

WEST PERRY SD

2606 Shermans Valley Road

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To build tomorrow's future, the West Perry School District prepares, inspires and empowers . . . every student, every day.

VISION STATEMENT

The West Perry School District, in partnership with the community, prepares students dedicated to building positive relationships, maintaining high character, achieving academic success and possessing the global value necessary to thrive in an ever-changing, increasingly diverse world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The unique abilities, interests, needs and goals of all students should be respected. All students can learn and succeed.

STAFF

The quality of the teacher is the single most important factor impacting student achievement. Every student must be engaged in his/her learning. Effective use of educational technology must enhance the learning experience.

ADMINISTRATION

High ethical standards and a high standard of conduct should define our interactions with both students and colleagues. Lifelong learning for students and staff should be promoted. A safe and secure environment is the right of every student and staff member.

PARENTS

Family and community involvement are essential to each child's educational success.

COMMUNITY

Effective schools anticipate and adapt to changes within the local, national and global context. Effective schools are accountable and add value to the community. Our community prospers from the educational experiences of its children.

STEERING COMMITTEE

Name	Position	Building/Group
David Zula	Administrator	West Perry School District
Nancy Snyder	Administrator	West Perry School District
Erin Monn	Staff Member	Carroll Elementary
Liz Pugh	Staff Member	Blain Elementary
Angela Grove	Staff Member	Middle School
Stephanie Saylor	Staff Member	Carroll Elementary
Liz Stone	Staff Member	Blain Elementary
Joan Adams	Administrator	West Perry School District
Shannon Morris	Board Member	West Perry School Board
Paula Jones	Administrator	Blain Elementary
Lucas Clouse	Administrator	New Bloomfield Elementary
Steve White	Administrator	Carroll Elementary
Renee Ledonne	Administrator	West Perry Middle School

Name	Position	Building/Group
Chris Rahn	Administrator	West Perry Sr. High School
Heather Shumaker	Staff Member	West Perry Sr. High School
Phil Hemperly	Staff Member	Carroll Elementary
Angie Harrison	Staff Member	New Bloomfield Elementary
Emily Henry	Staff Member	West Perry Middle School
Lauren Baker	Staff Member	Carroll Elementary
Cristin Urich	Staff Member	West Perry Sr. High School
Nicole Wood	Staff Member	New Bloomfield Elementary
Dawn Diehl	Staff Member	West Perry Middle School
Dale Lynn Prokop	Staff Member	West Perry Middle School
Emily Harne	Staff Member	West Perry Sr. High School
Brad Dittmer	Staff Member	West Perry Sr. High School
Sarah Columbus	Staff Member	New Bloomfield Elementary
Carolyn Foose	Staff Member	Blain Elementary
Cristen Urich	Staff Member	West Perry Sr. High School

Name	Position	Building/Group
Rhonda Campbell	Community Member	West Perry School District
Carole Rose	Parent	West Perry Sr. High School
Devin Albrand	Parent	Carroll Elementary
Angie Suder	Parent	Carroll Elementary
Mandy Dittmer	Parent	New Bloomfield

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Attendance policies and procedures must be rigorously communicated and enforced to improve student access to education.	Regular Attendance
A K-12 comprehensive and evidence-based approach to SEL is needed to address growing social and emotional concerns among all students. Additional resources and training are necessary to meet the growing mental health needs among students	Social emotional learning
An evidence-based, standards-aligned math program must be implemented with fidelity in all secondary math classes leading to the Algebra Keystone Exam.	Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implement an Evidenced-Based K-12 SEL Program	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL	By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	Learning program.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Identify and implement evidenced-based curricular materials for the elementary schools, middle school, and high school.	2021-04-01 - 2021-09-30	Nancy Snyder	Curricular materials	
Identify and communicate common vocabulary and a vision for the SEL program	2021-04-01 - 2023-01-01	Nancy Snyder	CASEL training materials, PILS course materials	
School and district Administrators will participate in an SEL PILS course	2021-01-01 -	David Zula	SEL PILS course	
Administer PA School Climate Survey annually and collect other stakeholder feedback as warranted	2021-10-01 - 2021-12-01	Nancy Snyder, Building Principals	PA School Climate Survey	
Expand Tier II and III SEL and mental health interventions	2021-08-01 - 2024-06-30	Nancy Snyder	Tele therapy vendors,	
Implement Responsive Classroom curriculum, routines, and practices in all elementary schools.	2022-08-30 - 2023-07-01	Elementary Principals	Responsive Classroom trainers and materials	
High School staff will implement the School Connect curriculum during weekly advisory periods.	2021-09-20 - 2023-06-15	Cory Hoffman		

