

WALLENPAUPACK AREA SD

2552 Route 6

Comprehensive Plan | 2021 - 2024

## LEA Profile

Wallenpaupack Area School District is located in the Pocono Mountains of Northeastern Pennsylvania on US Route 6, one mile east of Hawley. The school district is located in a predominantly rural setting, drawing its students from a 330 square mile area, serving two counties, Wayne and Pike. Formerly a region of small manufacturing, canal transports, lumbering, and agriculture, the present focal point of the area's economic life is Lake Wallenpaupack with its related resort and vacation enterprises.

There was an extremely rapid growth in population in the 1990s and the beginning of the 21st century due to a very large influx from the New York/New Jersey metropolitan areas. The school district experienced a perpetual building program over those 15 years in order to maintain the high quality facilities and classroom space required by the continuous growth. In the last few years the school district has undergone a steady decline in school enrollment.

A major misconception among various school districts and communities in Northeastern Pennsylvania is that Wallenpaupack Area is a "wealthy" school district. This is definitely not so. The WASD is located in a tourist area with expensive vacation homes, but the majority of the population resides in low-income housing. As of June 2021, approximately 57% of the total student population qualified for free or reduced lunch in the National School Lunch Program. This ratio of high property market value to low personal income, a ratio Pennsylvania uses in allocating state budget funding to school districts, is an impediment to receiving state funds, as well as some federal funds. Due to good planning and local support, however, Wallenpaupack continues to provide an excellent education to its students, as well as to provide the facilities and technology required to service its growing population.

WASD enrollment exceeds 3,000 students, served in five schools. The district's major assets are a pro-education school board and supportive community. This support has allowed many reforms to be implemented in the last decade including extensive professional development in helping teachers and school staff meet individual student needs. In addition to the strong academic support provided by the community, the district is proud of its support of the visual and performing arts, STEM instruction, CTE options, co-curricular opportunities, business/community partnerships, and so much more!

### **School District Enrollment (June, 2021)**

High School- 1,000

Middle School- 720

North Intermediate- 520

North Primary- 475

South Elementary- 270

### **Percent Enrollment by Student Groups**

Economically Disadvantaged- 54.4%

English Language Learner- 0.3%

Special Education- 21.3%

Foster Care- 0.4%

Homeless- 1.3%

Military Connected- 0.6%

**Percent Enrollment by Gender**

Male- 51.8%

Female- 48.2%

**Percent Enrollment by Race/Ethnicity**

American Indian/Alaskan Native- 0.2%

Asian- 1.2%

Black- 1.6%

Native Hawaiian or other Pacific Islander- 0.1%

Hispanic- 9.7%

White- 84.5%

Two or More Races- 2.7%

**More District Facts**

Number of Schools- 5

Grades Offered- K5F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

District Enrollment- 2985

Percent of Gifted Students- 3.3%

Charter School Enrollment- 68

Geographic Size of District (Square Miles)- 327.54

Supporting Intermediate Unit(IU)- Northeastern Educational IU 19

## **Professional and Full-Time Staff**

Administrative/Supervisory- 19

Teachers-308

Counselors-15

Librarians- 5

Support Staff- 180

There are many other resources provided to assist students and staff to help them attain the goals established by the school district, including:

- Coordination with various human service agencies
- Diagnostic, Intervention and Referral Services
- Career and Technical Education programs
- Staff development programs
- Professional libraries
- Extracurricular, co-curricular, intramural, and after-school programs
- Outdoor athletic and recreational facilities
- State sponsored and intermediate Unit #19 sponsored programs and services

## Mission and Vision

### Mission

The Wallenpaupack Area School District's mission is to provide an educational environment that promotes excellence for all students, thereby developing life-long learners who are responsible citizens.

