Bermudian Springs SD
Comprehensive Plan | 2024 - 2027

DRAFT

Profile and Plan Essentials

LEA Type		AUN	
Bermudian Springs School District		112011103	
Address 1			
7335 Carlisle Pike			
Address 2			
City	**State**	**Zip Code**	
York Springs	PA	17372	
Chief School Administrator		**Chief School Administrator Email**	
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Single Point of Contact Name			
Shannon Myers			
Single Point of Contact Email			
smyers@bermudian.org			
Single Point of Contact Phone Number			
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shane Hotchkiss	Administrator	Superintendent	shotchkiss@bermudian.org
Dr. Shannon Myers	Administrator	Assistant Superintendent	smyers@bermudian.org
Mrs. Jennifer Shelley	Administrator	Middle School	jshelley@bermudian.org
Mr. Ethan Sentz	Administrator	Elementary School	jeley@bermudian.org
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Jim Lott	Community Member	Community	
Katie Peters	Parent	Community	
Lilian Acosta	Community Member	Migrant Education	
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Jodi Scheiterlein	Parent	Middle School	
Quinn Turocy	Parent	High School	
Kennedy Turocy	Student	High School	
Chandler McNulty	Student	High School	
Brittany Wood	Staff Member	High School	bwood@bermudian.org

LEA Profile

Located in the scenic Adams County, PA, the Bermudian Springs School District spans an expansive area of 75 square miles, encompassing a rural setting that includes the boroughs of East Berlin and York Springs, as well as the townships of Huntington, Latimore, Reading, and a portion of Hamilton.

Our district is dedicated to providing a holistic educational experience that nurtures the whole student. We believe in offering multiple educational opportunities to cater to the diverse needs and interests of our students. Whether it's academic enrichment, career exploration, or vocational training, we strive to provide a well-rounded education that prepares our students for success. At Bermudian Springs School District, our commitment to providing a well-rounded education extends to our outstanding music and art department. We believe in the transformative power of the arts and their ability to inspire creativity, foster self-expression, and cultivate a deep appreciation for culture.

In addition to our comprehensive academic curriculum, we offer numerous extra-curricular opportunities to enrich our students' lives beyond the classroom. From sports teams to clubs and organizations, there is something for everyone to engage in their passions and develop valuable skills.

Our district takes pride in its innovative approach to education, including our Eagles Academy Cyber Program. This program offers students the flexibility of online learning while still benefiting from high-quality instruction and the support of our dedicated educators.

We recently constructed a new middle school, which provides state-of-the-art facilities and a modern learning environment for our students. This investment reflects our commitment to continually improving and enhancing the educational experience.

Bermudian Springs Middle and High Schools have been recognized as Apple Distinguished Schools, a prestigious distinction that highlights our commitment to leveraging technology to transform teaching and learning. Our Apple Distinguished Teachers bring their expertise to the classroom, integrating technology seamlessly into the curriculum to enhance student engagement and achievement.

We are proud to be members of our county special education consortium and offer an Autistic Support Program, ensuring that students with varying needs receive the specialized support they need to thrive academically, socially, and emotionally.

Finally, our district serves as a community hub and destination, fostering strong connections between the school and the broader community. We believe in the power of collaboration and engagement, working together with families, local businesses, and community organizations to create a supportive and enriching environment for our students.

At Bermudian Springs School District, we are dedicated to providing an exceptional educational experience that empowers our students to reach their full potential, both inside and outside the classroom.

Mission and Vision

Mission

Inspire to Learn. Empower to Lead. Equip to Succeed.

Vision

In partnership with our students, parents, and community, the Bermudian Springs School District aims to develop innovative opportunities, empower all students to become collaborative and responsible citizens, inspire students to learn, lead, and compete globally, and ensure that each student seeks to achieve personal excellence.

