

## **MANHEIM CENTRAL SHS**

400 Adele Ave

ATSI non-Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

The School District has outlined the mission as: "Preparing responsible citizens who are lifelong learners." The core tenet of this vision is concentrated on the District's Profile of a Difference Maker. The difference maker attributes represent the goal for each of the District's learners- they would each be difference makers upon graduating from the District. To be a difference maker, we believe there are five characteristics in which each individual must experience, practice, and grow to better their skill set. These characteristics are: innovator, reflective learner, critical thinker, responsible citizen, and collaborator. Furthermore, the District envisions a teaching and learning environment where each learner is an individual with different assets, skills, and knowledge. The measure of success is not attributed to the comparisons among learners, but in a measure of how much an individual has grown. This growth is accomplished by understanding that not all learners begin at the same place and when engaged in learning that transcends the classroom, each student can maximize their potential. As such, the classroom environment is a place where each individual is valued, respected, and supported with a teacher who believes that all children can learn. In addition, frequent formative assessments that are supported with action-based feedback drive student mastery in interesting and relevant content.

## STEERING COMMITTEE

Name	Position	Building/Group
Amy Flannery	Assistant Superintendent	Manheim Central School District
Tracy Fasick	Director of Curriculum & Instruction	Manheim Central School District
Pam Watts	Director of Special Education	Manheim Central School District
Carrie Heinsey	Social Worker	Manheim Central School District
Zachary Bauernmaster	HS Assistant Principal	Manheim Central HS
Elizabeth Bender	HS Assistant Principal	Manheim Central HS
Sheree Beck	HS Math Teacher	Manheim Central HS
Amy Grey	HS ELA Teacher	Manheim Central HS
Sandy Garrett	HS Learning Support Teacher	Manheim Central HS
Kim Hatfield	HS Learning Support Teacher	Manheim Central HS
Edward Frick	HS & MS Parent/School Board Member	Manheim Central HS
Shirley Kensey	Middle School Parent	Manheim Central MS
Krystle Nemeth	MS Principal	Manheim Central MS
LeAnna Boyer	MS Learning Support Teacher	Manheim Central MS
Allison Bullock	MS ELA Teacher	Manheim Central MS
Laura Lent	IU 13	IU 13
Shane Martin	School Counselor	Manheim Central SD
Joshua Weitzel	HS Principal	Manheim Central HS
Krystal Boxer	HS Math Teacher	Manheim Central HS

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Rodney Brenize	HS Math Teacher	Manheim Central HS
Zachary Pratt	HS Technology & Engineering Teacher	Manheim Central HS
Devon Warren	HS Learning Support Teacher	Manheim Central HS
Lyndsey Rote	HS Math Teacher	Manheim Central HS
Mike Esch	HS Business Teacher	Manheim Central HS
Tom Williams	HS Science Teacher	Manheim Central HS
Mellissa Passaro	HS English Teacher	Manheim Central HS
Eliza Malda	HS English Teacher	Manheim Central HS
Ruth Iosue	HS English Teacher	Manheim Central HS

## ESTABLISHED PRIORITIES

### Priority Statement

It is a priority to develop a systematic, collaborative planning process to ensure instruction is adapted and resources are provided to support individual student need.

### Outcome Category

Essential Practices 1:  
Focus on Continuous Improvement of Instruction

Essential Practices 3:  
Provide Student-Centered Support Systems

Career Standards Benchmark

It is a priority to improve our students pathways to college and career readiness by analyzing our data and determine a plan for systematic changes.

