

CAMBRIA HEIGHTS SD

426 Glendale Lake Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Cambria Heights community will enable all students to meet the challenges of life by becoming lifelong learners and responsible citizens.

VISION STATEMENT

Our vision of the Cambria Heights School District is to be a center for learning where individuals will reach their fullest developmental and personal potential to enrich their lives and in return enrich the community.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students share in the responsibility for good behavior in the schools. Moreover, students share with the administration, faculty, and other school staff a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of his/her fellow students.

STAFF

Teacher values include promoting a climate of mutual respect and dignity, which will strengthen each student's positive self-image; providing an interesting and stimulating classroom environment that will foster students' growth, intellectual curiosity, and civic development; reflecting a personal enthusiasm for teaching, learning, and genuine concern for each student; guiding learning activities so students learn to think and reason, to assume responsibility for their own actions, and to respect the rights of others; and developing close, cooperative relationships with parents and the community to help develop a climate of cooperation and shared responsibility for students' success.

ADMINISTRATION

Administrative values include developing a sound and healthy atmosphere of mutual respect in the school; developing safe and effective procedures for the management of the school; working closely with parents to establish wholesome relationships between home and school; utilizing all faculty and staff effectively to ensure each staff member's strengths are maximized for the benefit of the students; being firm, fair, and consistent in all decisions affecting students, parents, and staff; and complying with all local, state, and federal laws related to the rights of those in the school.

PARENTS

Parents must be the first to foster self-discipline within the child. Parents promote this value by exemplifying an enthusiastic and supportive attitude toward school and learning, building good working relationships between themselves and school personnel, cooperating with the school to solve any school-related problems, and participating to the maximum extent possible in the students' education.

COMMUNITY

As a stakeholder in the school district, the community can enrich the district by offering resources, expertise, and experiential learning to the students and staff of Cambria Heights School District, and in turn, the district and its students can enrich the community by promoting and practicing civic responsibility and leadership.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Mr. Kenneth Kerchenske	Administrator	Cambria Heights SD
Mr. Eric Nagel	Administrator	Cambria Heights SD
Mr. Alan DuBreucq	Administrator	Cambria Heights High School
Mr. Jarrod Lewis	Administrator	Cambria Heights Middle School
Mr. Robert Diamond	Administrator	Cambria Heights SD
Dr. Jill Little	Administrator	Cambria Heights SD
Mr. Ryan Skomra	Community Member	Business Owner /Technology
Mr. Ken Vescovi	Board Member	Board Member
Mr. Michael Strasser	Community Member	Community Member/Retired Administrator
Mr. Dave Caldwell	Community Member	Community Member/Retired Administrator
Dr. Steph Ivory	Parent	Parent
Mrs. Jennifer Mulraney	Parent	Parent
Mrs. Stacy Sottile	Parent	Parent

Name	Position	Building/Group
Dr. Bobby Anderson	Board Member	Board Member/Curriculum Chair
Dr. Russell Miller	Board Member	Board Member/Finance Chair
Mrs. Hilary Yahner	Administrator	Cambria Heights Elementary School
Dr. Terry Doran	Other	Educational Consultant
Mrs. Andrea Mulligan	Staff Member	Cambria Heights ES/Music
Mr. Anthony Kline	Staff Member	Cambria Heights MS/Health & PE
Ms. Melody Thomas	Staff Member	Cambria Heights ES/Learning Support
Mrs. Emma Venesky	Staff Member	Cambria Heights HS/Alumni Council
Mr. Joe Lacue	Community Member	Business Owner/Lacue Chevrolet

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The district will plan and deliver necessary trainings for students/families and will provide or deliver professional development opportunities for faculty and staff related to instructional technology and its uses in school and at home.	Career Standards Benchmark STEM
Across all grade levels, administration, teachers, and stakeholders will work collaboratively to evaluate and realign the curriculum to best prepare students to meet the PA Core Standards for Mathematics, the effects of which will be analyzed by monitoring student growth and achievement on local assessments (i.e., IXL) and state standardized tests (i.e., PSSA and Keystone exams).	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Extended Class Periods	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-

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

8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment.

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

Develop a master schedule that includes additional or extended class periods for Math instruction.

2022-08-25 -
2024-05-31

Building
Principals/Director
of Special
Education

Collaborative planning time to develop master schedules/available of teachers and support staff for instruction/professional development for teachers

Anticipated Outcome

Students in upper elementary and middle grades will have additional time for Math instruction built into their daily schedules, allowing teachers to cover topics in greater depth and ensure greater understanding.

