

CENTRAL COLUMBIA SD

4777 Old Berwick Rd

Comprehensive Plan | 2021 - 2024

Steering Committee

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LEA Profile

Central Columbia School District is located in central Pennsylvania and is considered a rural district. Current enrollment stands at 1896 students K-12. The district has one building per level (elementary K-4, middle school 5-8, and high school 9-12) that are situated on a campus setting. Central Columbia School District has seen a steady rise in enrollment over the past 5 years. Presently, 29% of the district's student population qualify for Free and Reduced lunch as compared to the state average at 38%. Central Columbia is a career pathway school district offering 5 approved Career and Technical Education programs. This model has risen to over 50 students who now attend Central Columbia from other districts.

Mission and Vision

Mission

In a caring environment, Central Columbia School District educates all students for success.

Vision

Central Columbia School District strives to be the best through the continued growth of a rigorous and innovative instructional environment.

Educational Value Statements

Students

Students within the Central Columbia School District will treat each other with kindness, honesty and respect. They will be challenged with a rigorous educational program that will require them to actively participate in their learning and work hard to attain their personal goals. Students at Central Columbia will collaborate with their teachers, staff, and peers to ensure their academic needs are being met and that they are being prepared for success outside of the classroom.

Staff

The staff at Central Columbia will provide a safe and nurturing environment in which students are encouraged to take risks where all students can learn without inhibition. Staff at Central Columbia will work collaboratively as a member of a team with students and parents to ensure that goals are aligned and being met. Staff will provide differentiated and personalized learning to meet the diverse needs of each learner and will ensure that they are set up for academic success both in and beyond the classroom. Staff will hold high expectations for learning and challenge the students at Central Columbia to perform at a high level.

Administration

The administration at Central Columbia will ensure that each building develops and promotes a safe and secure environment for teachers, staff, and students. They will develop a learning environment that is rigorous, relevant, and meets the needs of all students. Administrators at Central Columbia will work collaboratively with peers, staff, parents, and students to develop a culture of learning with high expectations. Administrators will ensure that the highest quality staff is put in place to meet the needs of all learners at Central Columbia. They will place a high priority on staff collaboration and professional development.

Parents

Parents of Central Columbia students will support and collaborate with the district to provide a safe learning environment that prioritizes and values education. Parents will play an active role in the education of their child and the educational process. They will communicate and work collaboratively with the school to ensure that their student can reach his/her maximum potential. Parents will provide their student with supports outside of the classroom and will stress the importance of responsibility and ownership in learning.

Community

The community will play an active role in Central Columbia by supporting its staff, students, and parents. They will strengthen the overall educational programs at Central Columbia by working collaboratively with the district to provide the best educational opportunities. They will work to foster relationships between the district and the local community.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
ES- English Language arts/literature	No
MS- English language arts/Literature	No
HS- ELA 2030 goal, Math 2030 goal, and Science/Biology 2030 goal	No
5 current CTE programs	Yes
Meeting the benchmarks in all grade bands for Career Ed. and Work standards.	No
Utilizing a number of assessment tools.	Yes
Have MTSS process in place.	Yes
We offer many plans to our students.	No
Title 1	Yes
Guidance 339 plan	Yes
Networking and continued professional development.	Yes
Building relationships and focusing on continuous improvement.	Yes
Hiring high quality teachers.	Yes
Well written curriculum aligned to standards and linked with assessment.	Yes
MTSS model used to provide interventions to move all students.	Yes
Data driven decision making process that uses assessment.	Yes
Course offerings and aligned curriculum.	Yes
District aligned common assessments.	Yes

Data sources available.	Yes
Scores consistently above the state average.	No
Scores consistently exceed the growth index.	No

Challenges

Challenge	Consideration In Plan
Math/Algebra Meeting standard demonstrating growth	No
MS all tested areas and historically underperforming students	Yes
Math/Algebra Meeting standard demonstrating growth	No
Develop more CTE programs for economic need and student need.	No
Develop more opportunities for cooperative placements and internships.	Yes
Intervention processes to improve achievement of historically underperforming students.	Yes
Develop systems to analyze data to impact daily instruction.	Yes
special education services	No
Extend Reading support services to the Middle School.	Yes
Increase math interventions.	Yes
NA	No
Using data to drive instruction in real time.	Yes
Developing a more defined MTSS process across all grade spans that is fluid and flexible.	No
Better vertical alignment that identifies when mastery occurs in LA and Writing.	No
Building in more interventions within our MTSS model that address math standards.	Yes