Career Standards Benchmark

Career Standards Benchmark

Career Standards Benchmark

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Professional Learning Communities

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

PLC GOAL- Process

Develop and implement Professional Learning Communities as a platform for teachers to collaborate about adapting instruction and providing resources that support individual student needs.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Establish a PLC

2020-08-22 -

Josh Weitzel

IU Training Team, Department

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Committee	2020-11-02		Lead Teachers, SEC, Special Ed Supervisor, Building Level administration
Establish a timeline for PLC Training and Implementation	2020-11-03 - 2019-01-19	PLC Core Team	IU Training Team, Department Lead Teachers, SEC, Special Ed Supervisor, Building Level administration
Conduct PLC Trainings	2021-01-20 - 2021-03-29	PLC Core Team	IU Training Team
Implement PLC Sessions	2021-03-24 - 2021-06-04	PLC Core Team	Time; Scheudling

### Anticipated Outcome

Calendar Schedule of Meetings by Department, Agenda for training sessions, Teacher Meeting Notes for Implementing Change.

### Monitoring/Evaluation

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

### Evidence-based Strategy

Establish Early Warning System and Intervention/Monitoring System

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PLC GOAL- Achievement	Increase the overall percentage of proficient achievement for all students in ELA (1%) , Math (1%) and Science (1%) %. Increase the overall percentage of proficient achievement for students with disabilities in ELA (3%) Math(3%) and Science ( 3%).

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
Establish Roles and Responsibilities	2020-08-26 - 2020-11-02	Josh Weitzel	List of potential warning systems, technology SIS support, historical data, PVAAS data
Use early warning data tool to import behavior, attendance, grades, and demographic data	2020-08-26 - 2020-11-02	Josh Weitzel	SIS, technology,
Review Early Warning Data in PLC and interpret results to determine intervention.	2020-08-26 - 2020-11-02	Josh Weitzel	PLC time, teams, PD on examining data,
Monitor, evaluate and refine intervention.	2020-08-25 - 2021-06-04	Josh Weitzel	PD on examining data, determining effectiveness of intervention, planning new intervention.

### Anticipated Outcome

Student Early Warning Data, Decreased failure rate, On Track Graduation rates, PLC team plans

### Monitoring/Evaluation

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

### Evidence-based Strategy

Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
College and Career Readiness Goal (Portfolio)	Increase the overall percentage of the students meeting the college and career readiness benchmark by 10% overall

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

population. The overall percentage of special education students meeting the college and career readiness benchmark will increase by 16%.

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

Training for Students on Uploading Career Artifacts

2020-08-26 - 2020-11-02

Liz Bender and Liz Lubeski

Tutorial resources, Schoology resources, time in schedule.

Establish a schedule and training for teachers to develop quality artifacts aligned with post secondary outcomes and determine completion.

2020-08-26 - 2020-11-02

Liz Bender

Tutorial resources, Schoology resources, time in schedule.

Develop process for accountability for teachers and students that is reported quarterly.

2021-08-26 - 2021-06-04

Liz Bender

Time, Technology Coach Support, eSchool reporting, Sean O'Dell

**Anticipated Outcome**

Students will complete 8 pieces of evidence by their junior year. Students work will be centered in the 4 standards for CCR.

**Monitoring/Evaluation**

Administration will review quarterly reports and intervene with teachers/students who are out of compliance.

**Evidence-based Strategy**

Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

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College and Career Readiness Goal  
(Internships, job training, dual enrollment, and college in the high school.

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Increase number of students enrolled in internships, job training, dual enrollment, and college in the high school programs.

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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
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Meet with local Universities to partner to increase college in the high school courses/ Dual Enrollment.

2020-08-26 -  
2020-11-02

Josh Weitzel

University meetings, course selection guide.

Meet with businesses to partner to increase internships, job training, job shadowing or transition services in the high school.

2020-08-26 -  
2021-06-04

Josh Weitzel

Workplace meetings, partnerships

Extend curriculum to include online courses

2020-08-26 -  
2021-06-04

Zac  
Bauermeister

Curriculum time, teacher resources

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### **Anticipated Outcome**

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### **Monitoring/Evaluation**