Anticipated Outcome
Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level

Monitoring/Evaluation
<p>This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.</p>
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Evidence-based Strategy
Implement Interleaving Practice and Worked Solution Strategies in all secondary math classes

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Secondary Math Growth	By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average growth score in mathematics as reported by the Future Ready PA Index.
Secondary Math Achievement	By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average achievement in mathematics as reported by the Future Ready PA Index or meet the statewide interim target goal.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All secondary math teachers will participate in training and coaching on Interleaving Practice and Worked Solutions strategies	2021-09-20 - 2022-03-01	Nancy Snyder	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf Mathematics coach
Secondary math teachers will implement these two instructional strategies with fidelity in all secondary mathematics courses.	2021-09-01 - 2024-06-01	MS and HS Administration	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf Mathematics coach
Secondary administrators will monitor the implementation	2021-09-01 - 2022-06-15	secondary principals	Walkthrough Form

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
fidelity for curriculum and instruction with regular monitoring and feedback visits			

Anticipated Outcome
10% reduction in Algebra I course failures; increase PVAAS growth measured on Algebra Keystone and MS Math PSSA to 70%

Monitoring/Evaluation
Walkthrough Observation Tool; PVAAS Growth data; course failure data

Evidence-based Strategy
Programmatic response to Attendance Barriers

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	By June 2024, all schools in the West Perry School District will meet the statewide performance standard for regular attendance as noted on each school's PA Future Ready Index (On-Track Measure)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each school will review evidence-based strategies and develop a local attendance improvement plan	2021-09-01 - 2021-10-01	Building Principals	Building Leadership Teams attendanceworks.org
Schools will use the school attendance tracking tools to monitor school attendance and chronic absentee data to stakeholders	2021-11-01 - 2024-06-07	Building Principals and Attendance Secretaries	Attendance tracking tools Communication systems

Anticipated Outcome
Each school will improve the school's overall attendance rate by 3% over the three-year period

Monitoring/Evaluation
Future Ready Index Attendance data (2020-2021 SY as baseline)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	Identify and communicate	04/01/2021 -
	Evidenced-Based K-12 SEL Program	common vocabulary and a vision for the SEL program	01/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	School and district Administrators will participate in an SEL PILS course	01/01/2021 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	Implement Responsive	08/30/2022
	Evidenced-Based K-12 SEL Program	Classroom curriculum, routines, and practices in all elementary schools.	- 07/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	High School staff will implement the	09/20/2021
	Evidenced-Based K-12 SEL Program	School Connect curriculum during weekly advisory periods.	- 06/15/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average growth score in mathematics as reported by the Future Ready PA Index. (Secondary Math Growth)	Implement Interleaving Practice and Worked Solution Strategies in all secondary math classes	All secondary math teachers will participate in training and coaching on Interleaving Practice and Worked Solutions strategies	09/20/2021 - 03/01/2022
By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average achievement in mathematics as reported by the Future Ready PA Index or meet the statewide interim target goal. (Secondary Math Achievement)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	Identify and communicate	04/01/2021 -
	Evidenced-Based K-12 SEL Program	common vocabulary and a vision for the SEL program	01/01/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Expand Tier II and III SEL and mental health interventions	08/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	Administer PA School Climate	10/01/2021 -
	Evidenced-Based K-12 SEL Program	Survey annually and collect other stakeholder feedback as warranted	12/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an	High School staff will implement the	09/20/2021
	Evidenced-Based K-12 SEL Program	School Connect curriculum during weekly advisory periods.	- 06/15/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, all schools in the West Perry School District will meet the statewide performance standard for regular attendance as noted on each school's PA Future Ready Index (On-Track Measure) (Regular Attendance)	Programmatic response to Attendance Barriers	Each school will review evidence-based strategies and develop a local attendance improvement plan	09/01/2021 - 10/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, all schools in the West Perry School District will meet the statewide performance standard for regular attendance as noted on each school's PA Future Ready Index (On-Track Measure) (Regular Attendance)	Programmatic response to Attendance Barriers	Schools will use the school attendance tracking tools to monitor school attendance and chronic absentee data to stakeholders	11/01/2021 - 06/07/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary, middle and high school science

Career Readiness indicators at most schools, and particularly at the high school

Elementary Math

Middle School ELA

Students continue to perform well on Industry Standards-Based Competency Assessment.