Using data to drive instruction in real time.	Yes
Better vertical alignment that identifies mastery landmarks and expectations.	No
Better use of common assessments across all building levels.	No
Need a computer science curriculum and K-12 program.	Yes
Lack of data collection tools to inform instruction.	No
Building partnerships with families, school, and community that result in shared responsibilities.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
5 current CTE programs	
Utilizing a number of assessment tools.	
Have MTSS process in place.	
Title 1	
Guidance 339 plan	
Networking and continued professional development.	
Building relationships and focusing on continuous improvement.	
Hiring high quality teachers.	
Well written curriculum aligned to standards and linked with assessment.	
MTSS model used to provide interventions to move all students.	
Data driven decision making process that uses assessment.	
Course offerings and aligned curriculum.	
District aligned common assessments.	
Data sources available.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
MS all tested areas and historically		No	

underperforming students			
Develop more opportunities for cooperative placements and internships.	Need a cooperative education teacher to maintain credentials for our approved 339 CTE programs.	Yes	In an effort to better prepare the students of Central Columbia we must provide more relevant opportunities through cooperative placements and internships.
Intervention processes to improve achievement of historically underperforming students.		No	
Develop systems to analyze data to impact daily instruction.	Develop efficient ways to collect, analyze, and impact instruction in a more timely manner.	Yes	The CCSD will more effectively and efficiently use its data collection practices to inform daily instruction and support individual student needs academically, socially, and emotionally.
Extend Reading support services to the Middle School.		No	
Increase math interventions.		No	
Using data to drive instruction in real time.		No	
Building in more interventions within our MTSS model that address math standards.		No	
Using data to drive instruction in real time.		No	
Need a computer science curriculum and K-12 program.	We are a one to one district with an abundance of technology resources. Computer science is a high priority occupation.	Yes	It is essential with the use of technology and the number of occupations requiring computer science skills, that CCSD develops a K-12 computer curriculum and program.
Building partnerships with families, school, and community that result	Need to improve upon communication strategies to develop more of a	Yes	To become most effective, Central Columbia will develop opportunities to connect with families and

in shared responsibilities.	partnership between the school and families.		the larger school community and will improve its communication efforts.
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Goal Setting

Priority: In an effort to better prepare the students of Central Columbia we must provide more relevant opportunities through cooperative placements and internships.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Industry-Based Learning	The Central Columbia School District will ensure students are college and/or career ready by supporting postsecondary preparation and career pursuits.	Post Secondary Ready	Put in place a certified cooperative education teacher.	Create cooperative placements and internship opportunities.	The Central Columbia School District will ensure students are college and/or career ready by supporting postsecondary preparation and career pursuits.
Industry-Based Learning	The Central Columbia School District will ensure students are college and career ready by supporting postsecondary preparation and career pursuits.	New CTE	Gain approval from the state for a 2 year communication video production CTE program.	Continue to develop courses and curriculum for communication video production program to become a 4 year program.	The Central Columbia School District will ensure students are college and career ready by supporting postsecondary preparation and career pursuits.

Priority: The CCSD will more effectively and efficiently use its data collection practices to inform daily instruction and support individual student needs academically, socially, and emotionally.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	The Central Columbia School District will continue to foster a culture that is supportive of the academic, emotional and social needs of all students.	The whole child	Provide on going PD that is current and aligned with academic need and district vision.	Develop a tiered system of support for students academic, behavioral, and emotional needs.	The Central Columbia School District will continue to foster a culture that is supportive of the academic, emotional and social needs of all students.

Priority: It is essential with the use of technology and the number of occupations requiring computer science skills, that CCSD develops a K-12 computer curriculum and program.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	The Central Columbia School District will continue to utilize data-driven instruction and decision-making to provide an educational environment that is progressive, dynamic, and supportive of all students.	Data driven	Develop a computer science curriculum k-12.	Hire a computer science teacher in the Elementary School.	The Central Columbia School District will continue to utilize data-driven instruction and decision-making to provide an educational environment that is progressive, dynamic, and supportive of all students.