### Vision

As a learning community, the WASD is committed to creating an environment in which all students achieve and thrive as a result of quality teaching, quality leadership and quality partnerships with families and community. The WASD is guided by the following trends as identified by the district's needs assessment:

Rapidly Changing Technology: Access to and use of information Continuous upgrading of skills Global communication Integration of technology into daily living

Global Community: Multilingual needs Increased global competition Multicultural experiences 21st century skills to secure employment

Life-long Learning: Adaptability Flexibility Independence Continued growth in personal development

Changing Society: Aging society Childcare needs Family dynamics Crisis management

## Educational Value Statements

### Students

As a learning community, the WASD is guided by the following shared values and beliefs: Develop in students the skills necessary to function as productive members of society Provide a foundation of basic knowledge of skills Develop in students the techniques necessary for lifelong learning Foster a partnership between parents, students and educators All students are: Entitled to a learning environment that is safe, healthy and challenging Accountable for meeting specific educational requirements Lifelong learners with unique needs, abilities and learning styles The purpose of school is to: Provide the opportunities for all students to reach their fullest potential Outcomes for students will be: All students reading and writing at or above grade level All students understand mathematical concepts and processes at or above grade level All students have a deep understanding of and experiences in social justice All students are problem solvers All students have a career/education plan

### Staff

All faculty and staff should: Make every effort to keep students emotionally and physically safe Keep lines of communication open with parents and students Maintain high levels of expectations for students Recognize and address the individuality and uniqueness of each student Be knowledgeable, enthusiastic, caring, and impartial

### Administration

All administrators should: Make every effort to keep students emotionally and physically safe Keep lines of communication open with parents, students, faculty and staff Maintain high levels of expectations for students, faculty and staff Recognize and address the individuality and uniqueness of each student Be knowledgeable, enthusiastic, caring, and impartial

### Parents

Parents should: Keep lines of communication open with teachers, counselors, administrators Maintain high levels of expectations for their children and for the school Stay abreast of school programs and student progress Partner with the school and community

### Community

Community should: Partner with the school and parents to provide the best resources possible for all children Keep lines of communication open with the school Inform the school of community needs

## Summary Of Strengths and Challenges

### Strengths

| Strength   | Consideration In Plan |
|--|-----------------------|
| Percent Career Standards Benchmark- K-12 All Students and each Sub-group exceeded the State Benchmark  | No                    |
| Percent Regular Attendance- K-8 All Students and each Sub-group exceeded the State Benchmark   | No                    |
| The LEA is 5 years in to a K-12 ELA Framework that focuses on strengthening individual literacy.   | No                    |
| The district is developing and implementing a K-12 intervention plan that will provide time during the day for teachers and students to work on individually targeted strategies for all students.   | No                    |
| The LEA is 3 years in to a mathematics framework that focuses on strengthening individual numeracy.  | No                    |
| The district is developing and implementing a K-12 intervention plan that will provide time during the day for teachers and students to work on individually targeted strategies for all students.   | No                    |
| Faculty in the LEA focus on the skills and knowledge to prepare for success in STEM as evidenced by performance on the PSSA/Keystone.  | No                    |
| The LEA has a K-12 Career Ready Plan which culminates in a Career Academy model in the HS.   | No                    |
| All students will graduate with a post-secondary plan.   | No                    |
| The LEA has a well-articulated and implemented 9-12 Engineering pathway.   | No                    |
| The LEA has participated in several STEM related grant programs funded by PDE.   | No                    |
| The LEA is aware of significant concerns with student engagement with all students, however the data suggests larger gaps in achievement in students with special needs, with students experiencing poverty, and with students of historically underserved backgrounds. The LEA is actively working on plans to address these concerns in the HS ASTI Plan, in a K-12 coteach plan, and in an Academy model. | Yes                   |
| The LEA has compassionate teachers of students with special needs.   | No                    |
| The LEA has a plan for individually responsive instruction in all schools beginning in 2021-22.  | No                    |
| The planning process for the Special Education Plan and the 339 Plan have created an inclusive, comprehensive vision for the LEA.  | No                    |
| The LEA recognizes the need to focus on the social emotional and engagement needs of students, faculty, and community.   | No                    |

|   |    |
|---|----|
| The LEA's administration meets monthly to assess, review, reflect, and plan for instruction, assessment and alignment of district goals.                                | No |
| The LEA's administration team meets weekly to communicate logistics and ensure the alignment and implementation of the districts mission.                               | No |
| The LEA collaborates with the community to align resources for mental health, career education experiences, and to gauge community needs that can be met by the school. | No |