Most schools met the performance standard for career readiness.

IEP students are meeting the growth standard on the Math, ELA, and Science PSSA.

Economically Disadvantaged students are meeting the growth standards on the Math, ELA, and Science PSSA.

Coordinating fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Establishing and maintain a focused system for continuous

Challenges

Secondary math achievement and growth

A need for a comprehensive approach to social emotional learning K-12

Regular attendance of all students

Additional activities and strategies need to be added to the Chapter 339 plan to ensure all students meet the college and career readiness standards.

Achievement for IEP and Economically Disadvantaged students is below the achievement level of the All Student Group in all subjects, grades, and assessments.

The lowest levels of proficiency for both IEP and ED students is on the Algebra Keystone Exam.

Growth measures on Math and ELA Keystones

Graduation rates for IEP students

Regular Attendance for IEP students

Strengths

improvement and ensure organizational coherence.

Sufficient resources are available for student instructional technology.

The Chapter 339 Guidance Plan is in place and undergoing continuous improvement.

Special Education processes are in place for identifying and supporting students.

Title I literacy interventions are successful in the elementary schools.

District-wide PVAAS growth on PSSA ELA Assessments is a strength. 4-8 growth measure (1.5) is strong evidence.

All grades 4-8 scored above the state average on the text dependent analysis measure.

Keystone Literature achievement is above the state average.

District-wide PVAAS 3 year math average growth as measured by PSSA (.6 DB) has strong evidence meeting the growth standard.

Elementary grades have moderate to significant evidence that students have met the growth standard.

Challenges

Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers.

Fostering a community-wide vision and culture of high expectations for success for all students, educators, and families

Student mental health and social emotional needs continue to increase.

Continued improvement is needed in effectively using instructional technology, including virtual learning strategies.

Four of five district schools are not meeting attendance benchmarks.

PSSA ELA Achievement is below the state average in grades 3, 4, and 5.

The Academic Growth for the Keystone Literature score is below the state average.

There is significant evidence that students at the Middle School have not met the growth standard in math

The Academic Growth for the Keystone Algebra score is below the state average.

Most grades are just below the state average in math

Strengths

Achievement scores PSSA Grade 4 and 8 and Keystone Biology are all above the state average.

There is significant evidence that students in grades 4 and 8 have met the growth standard in Science.

Challenges

achievement.

92.1% of retesters were not proficient on the Biology Keystone (38 students)

The Science Curriculum will need to be realigned with the adoption of the new Science standards.

Most Notable Observations/Patterns

Some of the challenges are overlapping. We are proud of the growth and achievement for many of our students, but recognize that some grades, building, subjects, and student groups need greater attention. The Board, Administration, and teacher leadership work well together to meet the various challenges facing our district. Many significant challenges related to COVID-19 will need to be addressed during this comprehensive planning period. We have chosen not to include those challenges in this plan because although they are present, solving those issues will not necessarily bring us the improvements that we want to see. Still, our ability to implement corrective measures for the challenges identified in this plan may be affected by other pressing concerns, namely learning loss during school closures.

Challenges	Discussion Point	Priority for Planning
Secondary math achievement and growth		
A need for a comprehensive approach to social emotional learning K-12		
Student mental health and social emotional needs continue to increase.		
Regular attendance of all students		

ADDENDUM B: ACTION PLAN

Action Plan: Implement an Evidenced-Based K-12 SEL Program

Action Steps		Anticipated Start/Completion Date	
Identify and implement evidenced-based curricular materials for the elementary schools, middle school, and high school.		04/01/2021 - 09/30/2021	
Monitoring/Evaluation		Anticipated Output	
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.		Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level	
Material/Resources/Supports Needed		PD Step	Comm Step
Curricular materials		no	no

Action Steps	Anticipated Start/Completion Date	
Identify and communicate common vocabulary and a vision for the SEL program	04/01/2021 - 01/01/2023	
Monitoring/Evaluation	Anticipated Output	
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.	Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level	
Material/Resources/Supports Needed	PD Step	Comm Step
CASEL training materials, PILS course materials	yes	yes

