month with job embedded learning
 - Timeline: August 2020-21-June 2024
- LETRS Training
 - Topics: Evidence-based instructional strategies for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language
 - Audience: Classroom teachers K-3
 - Evidence of Learning: Improved student learning in English Language Arts
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Workshops and Independent study
 - Frequency: Workshop 4 times per year, Independent study 1 time per month

Professional Development (Continued)

- **Mental Health Screener**
 - Topics: Administration and utilization of Mental Health Screener to identify student supports
 - Audience: Administrators, Social Workers, School Counselors
 - Evidence of Learning: decreased levels of depression and anxiety reported on biannual PAYS surveys in grades 6,8,10,12 and increased student attendance
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Seminars,
 - Frequency: Workshop 4 times per year, Independent study 1 time per month
- **Trauma-Informed Pedagogy**
 - Topics: Adverse Childhood Experiences and toxic stress, trauma defined, guiding principles of trauma-informed care, restorative practices, de-escalation strategies
 - Audience: All staff K-12
 - Evidence of Learning: student engagement, implementation of trauma-informed practices
 - Leader: Director of Curriculum, Instruction, and Assessment
 - Learning Format: Inservice days
 - Frequency: 1-2 per year
 - Timeline: August 2021-June 2025