Educational Values

Students

As a district, we have created a Portrait of a Graduate. As students traverse through each grade level, 6 competencies have been developed for students to develop throughout their Bermudian Springs School District experience they are as follows: 1. Initiative and Self-Direction 2. Critical Thinking and Problem-Solving 3. Collaboration 4. Global Contributor 5. Creativity and Innovation 6. Communication

Staff

The BSSD Staff will create an environment where students feel safe, valued, and acknowledged. In our instruction, we prioritize a student-centered approach that emphasizes collaboration, and hands-on learning, and grants students the opportunity to express their voices and make choices. Our primary focus is on addressing the individual needs of each student through positive relationships, while also ensuring their social, emotional, and academic success.

Administration

The administrative team of BSSD will work together to establish a supportive environment that fosters safety, appreciation, and recognition for both students and staff. We will prioritize the needs of student and adult learners, emphasizing collaboration, feedback, and clear expectations. Our main objective is to address the unique requirements of our students and staff, ensuring their academic and professional growth while providing them with the necessary resources for success.

Parents

The involvement of our students' families in their educational well-being is of utmost importance. We foster a strong partnership between families and staff, promoting open and frequent communication regarding students' academic progress and overall well-being. To support our students, families will have numerous opportunities to actively participate in a wide range of extra-curricular and volunteer activities. Additionally, we invite families to collaborate with school staff in identifying and accessing the necessary resources to create an optimal learning environment for students.

Community

We value an active and supportive relationship between our community and the school, prioritizing the success of our students. By actively engaging in stakeholder conversations, we will work together to ensure that our students thrive. Our community partners join forces with the school district, creating a collaborative environment focused on achieving shared goals that enhance the educational experience of our students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
HS future ready indicates that the growth standard was met for Literature	
HS future ready indicates that proficiency was met in Algebra and well above the statewide average	Our performance for the next two years will be impacted by the "pass" provided for students who did not test in 2020 or accounted for in 2021.
MS, HS students have met college and career readiness statewide goal	
MS ELA is above the state average	
MS Science is above the state average	
MS exceeds growth in all 3 subject areas	
MS advanced students are above the state average in ELA/Science	
HS subgroups, Hispanic and economically disadvantaged, met the English growth standard	
HS advanced group exceeds the state average in Algebra	
ES math proficiency exceeds the state average	
ES science proficiency exceeds the state average	
ES Hispanic subgroup increased proficiency in science	
ES students met academic growth score	
ES economically disadvantaged subgroup met growth expectations in all 3 subject areas	
ES English language growth and attainment exceeds the state average by 30%	

Challenges

Indicator	Comments/Notable Observations
3rd Grade reading has not reached "pre-covid" proficiency levels	We did gain over 15% points in one year
ES students with disabilities subgroup did not meet the statewide average	

ES Math did not meet the growth standard	
ES ELA advanced group is below the state average	
MS average attendance is lower than normal at 85%	Our daily attendance average is 93%
MS ELA, Math, and Science did not meet the proficiency goal	
MS ELA did not have any subgroups meet proficiency goals	
MS students with disabilities met growth standard in math but are trending downward	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Math overall scores have increased to 65.6% in 22-23 which is higher than pre-covid scores **Grade Level(s) and/or Student Group(s)** 3rd Grade All students	**Comments/Notable Observations**
Indicator ELA All student subgroups exceeded growth attainment **Grade Level(s) and/or Student Group(s)** MS grades 5-8 All Students and Sub-groups	**Comments/Notable Observations** Students with disabilities met growth attainment. All others exceeded and are trending up.
Indicator ED student group performance increased from 14% to 50% from 2021 to 2022 school years. **Grade Level(s) and/or Student Group(s)** 8th grade ED	**Comments/Notable Observations**
Indicator 9th graders tend to score higher advanced/proficient than any other grade level in Bio and Lit **Grade Level(s) and/or Student Group(s)** 9th Grade/All students	**Comments/Notable Observations**

Challenges

Indicator Math overall scores have increased to 65.6% in 22-23 which is higher than pre-covid scores **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