## Challenges

| Challenge  | Consideration In Plan |
|--|-----------------------|
| Academic Growth Expectations in English Language Arts/Literatures  | No                    |
| Academic Growth Expectations in Mathematics/Algebra 1  | No                    |
| Percent Regular Attendance- 9-12 All Students and each Sub-group are below the State Benchmark   | No                    |
| COVID related changes to the modes of education have slowed the progress of literacy development.  | No                    |
| COVID related changes to the modes of education have halted the progress of literacy coaching and professional development.                            | No                    |
| COVID related changes to the modes of education have slowed the progress of mathematics programming.   | No                    |
| COVID related changes to the modes of education have halted the progress of mathematics coaching and professional development.                         | No                    |
| COVID related changes to the modes of education have slowed the progress of science, technology and engineering programming.                           | No                    |
| COVID related changes to the modes of education have halted the progress of science, technology and engineering coaching and professional development. | No                    |
| COVID related disruptions and re-focusing of resources to remote modes of learning have slowed the Career Academy Model development.                   | No                    |
| Experiential learning opportunities have been limited during the pandemic.   | No                    |
| Student engagement in meaningful learning  | Yes                   |

|   |     |
|---|-----|
| Student access to resources during pandemic related closures  | No  |
| Communication with students' families about attendance  | No  |
| Recruiting and retaining girls in STEM related courses is a challenge.  | No  |
| A hyper focus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.                                    | Yes |
| The LEA has limited time to prioritize targeted professional training.  | No  |
| COVID changes in instructional modes have focused on providing a hybrid model. The training and resources necessary for this transition have pulled resources from pre-pandemic priorities. | No  |
| The lack of a formal technology plan was a significant problem when the LEA transitioned to remote learning.  | No  |
| Professional training time is a challenge in the LEA.   | No  |
| Access- systemic barriers.  | No  |
| Time for PD, data analysis, control of priorities.  | No  |

## Analyzing Strengths and Challenges

### Strengths

| Strength  | Discussion Points  |
|---|--|
| <p>The LEA is aware of significant concerns with student engagement with all students, however the data suggests larger gaps in achievement in students with special needs, with students experiencing poverty, and with students of historically underserved backgrounds. The LEA is actively working on plans to address these concerns in the HS ASTI Plan, in a K-12 coteach plan, and in an Academy model.</p> | <p>The LEA has a plan to improve the achievement for all students. This plan includes meeting students' SEL needs, targeted academic intervention, and prioritizing resources to focus on individual growth.</p> |

### Challenges

| Challenge   | Discussion Points   | Priority For Planning | Priority Statement   |
|---|---|-----------------------|--|
| <p>Student engagement in meaningful learning</p>  | <p>Meeting students' individual needs was a challenge prior to the COVID pandemic. During the pandemic, analyzing a student's important needs has become more difficult. The goal for the LEA is to continue to use student work data to focus instructional strategies where they are most needed.</p> | <p>Yes</p>            | <p>The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning.</p> |
| <p>A hyper focus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.</p> | <p>In an effort to meet the state's standardized testing goals, the district has moved away from an individualized approach to teaching all students. This goal seeks to focus on individual growth as the measure of student achievement.</p>  | <p>Yes</p>            | <p>The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning</p>  |

## Goal Setting

**Priority:** The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning.

| Outcome Category  | Measurable Goal Statement  | Measurable Goal Nickname      | Target Year 1   | Target Year 2   | Target Year 3  |
|---|--|-------------------------------|---|---|--|
| Professional learning   | Develop and implement an MTSS/RTI model K-8  | MTSS/RTI                      | Train a cohort of K-2 ELA teachers, interventionists, and administrators in the MTSS/RTI process. | Expand the MTSS/RTI training and implementation to K-5.                             | Develop and implement an MTSS/RTI model K-8  |
| Essential Practices 5: Allocate Resources Strategically and Equitably | Fully develop and implement a schedule K-12 with a block of time in daily schedules to implement the MTSS/RTI model. | Intervention/Enrichment Block | Develop schedules that include intervention/enrichment time K-8.                                  | Expand the development of schedules that include intervention/enrichment time 9-12. | Fully develop and implement a schedule K-12 with a block of time in daily schedules to implement the MTSS/RTI model. |