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
Develop and implement Professional Learning Communities as a platform for teachers to collaborate about adapting instruction and providing resources that support individual student needs. (PLC GOAL- Process)	Professional Learning Communities	Conduct PLC Trainings	01/20/2021 - 03/29/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the overall percentage of proficient achievement for all students in ELA (1%) , Math (1%) and Science (1%) %. Increase the overall percentage of proficient achievement for students with disabilities in ELA (3%) Math(3%) and Science ( 3%). (PLC GOAL-Achievement)	Establish Early Warning System and Intervention/Monitoring System	Review Early Warning Data in PLC and interpret results to determine intervention.	08/26/2020 - 11/02/2020

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the overall percentage of the students meeting the college and career readiness benchmark by 10% overall population. The overall percentage of special education students meeting the college and career readiness benchmark will increase by 16%. (College and Career Readiness Goal (Portfolio))	Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.	Establish a schedule and training for teachers to develop quality artifacts aligned with post secondary outcomes and determine completion.	08/26/2020 - 11/02/2020

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

Amy Flannery

2020-05-14

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Building Principal Signature

Joshua Weitzel

2020-05-14

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Math scores for Proficient/Advanced learners exceed the 2030 benchmark.

Overall graduation rates of overall are above 90 percent.

Smaller class sizes for more at-risk student populations.

All students at the high school are assigned an individual reading level and assigned texts at their independent reading level. Students are reading for 15-20 minutes each night.

Assessment instrument in place aligned to the PA Core and Exam.

Increasing achievement scores for overall and the sub-group category of students with disabilities in Math and ELA.

CDT's are administered three times a year.

All teachers in these content areas have observed another ELA teachers classroom and instruction.

Individualized data on student progress and achievement is available for content areas.

The school is committed to expanding opportunities to learners to provide various pathways for learning and career exploration.

All teachers in these content areas have observed another Science teacher's classroom to view instruction.

### Challenges

Students scoring proficient or advanced on all state assessment from the students with disabilities sub-group.

ELA overall growth rate is 50 (overall).

The number of students scoring advanced in Math and ELA (overall)

Determination of appropriate intervention/support for students who fall into the economically disadvantaged sub-category.

Instructional practices that support students academic success for learners that come from non-traditional homes.

Maintaining the reading culture when students are not enrolled in ELA courses due to block scheduling.

Lack of common assessments across curriculum areas devoted to driving instruction for all learners. Currently, we lack a system to support the learners identified as needing additional support or collaboratively analyzing the data.

Learners must be in good academic standing to participate in these program and at times, this can be a challenge for sub-groups of learners.

Teachers are collecting eligible content assessment data, but this is not used to drive instruction or for teachers to improve instruction.

Currently, we lack a system to support the

## Strengths

CDT's are administered three times a year.

All teachers in these content areas have observed in another Math teacher's classroom to see instruction.

Course pathways and learning options for students. Students can be enrolled in traditional and online courses at the high school. Within these learning formats, learners can be enrolled in college in the high school programs, AP course work, Dual-Enrollment courses or early acceptance programs.

Instructional programming changes to support high-level learning for all kids.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Use multiple professional learning designs to support the learning needs of staff

## Challenges

learners identified as needing additional support or collaboratively analyzing the data.

Facilitators have not explored the provided data as an instrument for instructional decisions or offering support and intervention to students.

Facilitators have not explored the provided data as an instrument for instructional decisions or offering support and intervention to students.

Currently, we lack a system to support the learners identified as needing additional support or collaboratively analyzing the data.

Infusing the Career Standards into the traditional curriculum has been a struggle for certain content areas. For example, some are challenged to answer how the content relates or is applicable to post-secondary occupations.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based \*

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices \*

Collectively shape the vision for continuous improvement of teaching and learning \*

Implement a multi-tiered system of supports for academics and behavior \*

Facilitators view CDT as a benchmark

## Challenges

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assessment rather than a diagnostic and do not currently use the data provided to drive instructional decisions.

Facilitators view CDT as a benchmark assessment rather than a diagnostic and do not currently use the data provided to drive instructional decisions.

Facilitators view CDT as a benchmark assessment rather than a diagnostic and do not currently use the CDT.

Having only 74.7% (overall) and 68.7% (students with disabilities) meeting the career standard benchmark by not submitting needed artifacts.