3rd Grade All students	
Indicator ELA All student subgroups exceeded growth attainment **Grade Level(s) and/or Student Group(s)** MS grades 5-8 All Students and Sub-groups	**Comments/Notable Observations** Students with disabilities met growth attainment. All others exceeded and are trending up.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ES English language growth and attainment exceeds the state average by 30%
MS exceeds growth in all 3 subject areas

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ES students with disabilities subgroup did not meet the statewide average
Students with disabilities are underperforming in all buildings and subjects

Local Assessment

English Language Arts

Data	Comments/Notable Observations
0% of students were advanced on the Literature Keystone	We are looking to adjust when students take the Literature Exam in hopes that performance will increase
HS Literature met the growth standard	
MS ELA proficiency is above the state average	
100% of our MS subgroups met/exceeded growth attainment	
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up	
ES met growth attainment	
3rd grade ED performance is trending up at the ES building	

English Language Arts Summary

Strengths

100% of our MS subgroups met/exceeded growth attainment
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up
HS Literature met the growth standard
3rd grade ED performance is trending up at the ES building

Challenges

0/3 buildings met proficiency interim targets

Mathematics

Data	Comments/Notable Observations
HS students exceeded the 2030 interim target and are performing well above the state average	This will be impacted the next 2 years because of the COVID non-testing and non-accountability years
MS students exceeded growth in all subgroups	
HS students did not meet the growth standard	
ES is well above the state average	
ES did not meet the 2030 proficiency interim target goal	
Students with disabilities are underperforming	

Mathematics Summary

Strengths

ES is well above the state average
HS students exceeded the 2030 interim target and are performing well above the state average
MS students exceeded growth in all subgroups

Challenges

HS students did not meet the growth standard
Students with disabilities are underperforming

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
ES Science is well above the state average	
ES Science met the proficiency 2030 interim target goal	
All ES subgroups are trending upward	
ED subgroup in ES did not meet the proficiency target	
MS students exceeded growth attainment	
MS did not meet the interim proficiency goal but is above the state average	MS has made some adjustments to allow for Science intervention.
All MS subgroups are trending up	
HS Bio did not meet 2030 proficiency interim target goal	
HS Bio did not meet growth attainment	

Science, Technology, and Engineering Education Summary

Strengths

ES Science is well above the state average
MS students exceeded growth attainment
All ES subgroups are trending upward

Challenges

HS Bio did not meet 2030 proficiency interim target goal
HS Bio did not meet growth attainment

Related Academics

Career Readiness

Data	Comments/Notable Observations
All students met the performance standard in the HS	
Graduation cohort for four years is 98%	
Performance standard at the HS is above the state average	
The graduation cohort is higher than the state average	
MS performance exceeds the state average	
Industry-based certifications meet the average but are below the state average	
NOCTI performance has flatlined	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural production	This is a approved CTE Program
PA Diversified Occupations	Students utilize this program to prepare for the workplace through skill enhancement
Accounting	Program of Study
Childcare	Program of Study
Horticulture	Program of Study

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Graduation cohort for four years is 98%
MS performance exceeds the state average
All students met the performance standard in the HS

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continue to expand and improve our Career and Tech Programs to offer more industry certifications
NOCTI Performance

Equity Considerations

English Learners
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ES met EL proficiency standard	
ES performance is well above the state average	
Performance is trending down	
3rd-8th grade EL students are not performing above basic on ELA assessment	These groups are small. No more than 7-8 in each.
60% of ES EL students scored proficient in Math	
4th-8th grade EL students are not scoring above basic in Math	
0/5 EL students were proficient in Algebra	