**Priority:** The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning

| Outcome Category  | Measurable Goal Statement  | Measurable Goal Nickname                            | Target Year 1  | Target Year 2   | Target Year 3  |
|---|--|---|--|---|--|
| Essential Practices 5: Allocate Resources Strategically and Equitably | All K-12 teachers have the tools to assess a students' needs, and then implement an appropriate intervention to meet the student need. | Instructional Professional Development and Coaching | Provide professional development training and coaching in analysis of student work and response to student needs for all core K-12 teachers. Resources include; OGAP, ARC, RA, PBL, OG, MQI, AP, and SEL training. | Provide professional development training and coaching in analysis of student work and response to student needs for all K-12 teachers. Resources include; OGAP, ARC, RA, PBL, OG, MQI, AP, and SEL training. | All K-12 teachers have the tools to assess a students' needs, and then implement an appropriate intervention to meet the student need. |
| Essential Practices 3: Provide Student-Centered Support Systems       | Fully implement an intervention/enrichment block of time to meet the individual needs of all students.                                 | Intervention/Enrichment Time                        | Develop schedules that include intervention/enrichment time K-8.   | Expand the development of schedules that include intervention/enrichment time 9-12.   | Fully implement an intervention/enrichment block of time to meet the individual needs of all students.                                 |
| Social emotional learning   | Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.                            | SEL/DEI   | Appoint an SEL/DEI coordinator to plan and implement district wide faculty, staff and administrators professional development in SEL/DEI.  | Expand the SEL/DEI training to include all K-12 students. Continue trainings for all faculty, staff, and administrators.  | Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.                            |

## Action Plan

| Action Plan for: Professional Learning and Coaching  |                        |   |                                     |   |  |           |
|--|------------------------|---|-------------------------------------|---|--|-----------|
| Measurable Goals   |                        | Anticipated Output                        |                                     |   | Monitoring/Evaluation  |           |
| <ul style="list-style-type: none"> <li>Instructional Professional Development and Coaching</li> <li>MTSS/RTI</li> <li>Intervention/Enrichment Block</li> </ul> |                        | Implementation of the MTSS/RTI model K-2. |                                     |   | MTSS team will conduct fidelity checks as part of the PDE/Pattan training. PDE/Pattan will monitor progress in the spring of 2022. |           |
| Action Step  | Anticipated Start Date | Anticipated Completion Date               | Lead Person/Position                | Material/Resources/Supports Needed                    | PD Step?   | Com Step? |
| Train K-2 ELA teachers, interventionists, and administrators in the MTSS/RTI model.  | 07/19/2021             | 06/17/2022                                | Lisa Tait, ELA/Literacy Coordinator | PDE/Pattan training, professional time, grant funding | Yes  | Yes       |

**Action Plan for: Professional Learning and Coaching**

| Measurable Goals   |                        | Anticipated Output  |                                       |   | Monitoring/Evaluation  |           |
|--|------------------------|---|---------------------------------------|---|--|-----------|
| <ul style="list-style-type: none"> <li>Intervention/Enrichment Time</li> <li>SEL/DEI</li> </ul>                        |                        | All K-12 students, faculty, staff, and administrators trained in SEL/DEI practices and awareness. |                                       |   | District-wide steering committee will review progress and adjust the district SEL plan as necessary. |           |
| Action Step  | Anticipated Start Date | Anticipated Completion Date   | Lead Person/Position                  | Material/Resources/Supports Needed                    | PD Step?   | Com Step? |
| Appoint a SEL/DEI coordinator to plan and implement SEL/DEI trainings for all K-12 faculty, staff, and administrators. | 09/01/2021             | 06/14/2024  | Cara Dougherty, SEL/DEI/SAP counselor | Professional Development trainers, professional time. | Yes  | Yes       |

## Professional Development Action Steps

| Evidence-based Strategy            | Action Steps   |
|------------------------------------|--|
| Professional Learning and Coaching | <ul style="list-style-type: none"><li>• Train K-2 ELA teachers, interventionists, and administrators in the MTSS/RTI model.</li></ul>                                    |
| Professional Learning and Coaching | <ul style="list-style-type: none"><li>• Appoint a SEL/DEI coordinator to plan and implement SEL/DEI trainings for all K-12 faculty, staff, and administrators.</li></ul> |