Priority: To become most effective, Central Columbia will develop opportunities to connect with families and the larger school community and will improve its communication efforts.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	The Central Columbia School District will build capacity and create tools to educate and foster partnerships among families, schools, and community that result in shared responsibilities for student, school, and community success.	Partnerships	Identify communication needs and platforms for faculty and community.	Streamline digital tools such as LMS and Sapphire.	The Central Columbia School District will build capacity and create tools to educate and foster partnerships among families, schools, and community that result in shared responsibilities for student, school, and community success.

Action Plan

Action Plan for: Hire highly qualified cooperative education teacher.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Post Secondary Ready 		Tracking of student cooperative education experiences			Teacher evaluation process	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Hire certified cooperative education teacher.	06/01/2020	08/03/2020	High School Principal, Superintendent, School Board	Board approval	Yes	No

Action Plan for: Develop and put cooperative placements and internships opportunities in place.

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Post Secondary Ready 		Increased opportunities for student placements in cooperative settings and internships.		Evaluated annually by Cooperating teacher for program effectiveness in conjunction with HS principal/assistant principal through evaluation process.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Cooperative Education professional working with student interests and build relationships with local business and industry to develop cooperative placements and internship opportunities for students.	08/27/2020	06/02/2021	Cooperative Education Professional teacher	Local business and industry connections. Time to build and establish relationships with local business and industry. Develop curriculum and expectations for students and business partners for cooperative and internship experiences.	Yes	Yes

Action Plan for: Curriculum Writing

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Post Secondary Ready 		Creation of a sound college and career preparation program that enables all students regardless of college or career choice to be successful.		Board approval of curriculum and textbook process. Graduation and 5 year out surveys to monitor effectiveness of program.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Write curriculum to support career education and work standards.	08/17/2020	08/24/2022	Cooperative Education Teacher and Curriculum Coordinator	Career Education and work standard benchmarks. Business and industry high demand skills. Identify post secondary student needs for success.	Yes	No

Action Plan for: Professional Development

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> The whole child 		A highly qualified and highly trained professional staff.			Act 48 and school board approval process.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work with the Act 48 committee to develop meaningful and visionary PD opportunities that are aligned with best practices and district vision.	06/02/2020	06/02/2023	Act 48 committee and Curriculum Coordinator	Best practices, Act 48 committee work, School Board, funding.	No	Yes

Action Plan for: Tiered Systems of Support

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> The whole child 		A healthier student.			Program will be evaluated on an ongoing basis via regularly scheduled SAP meetings, guidance meetings, and attendance meetings.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop a tiered system of support that addresses a child's social and emotional needs.	06/02/2020	06/02/2023	Special Education Director, Curriculum Coordinator, and Guidance department.	Social and Emotional assessment system (DESSA). Researched based best practices for tiered interventions. Trained staff.	Yes	No

Action Plan for: Continue to build on SWPBS in the MS and ES.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> The whole child 		A behavioral system that aligns with best practice and effectively promotes better behavioral choices.			Evaluated each year by IU for SWPBS accreditation. Continuous building level SWPBS team meetings. Faculty SWPBS annual surveys.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MS and ES will continue to develop tiers of intervention as they align with SWPBS, MS-reorganize SWPBS. ES-further develop Tier II and III.	06/02/2020	06/02/2022	MS and ES SWPBS teams. MS and ES building principals.	IU SWPBS specialist. Best practices for interventions. Time for building committees to operate.	Yes	Yes

Action Plan for: Computer Science K-12

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Data driven 		A well articulated K-12 computer science program spanning K-12.			Act 48 review process, school board approval process, senior surveys.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop curriculum to support a K-12 computer science program.	06/03/2020	08/03/2023	Curriculum Coordinator, Department heads, and lead teacher.	Computer Science standards K-12, Time for development, PD on best practices and curricular crosswalks.	Yes	No

Action Plan for: Hire a highly qualified Computer Science teacher at the Elementary School.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Data driven 		To instruct all ES students with computer fluency skills and lay foundation for computer science skills.			Teacher evaluation system. Supervisory process.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
To put in place a highly qualified computer science teacher at the elementary level to instruct students and provide support for all professional staff with implementing computer science skills.	04/01/2020	06/04/2022	Elementary School Principal, Superintendent, School Board	Board approval.	Yes	No
Investigate the need for additional computer science courses at the MS and HS levels as well as the need for a computer science CTE program.	09/25/2020	06/02/2023	Assistant Superintendent, HS and MS principals, HS Assistant principal.	Act 48, school board, and state approval. Curriculum development.	No	Yes