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
0 Students in this subgroup scored proficient in Algebra	Our district scores were low overall due to the impact of waivers
0 students in this subgroup scored proficient in Biology	
4/16 (25%) students scored proficient in Literature	
6% scored proficient in ELA in 5th grade	
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade	
0 students scored proficient in ELA in 6th grade	
7% (1/14) scored proficient in 7th grade ELA and Math	
6% (1/17) scored proficient in ELA in 8th grade	
2/10 scored advanced in math in 3rd grade and 30% proficient overall	
2/10 scored proficient in ELA in 3rd grade	
2/14 scoring at least proficient in Math (1 scoring advanced)	
7% proficient in ELA in 4th grade	

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
30% scoring proficiently in ELA at the ES building	
30% scoring proficiently in Math at the ES building	
67% scoring proficiently in Science at the ES building	
43% scoring proficiently in ELA at the MS building	Trending up
17% scoring proficiently in Math at the MS building	Trending up
38% scoring proficiently in Science at the MS building	Trending up
100% growth in ELA at the MS	
81% growth in Math at the MS	trending up
75% growth in Science at the MS	
74% growth at the ES in ELA	Trending up
71% growth at the ES in Math	trending down
70% growth at the ES in Science	trending up
77% growth at the HS in Literature	
33% proficiency at HS in BIO	trending down
68% growth at the HS in Algebra	trending down
56% growth at the HS in Bio	trending down

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	below state average and overall performance in all areas

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

ES met EL proficiency standard
ES EL performance is well above the state average
67% ED students scoring proficiently in Science at the ES building
60% of ES EL students scored proficient in Math

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

0 Students in this subgroup scored proficient in Algebra
0 Students in this subgroup scored proficient in Bio
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Approved and updated in 2023
Title I Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	To be updated in 2025
Technology Plan	N/A
English Language Development Programs	N/A
Comprehensive Literacy Plan	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Recruit and Retain High Quality Teachers

High-quality professional development plan to meet the needs of staff
High-quality resources used to meet the needs of all learners
Low teacher-to-student ratio in classrooms

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Inconsistent distribution of information and methods of communication
Ensure effective, standards-aligned curriculum and assessment and data collection tools
Ensuring equitable access and quality resources to support the needs of students and families

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ES English language growth and attainment exceeds the state average by 30%	True
MS exceeds growth in all 3 subject areas	False
100% of our MS subgroups met/exceeded growth attainment	True
MS did not meet 2030 interim proficiency goal, but all subgroups are trending up	False
HS Literature met the growth standard	False
ES Science is well above the state average	False
ES is well above the state average	False
HS students exceeded the 2030 interim target and are performing well above the state average	False
Graduation cohort for four years is 98%	True
ES met EL proficiency standard	False
ES EL performance is well above the state average	False
MS performance exceeds the state average	False
Recruit and Retain High Quality Teachers	False
High-quality professional development plan to meet the needs of staff	True
High-quality resources used to meet the needs of all learners	False
3rd grade ED performance is trending up at the ES building	False
MS students exceeded growth in all subgroups	False
MS students exceeded growth attainment	False
All ES subgroups are trending upward	True
Low teacher-to-student ratio in classrooms	True
All students met the performance standard in the HS	False
67% ED students scoring proficiently in Science at the ES building	False
60% of ES EL students scored proficient in Math	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ES students with disabilities subgroup did not meet the statewide average	True
Students with disabilities are underperforming in all buildings and subjects	False
0/3 buildings met proficiency interim targets	True
HS students did not meet the growth standard	False
Students with disabilities are underperforming	True
Continue to expand and improve our Career and Tech Programs to offer more industry certifications	False
NOCTI Performance	False
Inconsistent distribution of information and methods of communication	False
Ensure effective, standards-aligned curriculum and assessment and data collection tools	True
HS Bio did not meet 2030 proficiency interim target goal	False
0 Students in this subgroup scored proficient in Algebra	True
0 Students in this subgroup scored proficient in Bio	False
Ensuring equitable access and quality resources to support the needs of students and families	True
HS Bio did not meet growth attainment	False
0 students in this subgroup scored proficient in Math in 5th-6th, and 8th grade	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities are underperforming	Performance on assessments is something our students do, not our central focus.	False
0/3 buildings met proficiency interim targets		True
Ensure effective, standards-aligned curriculum and assessment and data collection tools		True
Ensuring equitable access and quality resources to support the needs of students and families		True
0 Students in this subgroup scored proficient in Algebra		False
ES students with disabilities subgroup did not meet the statewide average		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of our MS subgroups met/exceeded growth attainment	We need to analyze what is happening across the building to support our subgroups and ensure that the other buildings have similar supports in place
High-quality professional development plan to meet the needs of staff	How can our PD be aligned to our district goals?
Graduation cohort for four years is 98%	
Low teacher-to-student ratio in classrooms	
ES English language growth and attainment exceeds the state average by 30%	
All ES subgroups are trending upward	
60% of ES EL students scored proficient in Math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we have regular and consistent two-way communication, then we will have a culture that is actively engaged in conversations about student learning.