## Professional Development Activities

| MTSS/RTI Pilot                        |  |   |   |  |                                 |                                      |
|---------------------------------------|--|---|---|--|---------------------------------|--------------------------------------|
| Action Step                           | Audience   | Topics to be Included   | Evidence of Learning                                      | Lead Person/Position   | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                                       | Select K-2 ELA teachers, interventionists, special education teachers, school psychologists, and administrators. | MTSS Overview & Fidelity Tool (Dr. Jennifer Collins, Dr. Drew Hunter and Dr. Erica Kaurudar), Class-Wide Intervention (Dr. Matt Burns), Assessing the Health of Tiers 1, 2 & 3: Screening/Benchmark & PVAAS Quintile Data (Karen Brady & Dr. Jennifer Collins), Instructional Intensification & Tier 3 Problem-Solving (Karen Brady, Dr. Drew Hunter & Dr. Erica Kaurudar), Best Practices & Research in SLD (Dr. Jack Fletcher), Writing Comprehensive Evaluation Reports When Using an RTI Approach for SLD Determination (Dr. Tim Runge) | MTSS/RTI implementation as measured by the fidelity tool. | Lisa Tait, ELA Literacy Supervisor                           | 08/16/2021                      | 06/17/2022                           |
| Learning Formats                      |  |   |   |  |                                 |                                      |
| Type of Activities                    | Frequency  | Danielson Framework Component Met in this Plan  |   | This Step Meets the Requirements of State Required Trainings |                                 |                                      |
| Professional Learning Community (PLC) | Nine meetings during the 2021-22 SY  |   |   | Language and Literacy Acquisition for All Students           |                                 |                                      |

**SEL/DEI Training**

| <b>Action Step</b> | <b>Audience</b>                             | <b>Topics to be Included</b> | <b>Evidence of Learning</b>   | <b>Lead Person/Position</b>            | <b>Anticipated Timeline Start Date</b> | <b>Anticipated Timeline Completion Date</b> |
|--------------------|---|------------------------------|---|--|--|---|
|                    | All K-12 faculty, staff, and administrators | SEL practices, DEI awareness | Implementation of district-wide SEL practices, increased awareness of DEI- monitored by a district-wide steering committee. | Cara Dougherty/SEL/DEI/SAP Coordinator | 09/01/2021                             | 06/14/2024                                  |

**Learning Formats**

| <b>Type of Activities</b> | <b>Frequency</b>   | <b>Danielson Framework Component Met in this Plan</b> | <b>This Step Meets the Requirements of State Required Trainings</b> |
|---------------------------|--|---|---|
| Seminar(s)                | District-wide training in September and October of 2021, then ongoing monthly. |   | Trauma Informed Training (Act 18)                                   |

OGAP Training and Coaching

| Action Step | Audience          | Topics to be Included  | Evidence of Learning   | Lead Person/Position           | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|-------------------|--|--|--------------------------------|---------------------------------|--------------------------------------|
|             | K-9 Math teachers | Additive reasoning, multiplicative reasoning, fractional reasoning | Implementation of OGAP assessments and response to student needs as observed in walk-through data. | Dr. Clay LaCoe/STEM Supervisor | 06/21/2021                      | 06/16/2023                           |

**Learning Formats**

| Type of Activities   | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--|-----------|--|--|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly   |  | Teaching Diverse Learners in an Inclusive Setting            |

**ARC Training and Coaching**

| Action Step | Audience         | Topics to be Included                                     | Evidence of Learning  | Lead Person/Position               | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|------------------|---|---|------------------------------------|---------------------------------|--------------------------------------|
|             | K-8 ELA teachers | IRLA framework, core literacy instruction and assessment. | Implementation of the IRLA Framework as observed by walk-through data | Lisa Tait, ELA/Literacy Supervisor | 07/01/2021                      | 06/16/2023                           |

**Learning Formats**

| Type of Activities   | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--|-----------|--|--|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly   |  | Language and Literacy Acquisition for All Students           |

Academy Development Training and Coaching

| Action Step | Audience                                 | Topics to be Included  | Evidence of Learning  | Lead Person/Position     | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|--|--|---|--------------------------|---------------------------------|--------------------------------------|
|             | 9-12 Teachers, staff, and administrators | PBL, BCP development, scheduling, school counseling, career counseling, data driven decision making. | Implementation of PBL, data on student participation in career exploration, full implementation of the academy model. | Jim Kane, WAHS Principal | 09/01/2021                      | 06/16/2023                           |