Action Steps	Anticipated Start/Completion Date
School and district Administrators will participate in an SEL PILS course	01/01/2021 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.	Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level

Material/Resources/Supports Needed	PD Step	Comm Step
SEL PILS course	yes	no

Action Steps	Anticipated Start/Completion Date
Administer PA School Climate Survey annually and collect other stakeholder feedback as warranted	10/01/2021 - 12/01/2021

Monitoring/Evaluation	Anticipated Output
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.	Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level

Material/Resources/Supports Needed	PD Step	Comm Step
PA School Climate Survey	no	yes

Action Steps		Anticipated Start/Completion Date	
Expand Tier II and III SEL and mental health interventions		08/01/2021 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.		Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level	
Material/Resources/Supports Needed		PD Step	Comm Step
Tele therapy vendors,		no	yes

Action Steps	Anticipated Start/Completion Date	
Implement Responsive Classroom curriculum, routines, and practices in all elementary schools.	08/30/2022 - 07/01/2023	
Monitoring/Evaluation	Anticipated Output	
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.	Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level	
Material/Resources/Supports Needed	PD Step	Comm Step
Responsive Classroom trainers and materials	yes	no

Action Steps	Anticipated Start/Completion Date
High School staff will implement the School Connect curriculum during weekly advisory periods.	09/20/2021 - 06/15/2023

Monitoring/Evaluation	Anticipated Output
This action plan will be monitored through PA School Climate data. Each school will annually administer this survey. Results will be compared to baseline and previous year results. Other feedback sources will be used as warranted. Course and grade failures will also be monitored at the secondary level.	Improvement in PA School Climate data over baseline. Reduced course and grade failures at the secondary level

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

Action Plan: Implement Interleaving Practice and Worked Solution Strategies in all secondary math classes

Action Steps		Anticipated Start/Completion Date	
All secondary math teachers will participate in training and coaching on Interleaving Practice and Worked Solutions strategies		09/20/2021 - 03/01/2022	
Monitoring/Evaluation		Anticipated Output	
Walkthrough Observation Tool; PVAAS Growth data; course failure data		1. Improved course	
Material/Resources/Supports Needed		PD Step	Comm Step
https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf Mathematics coach		yes	no

Action Steps		Anticipated Start/Completion Date	
Secondary math teachers will implement these two instructional strategies with fidelity in all secondary mathematics courses.		09/01/2021 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Walkthrough Observation Tool; PVAAS Growth data; course failure data		1. Improved course	
Material/Resources/Supports Needed		PD Step	Comm Step
https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf Mathematics coach		no	no

Action Steps	Anticipated Start/Completion Date
Secondary administrators will monitor the implementation fidelity for curriculum and instruction with regular monitoring and feedback visits	09/01/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Walkthrough Observation Tool; PVAAS Growth data; course failure data	1. Improved course

Material/Resources/Supports Needed	PD Step	Comm Step
Walkthrough Form	no	no

Action Plan: Programmatic response to Attendance Barriers

Action Steps		Anticipated Start/Completion Date	
Each school will review evidence-based strategies and develop a local attendance improvement plan		09/01/2021 - 10/01/2021	
Monitoring/Evaluation		Anticipated Output	
Future Ready Index Attendance data (2020-2021 SY as baseline)		Each school will improve the school's overall attendance rate by 3% over the three-year period	
Material/Resources/Supports Needed		PD Step	Comm Step
Building Leadership Teams attendanceworks.org		no	yes

Action Steps	Anticipated Start/Completion Date
Schools will use the school attendance tracking tools to monitor school attendance and chronic absentee data to stakeholders	11/01/2021 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Future Ready Index Attendance data (2020-2021 SY as baseline)	Each school will improve the school's overall attendance rate by 3% over the three-year period