	If we have district leaders that identify and hold schools accountable for administering rigorous, standards-aligned assessments that yield data that is easily accessible to educators and leaders in all content areas and grade levels then we will have a culture that focuses on continuous improvement of instruction.
	If we have a district-wide data collection system then we have a culture that monitors and supports student's and family's needs.

Goal Setting

Priority: If we have district leaders that identify and hold schools accountable for administering rigorous, standards-aligned assessments that yield data that is easily accessible to educators and leaders in all content areas and grade levels then we will have a culture that focuses on continuous improvement of instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.		
Measurable Goal Nickname (35 Character Max)		
Data Collection		
Target Year 1	**Target Year 2**	**Target Year 3**
Utilize curriculum leads, curriculum teams, and administrators to establish an assessment framework.	Prioritize data collection needs.	By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.		
Measurable Goal Nickname (35 Character Max)		
Data Meetings		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish and maintain a scheduled time for curricular teams to analyze and discuss data.	Implement schedule and provide ongoing support for building administration to lead data-driven conversations in buildings.	By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year, we will have systems in place to ensure that there are assessments aligned to all content standards within the curricular cycles.

Measurable Goal Nickname (35 Character Max)		
Common Assessments		
Target Year 1	**Target Year 2**	**Target Year 3**
Provide professional development to curriculum teams on common assessments.	Provide time for curricular teams to write standards-aligned assessments.	By the end of the 2026-2027 school year, we will have systems in place to ensure that there are assessments aligned to all content standards within the curricular cycles.

Priority: If we have a district-wide data collection system then we have a culture that monitors and supports student's and family's needs.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.		
Measurable Goal Nickname (35 Character Max)		
Community Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish an internal committee to complete a needs assessment.	Research and begin to develop a tool for gathering data.	By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.

Priority: If we have regular and consistent two-way communication, then we will have a culture that is actively engaged in conversations about student learning.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way communication that actively engages stakeholders in conversations about student learning.		
Measurable Goal Nickname (35 Character Max)		
Communication		
Target Year 1	**Target Year 2**	**Target Year 3**
Establish and organize a Communication Committee.	Analyze data and begin to develop an action plan to increase opportunities for two-way communication.	By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way communication that actively engages stakeholders in conversations about student learning.

Action Plan

Measurable Goals

Data Collection	Data Meetings
Common Assessments	Community Supports
Communication	

Action Plan For: Mental Health Supports and Services

Measurable Goals:
- By the end of the 26-27 school year, the district will have created the data collection tool and created a committee to evaluate its effectiveness.

Action Step		Anticipated Start/Completion Date	
The district will research and identify a data collection tool and what unique data we will collect.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Resources for data collection tools	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Develop a committee to evaluate the data collection tool and its effectiveness.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration and SAP Team Members	None	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A team will be established to monitor the input of qualitative data and identify supports for students and/or their families.	Quarterly

Action Plan For: Effective Communication

Measurable Goals:
- By the end of the 2026-27 school year, the Communications Team will have created an action plan to improve regular and consistent two-way

communication that actively engages stakeholders in conversations about student learning.