Action Plan for: Investigate Computer science CTE program or additional courses

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Data driven 		Additional computer science opportunities for MS and HS students via new courses or program offerings.			Act 48 and School Board approval process. Department head/pathway chair meetings, Senior exit interviews and surveys.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Investigate the need for a communication video production program.	09/25/2020	06/02/2023	High School Principal, and Assistant, Assistant Superintendent, Pathway chair.	Act 48 approval, School Board Approval, State approval of CTE program, Curriculum development.	No	Yes

Action Plan for: Communication Needs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Partnerships 		Easier for parents and community to stay informed and connected with the school.			Surveys	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
To streamline communication tools used as LMS and student information system.	08/17/2020	08/22/2022	Administrative Team- Director of Technology.	Communication tools.	No	Yes

Action Plan for: Improve relationships with

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
		Additional student opportunities, strengthening of programs, higher quality experiences.			Reviewed through administrative meetings and comprehensive planning review.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work to build relationships with local school district, businesses, and community to strengthen opportunities for students.	08/19/2020	08/21/2023	Building Principals, Superintendent, Curriculum Coordinator, Director of Technology, Cooperative Education teacher.	Technology used for communication and data gathering surveys.	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Hire highly qualified cooperative education teacher.	<ul style="list-style-type: none"> • Hire certified cooperative education teacher.
Develop and put cooperative placements and internships opportunities in place.	<ul style="list-style-type: none"> • Cooperative Education professional working with student interests and build relationships with local business and industry to develop cooperative placements and internship opportunities for students.
Curriculum Writing	<ul style="list-style-type: none"> • Write curriculum to support career education and work standards.
Tiered Systems of Support	<ul style="list-style-type: none"> • Develop a tiered system of support that addresses a child's social and emotional needs.
Continue to build on SWPBS in the MS and ES.	<ul style="list-style-type: none"> • MS and ES will continue to develop tiers of intervention as they align with SWPBS, MS- reorganize SWPBS. ES- further develop Tier II and III.
Computer Science K-12	<ul style="list-style-type: none"> • Develop curriculum to support a K-12 computer science program.
Hire a highly qualified Computer Science teacher at the Elementary School.	<ul style="list-style-type: none"> • To put in place a highly qualified computer science teacher at the elementary level to instruct students and provide support for all professional staff with implementing computer science skills.

Professional Development Activities

New Professional Staff						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	New Professional Staff	3 year induction process, new staff orientation	Completion of 3 year induction program. Semester Observation process and yearly evaluation.	HS principal	08/19/2020	06/02/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings		
Other	3 year process and ongoing throughout that time.					

New Programs

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Cooperative Education professional working with student interests and build relationships with local business and industry to develop cooperative placements and internship opportunities for students. 	Cooperative Education Teacher, CTE programs chairs, and pathway chairs.	Career education and work standards/benchmarks. Cooperative placements and internship opportunities. Tracking via naviance.	Increased opportunities for students and numbers participating in these opportunities. Development of programs.	Cooperative Education Teacher and HS principal	08/19/2020	06/21/2021

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)	Continuous committee work		

Curriculum Writing						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Write curriculum to support career education and work standards. 	Cooperative Education teacher.	Expectations for cooperative placements, internships, and post secondary preparation needs including certifications and meeting NOCTI standards.	Curriculum development and course of study for cooperative placements, internships, and college and career preparation program.	Curriculum Coordinator and Cooperative Education Teacher	06/02/2020	06/02/2021
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	Monthly					

SEL

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop a tiered system of support that addresses a child's social and emotional needs. 	All professional staff	Social and Emotional learning. SEL tiered system of support and interventions best practices. SEL assessment tools (DESSA).	Implementation of a multi tiered system of support that address a students SEL.	Director of special education and school counselors.	08/19/2019	06/02/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Twice a year.		