**Learning Formats**

| Type of Activities   | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--|-----------|--|--|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly   |  | Teaching Diverse Learners in an Inclusive Setting            |

**MQI Training and Coaching**

| <b>Action Step</b> | <b>Audience</b>    | <b>Topics to be Included</b>             | <b>Evidence of Learning</b>  | <b>Lead Person/Position</b>    | <b>Anticipated Timeline Start Date</b> | <b>Anticipated Timeline Completion Date</b> |
|--------------------|--------------------|--|--|--------------------------------|--|---|
|                    | 9-12 Math teachers | Math pedagogy, assessment, intervention. | Implementation of the MQI coaching model as observed in walk-through data. | Dr. Clay LaCoe/STEM Supervisor | 09/01/2021                             | 06/17/2022                                  |

**Learning Formats**

| <b>Type of Activities</b>  | <b>Frequency</b> | <b>Danielson Framework Component Met in this Plan</b> | <b>This Step Meets the Requirements of State Required Trainings</b> |
|--|------------------|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly          |   | Teaching Diverse Learners in an Inclusive Setting                   |

OG Training and Coaching

| Action Step | Audience   | Topics to be Included  | Evidence of Learning                     | Lead Person/Position              | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|--|--|--|-----------------------------------|---------------------------------|--------------------------------------|
|             | Select K-5 special education, title, and classroom teachers. | Ortin-Gillingham approach of multi-sensory literacy instruction. | Implementation of OG as an intervention. | Lisa Tait/ELA/Literacy Supervisor | 08/02/2021                      | 06/17/2022                           |

**Learning Formats**

| Type of Activities   | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--|-----------|--|--|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly   |  | Teaching Diverse Learners in an Inclusive Setting            |

| AP Training        |   |                       |  |                                  |  |                                      |
|--------------------|---|-----------------------|--|----------------------------------|--|--------------------------------------|
| Action Step        | Audience  | Topics to be Included | Evidence of Learning                           | Lead Person/Position             | Anticipated Timeline Start Date                              | Anticipated Timeline Completion Date |
|                    | HS AP Teachers  | AP for all students   | Implementation of a Pre-AP for all students    | Travis Ey/HS Assistant Principal | 08/02/2021   | 06/17/2022                           |
| Learning Formats   |   |                       |  |                                  |  |                                      |
| Type of Activities | Frequency   |                       | Danielson Framework Component Met in this Plan |                                  | This Step Meets the Requirements of State Required Trainings |                                      |
| Seminar(s)         | Summer AP Institute, then ongoing training through the 2021-22 SY |                       |  |                                  | Teaching Diverse Learners in an Inclusive Setting            |                                      |

## Communications Action Steps

| <b>Evidence-based Strategy</b>     | <b>Action Steps</b>  |
|------------------------------------|--|
| Professional Learning and Coaching | <ul style="list-style-type: none"><li>• Train K-2 ELA teachers, interventionists, and administrators in the MTSS/RTI model.</li></ul>                                    |
| Professional Learning and Coaching | <ul style="list-style-type: none"><li>• Appoint a SEL/DEI coordinator to plan and implement SEL/DEI trainings for all K-12 faculty, staff, and administrators.</li></ul> |

## Communications Activities

| Board Presentation          |  |   |  |                                 |                                      |
|-----------------------------|--|---|--|---------------------------------|--------------------------------------|
| Action Step                 | Audience   | Topics to be Included   | Type of Communication  | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                             | WASD Board of Directors, Administrators, Community | Comprehensive plan process, comprehensive plan content and timelines. | Dr. Jay Starnes/Curriculum Director and Dr. Clay LaCoe/STEM Director         | 08/02/2021                      | 11/08/2021                           |
| Communications              |  |   |  |                                 |                                      |
| Type of Communication       |  |   | Frequency  |                                 |                                      |
| Presentation                |  |   | Once in August and once in September. More if necessary due to public input. |                                 |                                      |
| Posting on district website |  |   | August through the 2022 school year for public review.                       |                                 |                                      |