Action Step		Anticipated Start/Completion Date	
Identify stakeholders, form the communications team, and determine the objectives of the team.		2024-07-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Parents and Community Liaisons	No	No
Action Step		**Anticipated Start/Completion Date**	
A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.		2025-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Communications Team	Data Collection Tools Potential communication solutions	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A communications committee will be established to gather information from our community stakeholders to determine the most effective ways to engage in two-way communication about student learning.	Meetings 2 times a year

Action Plan For: District Assessment Framework Development

Measurable Goals:
• By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Action Step		Anticipated Start/Completion Date	
Establish a District-Wide Assessment Framework		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent and Director of Innovation	Approved Curriculum Frameworks	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Establish common assessments that are standards-aligned district-wide		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

District and Building Administrators and Curriculum Leads	Approved curriculum (K-12), Assessment Framework (K-12)	Yes	No

Action Step		**Anticipated Start/Completion Date**	
Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District and Building Administrators	Approved curriculum (K-12), Assessment Framework (K-12)	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A K-12 Assessment Framework and systematic data collection tool to analyze student needs and instructional supports.	Quarterly

Action Plan For: Data Warehouse

Measurable Goals:
• By the end of the 2024-2025 school year, we will have a data collection and analysis tool to inform instructional decisions.

Action Step		**Anticipated Start/Completion Date**	
Enhance technology infrastructure to facilitate easy data collection.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Innovation Applications Specialist	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Explore data visualization tools to make data more understandable and user-friendly.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Innovation Application Specialist	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A data warehouse system that houses prioritized data that is organized and accessible to all.	Twice a year

Action Plan For: Looking at Student Work and Data Analysis Protocols

Measurable Goals:
• By the end of the 2025-2026 school year, we will establish processes and procedures systematically that enable district leaders to lead meetings focused on continuous improvement.

Action Step			Anticipated Start/Completion Date	
Develop clearly defined rigorous assessments			2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed		PD Step?	Com Step?
District Administrators	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform		Yes	Yes
Action Step			Anticipated Start/Completion Date	
Provide ongoing professional development to enhance assessment literacy			2023-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed		PD Step?	Com Step?
District Administrators	Assessment Framework (K-12) Data Collection Tool Data Synthesis Platform		Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Develop and utilize common assessments that yield results that can be monitored and analyzed to ensure continuous improvement.	Quarterly

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Mental Health Supports and Services	The district will research and identify a data collection tool and what unique data we will collect.
Mental Health Supports and Services	Develop a committee to evaluate the data collection tool and its effectiveness.
Effective Communication	A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
District Assessment Framework Development	Establish a District-Wide Assessment Framework
District Assessment Framework Development	Establish common assessments that are standards-aligned district-wide
District Assessment Framework Development	Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.
Data Warehouse	Enhance technology infrastructure to facilitate easy data collection.
Data Warehouse	Explore data visualization tools to make data more understandable and user-friendly.
Looking at Student Work and Data Analysis Protocols	Develop clearly defined rigorous assessments
Looking at Student Work and Data Analysis Protocols	Provide ongoing professional development to enhance assessment literacy

Trauma-Informed

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect. • Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
All Faculty, Staff, and Administrators		
Topics to be Included		
Recognizing trauma in students and its impact on learning.		
Evidence of Learning		
Completion of courses and assessment, Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Yearly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Workshop(s)	No more than 1 time per year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Diversity and Inclusion

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect. • Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
All Faculty, Staff, and Administrators		
Topics to be Included		
Classroom Inclusion, Bullying, Cultural Appropriation		
Evidence of Learning		
Certificates of Completion, Training Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Yearly

Observation and Practice Framework Met in this Plan
• 2b: Establishing a Culture for Learning
• 1b: Demonstrating Knowledge of Students
• 2a: Creating an Environment of Respect and Rapport
This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Data Analysis and Decision Making