Material/Resources/Supports Needed	PD Step	Comm Step
Attendance tracking tools Communication systems	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Identify and communicate common vocabulary and a vision for the SEL program	04/01/2021 - 01/01/2023
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	School and district Administrators will participate in an SEL PILS course	01/01/2021 - 01/01/0001
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Implement Responsive Classroom curriculum, routines, and practices in all elementary schools.	08/30/2022 - 07/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	High School staff will implement the School Connect curriculum during weekly advisory periods.	09/20/2021 - 06/15/2023
By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average growth score in mathematics as reported by the Future Ready PA Index. (Secondary Math Growth)	Implement Interleaving Practice and Worked Solution Strategies in all secondary math classes	All secondary math teachers will participate in training and coaching on Interleaving Practice and Worked Solutions strategies	09/20/2021 - 03/01/2022
By July 2024, the West Perry Middle School and the West Perry Senior High School will meet or exceed the statewide average achievement in mathematics as reported by the Future Ready PA Index or meet the statewide interim target goal. (Secondary Math Achievement)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SEL Curriculum Professional Development	All teachers in grades K-8	Implementing the Fly Five Curriculum Why SEL is important Creating a culture of learning and respect in the classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of the curriculum with fidelity	08/17/2021 - 08/17/2021	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	
2a: Creating and Environment of Respect and Rapport	
4a: Reflecting on Teaching	
3a: Communicating with Students	

Professional Development Step	Audience	Topics of Prof. Dev
High School Advisory	All High School Staff	Transforming school culture with SEL

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PA School Climate Survey data	08/16/2021 - 08/20/2021	Chris Rahn, High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	
2a: Creating and Environment of Respect and Rapport	
1d: Demonstrating Knowledge of Resources	
3a: Communicating with Students	
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Parent Engagement	All High School Staff	Effective parent communication strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Parent feedback surveys	09/01/2021 - 06/01/2022	Chris Rahn, High School Principal Cory Hoffman, High School Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4c: Communicating with Families

Professional Development Step	Audience	Topics of Prof. Dev
Secondary Math Evidence-based instructional strategies	All secondary math teachers including special education teachers	Interleaving Practice and Worked Solutions strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom walkthroughs	08/19/2021 - 02/18/2022	Chris Rahn, High School Principal Renee LeDonne, Middle School Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step**Audience****Topics of Prof. Dev**

Building Resilience in all students

All PreK-12 staff

using research-informed strategies to move students
from surviving to thriving

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

PA School Climate Survey data

08/18/2021 - 08/18/2021

Nancy Snyder, Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness

Trauma Informed Training (Act 18)

2a: Creating and Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Identify and communicate common vocabulary and a vision for the SEL program	2021-04-01 - 2023-01-01
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Expand Tier II and III SEL and mental health interventions	2021-08-01 - 2024-06-30
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12 SEL Program	Administer PA School Climate Survey annually and collect other stakeholder feedback as warranted	2021-10-01 - 2021-12-01
By June 2024, the West Perry School District will have a fully implemented evidence-based Social Emotional Learning program. (SEL)	Implement an Evidenced-Based K-12	High School staff will implement the School Connect	2021-09-20 - 2023-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	SEL Program	curriculum during weekly advisory periods.	
By June 2024, all schools in the West Perry School District will meet the statewide performance standard for regular attendance as noted on each school's PA Future Ready Index (On-Track Measure) (Regular Attendance)	Programmatic response to Attendance Barriers	Each school will review evidence-based strategies and develop a local attendance improvement plan	2021-09-01 - 2021-10-01
By June 2024, all schools in the West Perry School District will meet the statewide performance standard for regular attendance as noted on each school's PA Future Ready Index (On-Track Measure) (Regular Attendance)	Programmatic response to Attendance Barriers	Schools will use the school attendance tracking tools to monitor school attendance and chronic absentee data to stakeholders	2021-11-01 - 2024-06-07

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
SEL Groundwork	All Staff	Foundational understanding of SEL practices and common terms
Anticipated Timeframe	Frequency	Delivery Method
01/01/2021 - 12/31/2021	4 faculty meetings	Presentation
Lead Person/Position		
Nancy Snyder, Assistant Superintendent		

Communication Step	Audience	Topics/Message of Communication
PA School Climate Survey	School stakeholders: faculty, parents, students in grades 4-12	All domains of the PA School Climate Survey
Anticipated Timeframe	Frequency	Delivery Method
10/01/2021 - 05/01/2022	surveys, twice per year	Other

Lead Person/Position

Nancy Snyder, Assistant Superintendent

Communication Step

Attendance

Audience

Parents and Guardians

Topics/Message of Communication

Importance of school attendance, school attendance plans

Anticipated Timeframe

09/01/2021 - 06/30/2024

Frequency

periodically

Delivery Method

Posting on district website
Email
Other

Lead Person/Position

Building Principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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