SWPBS

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> MS and ES will continue to develop tiers of intervention as they align with SWPBS, MS- reorganize SWPBS. ES- further develop Tier II and III. 	Elementary and Middle school staffs.	SWPBS tiers and interventions.	Meeting annual accreditation.	Middle School and Elementary School SWPBS teams. CSIU contact.	08/19/2019	06/02/2023

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)	Monthly		

Curriculum Writing

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop curriculum to support a K-12 computer science program. 	K-12 professional staff	Computer Science standards. Computer Science skills. Imbedding computer science into my instruction.	Written computer science program K-12.	Curriculum Coordinator	06/02/2020	08/03/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly		

New Professional Staff

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> To put in place a highly qualified computer science teacher at the elementary level to instruct students and provide support for all professional staff with implementing computer science skills. 	New Professional Staff	3 year induction process, new staff orientation.	Completion of 3 year induction program. Semester Observation process and yearly evaluation.	Elementary School Principal	04/01/2020	06/02/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Other	3 year process and ongoing throughout that time.					

Communications Action Steps

Evidence-based Strategy	Action Steps
Develop and put cooperative placements and internships opportunities in place.	<ul style="list-style-type: none"> Cooperative Education professional working with student interests and build relationships with local business and industry to develop cooperative placements and internship opportunities for students.
Professional Development	<ul style="list-style-type: none"> Work with the Act 48 committee to develop meaningful and visionary PD opportunities that are aligned with best practices and district vision.
Continue to build on SWPBS in the MS and ES.	<ul style="list-style-type: none"> MS and ES will continue to develop tiers of intervention as they align with SWPBS, MS- reorganize SWPBS. ES- further develop Tier II and III.
Hire a highly qualified Computer Science teacher at the Elementary School.	<ul style="list-style-type: none"> Investigate the need for additional computer science courses at the MS and HS levels as well as the need for a computer science CTE program.
Investigate Computer science CTE program or additional courses	<ul style="list-style-type: none"> Investigate the need for a communication video production program.
Communication Needs	<ul style="list-style-type: none"> To streamline communication tools used as LMS and student information system.
Improve relationships with	<ul style="list-style-type: none"> Work to build relationships with local school district, businesses, and community to strengthen opportunities for students.

Communications Activities

Student Opportunities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	HS students and parents. Local business and industry leaders. HS staff.	Creating cooperative placements and internship opportunities. Sharing opportunities with students and parents. Scheduling for opportunities.	HS principal, Cooperative Education Teacher, and guidance department	08/24/2020	08/23/2021
Communications					
Type of Communication			Frequency		
Other			Communication will be varied and done throughout the year. Multiple communication vehicles will be used to reach as many as possible. Original planning will begin with hiring of cooperative education teacher and will continue throughout the school 2020-2021 school year.		

Professional Development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CCSD staff and Act 48 committee.	All professional development needs as listed in comprehensive plan and that are identified via the act 48 committee as needs and programs change.	Curriculum Coordinator, Building Principals, and Act 48 committee.	07/08/2020	06/02/2023

Communications

Type of Communication	Frequency
Other	Bi-monthly via act 48 committee meetings. Monthly administrative meetings.

SWPBS					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	MS and ES staffs.	Tiered intervention development. Incentive programs/ positive reinforcements. Alignment cross buildings. Behavioral expectations.	Building Principals and SWPBS teams.	06/02/2020	06/02/2023
Communications					
Type of Communication			Frequency		
Other			Bi-monthly SWPBS team meetings.		

Computer Science					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CCSD staff.	Need for K-12 CS program. K-12 CS curriculum. Investigate CS course development and potential CS CTE program.	Curriculum Coordinator, building level principals.	06/02/2020	08/23/2021
Communications					
Type of Communication			Frequency		
Other			Summer curriculum writing days. Monthly CS committee meetings.		

Communication streamlining					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CCSD faculty and community	LMS and sapphire portal	Director of Technology, curriculum coordinator, building principals, and lead teachers.	06/02/2020	08/23/2021
Communications					
Type of Communication			Frequency		
Other			Monthly meetings.		

Building Relationships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	CCSD faculty, local business and industry leaders, and community representatives.	CTE program needs, pathway options, opportunities and offerings for students K-12, partnerships,	Curriculum coordinator, CTE program lead teachers, pathway chairs, building principals.	08/24/2020	06/02/2023

Communications

Type of Communication	Frequency
Other	4 times per year.