Action Step		
• The district will research and identify a data collection tool and what unique data we will collect.		
• Develop a committee to evaluate the data collection tool and its effectiveness.		
Audience		
District Administrators and SAP Team		
Topics to be Included		
Data Analysis, Action Planning, Data Triangulation		
Evidence of Learning		
Workshop participation, Attendance, Surveys		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administrators	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning	
• 1b: Demonstrating Knowledge of Students	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communication Research and Survey Development

Action Step
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
Audience

Communications Committee		
Topics to be Included		
Survey Tools and Qualitative Information Gathering		
Evidence of Learning		
Participation and Attendance, Tool Development		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Communications Committee Lead	2023-07-01	2025-06-30

Learning Format

Type of Activities	Frequency
Other	No more than 2 meetings
Observation and Practice Framework Met in this Plan	
• 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Assessment Development and Framework

Action Step		
• Develop clearly defined rigorous assessments • Establish a District-Wide Assessment Framework • Establish common assessments that are standards-aligned district-wide • Implement standardized data formats, structures, and proficiency scales to ensure consistency across assessments.		
Audience		
District Administrators and All Teachers		
Topics to be Included		
Importance of Data Standardization Introduction to Data Formats and Structures Creating Consistency in Data Collection Data Validation and Quality Assurance Fundamentals of Assessment Types of Assessments (Formative, Summative, Diagnostic, etc.) Assessment Design and Development Data Analysis and Interpretation Using Assessment Data for Instructional Improvement Assessment Best Practices Technology Tools for Assessment Addressing Equity and Inclusion in Assessment		
Evidence of Learning		
Completed Assessment Framework, Standardized Proficiency Scales, Common Assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Twice a year for content identified in Curriculum Cycles
Observation and Practice Framework Met in this Plan	
3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Data Analysis and Looking at Student Work

Action Step		
- Enhance technology infrastructure to facilitate easy data collection. - Provide ongoing professional development to enhance assessment literacy - Explore data visualization tools to make data more understandable and user-friendly.		
Audience		
District Administrators and Teachers		
Topics to be Included		
Assessment of Current Technology Infrastructure Identifying Data Collection Needs Selection of Appropriate Data Collection Tools and Systems Implementing Data Collection Solutions Introduction to Data Visualization Types of Data Visualization Tools Selecting the Right Visualization for Data		
Evidence of Learning		
Use of Data Warehouse to Run Reports for Data Analysis On-Going Discussions about Data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administrators	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3-4 Meetings Per year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

At Least 1-hour of Trauma-informed Care Training for All Staff

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly Team and Department Meetings
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4a: Reflecting on Teaching 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Effective Communication	A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels.
District Assessment Framework Development	Establish a District-Wide Assessment Framework
Looking at Student Work and Data Analysis Protocols	Develop clearly defined rigorous assessments

Effective Communication

Action Step
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments

Audience
All Stakeholders

Topics to be Included
Increased opportunities to engage in two-way communication regarding student learning.

Lead Person/Position	Anticipated Start	Anticipated Completion
Communication Committee Lead	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

District Assessment Framework Development

Action Step
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments

Audience
All Stakeholders

Topics to be Included
Increased opportunities to engage in two-way communication regarding student learning.

Lead Person/Position	Anticipated Start	Anticipated Completion
Communication Committee Lead	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Looking at Student Work and Data Analysis Protocols

Action Step
• A committee will develop a path to gather feedback to identify strengths, weaknesses, and gaps in current communication channels. • Establish a District-Wide Assessment Framework • Develop clearly defined rigorous assessments

Audience
All Stakeholders

Topics to be Included
Increased opportunities to engage in two-way communication regarding student learning.

Lead Person/Position	Anticipated Start	Anticipated Completion
Communication Committee Lead	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Communication

Type of Communication	Frequency
Other	As needed to advertise events and opportunities that are planned

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date