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## Most Notable Observations/Patterns

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We have multiple forms of data in college and career readiness, but do not have a developed system to analyze and use that data to drive provide all students with support in college and career goals. We need to use our collaborative teams to work together to plan for individual and group student success.

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**Challenges****Discussion Point****Priority for Planning**

Lack of common assessments across curriculum areas devoted to driving instruction for all learners. Currently, we lack a system to support the learners identified as needing additional support or collaboratively analyzing the data.

Facilitators have not explored the provided data as an instrument for instructional decisions or offering support and intervention to students.

Currently, we lack a system to support the learners identified as needing additional support or collaboratively analyzing the data.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based \*

Using collaborative planning will help teachers plan and evaluate the level of engagement in aligned Standards- Based Instruction.



Having only 74.7% (overall) and 68.7% (students with disabilities) meeting the career standard benchmark by not submitting needed artifacts.

Analyze our data and determine a plan to improve our students pathways to college and career readiness.



## ADDENDUM B: ACTION PLAN

### Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date
Establish a PLC Committee	08/22/2020 - 11/02/2020

Monitoring/Evaluation	Anticipated Output
HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.	Calendar Schedule of Meetings by Department, Agenda for training sessions, Teacher Meeting Notes for Implementing Change.

Material/Resources/Supports Needed	PD Step
IU Training Team, Department Lead Teachers, SEC, Special Ed Supervisor, Building Level administration	no

Action Steps	Anticipated Start/Completion Date
Establish a timeline for PLC Training and Implementation	11/03/2020 - 01/19/2019

Monitoring/Evaluation	Anticipated Output
HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.	Calendar Schedule of Meetings by Department, Agenda for training sessions, Teacher Meeting Notes for Implementing Change.

Material/Resources/Supports Needed	PD Step
IU Training Team, Department Lead Teachers, SEC, Special Ed Supervisor, Building Level administration	no

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

Conduct PLC Trainings

01/20/2021 - 03/29/2021

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Calendar Schedule of Meetings by Department, Agenda for training sessions, Teacher Meeting Notes for Implementing Change.

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

IU Training Team

yes

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

Implement PLC Sessions

03/24/2021 - 06/04/2021

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Calendar Schedule of Meetings by Department, Agenda for training sessions, Teacher Meeting Notes for Implementing Change.

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

Time; Scheduling

no

**Action Plan: Establish Early Warning System and Intervention/Monitoring System**

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

Establish Roles and Responsibilities

08/26/2020 - 11/02/2020

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Student Early Warning Data, Decreased failure rate, On Track Graduation rates, PLC team plans

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

List of potential warning systems, technology SIS support, historical data, PVAAS data

no

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

Use early warning data tool to import behavior, attendance, grades, and demographic data

08/26/2020 - 11/02/2020

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Student Early Warning Data, Decreased failure rate, On Track Graduation rates, PLC team plans

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

SIS, technology,

no

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

Review Early Warning Data in PLC and interpret results to determine intervention.

08/26/2020 - 11/02/2020

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Student Early Warning Data, Decreased failure rate, On Track Graduation rates, PLC team plans

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

PLC time, teams, PD on examining data,

yes

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

Monitor, evaluate and refine intervention.

08/25/2020 - 06/04/2021

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

HS Principal and Supervisor of Special Education will monitor by Attendance Sheets, Meeting Agendas, and student data.

Student Early Warning Data, Decreased failure rate, On Track Graduation rates, PLC team plans

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

PD on examining data, determining effectiveness of intervention, planning new intervention.

no

**Action Plan: Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.**

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

Training for Students on Uploading Career Artifacts

08/26/2020 - 11/02/2020

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

Administration will review quarterly reports and intervene with teachers/students who are out of compliance.

Students will complete 8 pieces of evidence by their junior year.  
Students work will be centered in the 4 standards for CCR.

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

Tutorial resources, Schoology resources, time in schedule.

no

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

Establish a schedule and training for teachers to develop quality artifacts aligned with post secondary outcomes and determine completion.

08/26/2020 - 11/02/2020

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

Administration will review quarterly reports and intervene with teachers/students who are out of compliance.

Students will complete 8 pieces of evidence by their junior year.  
Students work will be centered in the 4 standards for CCR.

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

Tutorial resources, Schoology resources, time in schedule.

yes

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

Develop process for accountability for teachers and students that is reported quarterly.

08/26/2021 - 06/04/2021

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

Administration will review quarterly reports and intervene with teachers/students who are out of compliance.

Students will complete 8 pieces of evidence by their junior year.  
Students work will be centered in the 4 standards for CCR.

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

Time, Technology Coach Support, eSchool reporting, Sean O'Dell

no

**Action Plan: Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.**

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

Meet with local Universities to partner to increase college in the high school courses/ Dual Enrollment.

08/26/2020 - 11/02/2020

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

University meetings, course selection guide.

no

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

Meet with businesses to partner to increase internships, job training, job shadowing or transition services in the high school.

08/26/2020 - 06/04/2021

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

Workplace meetings, partnerships

no

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

Extend curriculum to include online courses

08/26/2020 - 06/04/2021

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

Curriculum time, teacher resources

no

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop and implement Professional Learning Communities as a platform for teachers to collaborate about adapting instruction and providing resources that support individual student needs. (PLC GOAL- Process)	Professional Learning Communities	Conduct PLC Trainings	01/20/2021 - 03/29/2021
Increase the overall percentage of proficient achievement for all students in ELA (1%) , Math (1%) and Science (1%) %. Increase the overall percentage of proficient achievement for students with disabilities in ELA (3%) Math(3%) and Science ( 3%). (PLC GOAL- Achievement)	Establish Early Warning System and Intervention/Monitoring System	Review Early Warning Data in PLC and interpret results to determine intervention.	08/26/2020 - 11/02/2020
Increase the overall percentage of the students meeting the college and career readiness benchmark by 10% overall population. The overall percentage of special education students meeting the college and career readiness benchmark will increase by 16%. (College and Career Readiness Goal (Portfolio))	Align High School College and Career Courses to Increase Post-Secondary Transition Outcomes.	Establish a schedule and training for teachers to develop quality artifacts aligned with post secondary outcomes and determine completion.	08/26/2020 - 11/02/2020

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PLC Training for Core Team	PLC Core Team	What is PLC, How do PLCs work, Issues surrounding Early Warning with Teaching and Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Develop and Try out instructional solutions, Assess impact of solutions	08/26/2020 - 06/04/2021	Josh Weitzel

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

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

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

Professional Development Step	Audience	Topics of Prof. Dev
Review Early Warning Data in PLC and interpret results to determine intervention.	High School Teachers	What are early warning signs, Examining student data, Effective Interventions, Analyze data, Differentiated Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Develop and try out instructional solutions, assess degree of impact of solutions, monitor students	08/26/2020 - 06/04/2020	Josh Weitzel

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

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

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Align High School Courses with Post Secondary Outcomes

All Teachers

Technology implementation, portfolio creations, quality artifacts, data validation

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Lessons and artifacts aligned to post secondary activities. Students successfully completing CCR requirements.

08/24/2020 - 11/02/2020

Josh Weitzel

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

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

2c: Managing Classroom Procedures

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder input/feedback	Stakeholders were engaged in survey to determine priority areas.	Email/Zoom Sessions	Admin, teachers, parents, board members, community members.	4/1/2020-5/30/2020
Share draft of plan.	Draft of plan with action steps shared with the public for feedback.	Email/Zoom Sessions/Website/School Board Meeting	All staff and community members	5/18/20-6/18/20
Share Finalized plan with timeline for action steps.	Plan specifics, PD dates, expectations, monitoring.	Email/Zoom Sessions	Teachers and administration	8/24/20-11/2/20
Share progress of plan	Share quarterly progress	School Board Meeting	All staff and community.	11/02/20-6/04/2021

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