Monitoring/Evaluation

Teacher observation/student progress on local and state assessments/progress monitoring/curriculum analysis (scope)

Evidence-based Strategy

Evidence-based Math Resources

Measurable Goals

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

Math

By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment.

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

Evaluation of Math resource and and assessment programs for standards-alignment and student achievement.

2022-08-25 -
2025-06-30

Principals/Math
teachers

In-service time for resource exploration and professional development/time for data team and department meetings/budgeted funds for programs

Anticipated Outcome

Standardized resources/increased student growth and achievement in Math/growth of lead teachers in analysis and use of Math resources

Monitoring/Evaluation

Student performance on local and state analysis/teacher observation/teacher participation in professional development

Evidence-based Strategy

School-based After-school Programs

Measurable Goals

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

Math

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

Development and/or growth of comprehensive after-school programs to support all students.

2022-08-25 -
2025-06-06

Superintendent/Special Programs Coordinator/Building Principals/Outside Agencies (i.e., Respective Solutions Group)

Facilities, resources, and staffing for after-school programs/budgeted funds (including ESSER set-aside funds) for programming

Anticipated Outcome

Opportunities for remediation, retention, and enrichment for all students in academic areas that include Math and STEM-related subjects

Monitoring/Evaluation

Student participation in school-based after-school programs/student achievement and growth/student and parent evaluations

Evidence-based Strategy

College and Career Readiness Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-12 teachers and counselors will engage in training related to college and career readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.	2022-08-22 - 2025-06-30	Superintendent/Special Programs Coordinator/School Psychologist/Principals/Certified School Counselors	Time and resources for professional development/partnerships with local industries for teacher in the workplace experiences

Anticipated Outcome
 100% of students will meet the Career Standards benchmarks by the time they graduate high school.

Monitoring/Evaluation
 Career Standards benchmark as reported in the Future Ready PA Index/teacher and counselor observations and evaluations/development of comprehensive K-12 guidance plan



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment. (Math)	Extended Class Periods	Develop a master schedule that includes additional or extended class periods for Math instruction.	08/25/2022 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	College and Career Readiness Professional Development	K-12 teachers and counselors will engage in training related to college and career readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.	08/22/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment. (Math)	School-based	Development and/or growth of comprehensive	08/25/2022
	After-school Programs	after-school programs to support all students.	06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	College and Career Readiness Professional Development	K-12 teachers and counselors will engage in training related to college and career readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.	08/22/2022 - 06/30/2025

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).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Graduation rates at CHHS

PSSA ELA Achievement

High School Keystone Exam Achievement

Career Benchmark Standards

Supplementary Aids and Services and inclusive, least restrictive environments allow the majority of Students with Disabilities to participate in regular education for the greatest part of their scheduled instructional day and achieve high graduation rates.

Continue to challenge the cohorts of students in Grades 4-5 during the 2021-2022 school year, as their EasyCBM Data suggests opportunities for enrichment and advancement.

Middle School students performance on Math Assessment Anchors related to rational and irrational numbers (M08.A-N.1) and patterns of association in bivariate data (M08.D-S.1).

By the time students reach Algebra 1 and the high school Mathematics curriculum, they have mastered basic skills and concepts (i.e., solving linear equations), as evidenced by

Challenges

Math/Algebra I achievement across LEA schools

Growth scores at CHHS

Ensuring that Students with Disabilities and Students considered Economically Disadvantaged continue to receive equitable educational opportunities that result in high student growth and achievement.

Although English Learners and Student Groups by Race/Ethnicity do not make up a statistically large proportion of students at Cambria Heights, ensuring that students in these groups receive an equitable education.

Through standards-aligned instruction and frequent progress monitoring, continue to reduce the number of early elementary students at some or high risk in English Language Arts. These students spend considerable time working remotely while in Grades K-1 due to Covid-19.

Continue to prepare students to meet ELA Academic Standards, particularly related to higher order thinking skills such as comparing and contrasting texts different genres.

Strengths

EdMentum data.

Middle School Science achievement as shown in CDT data.

Two-way communications systems with all stakeholders: Many of these systems currently exist, as administrators extensively use the district's website, notification system (SMS, voice, and email), and social media accounts to communicate with parents, guardians, and other stakeholders. Additionally, since the Covid-19 pandemic and the district's transition to a 1:1 program, each teacher has a Google Classroom or SeeSaw account to facilitate school/home communications. The district can continue to foster, grow, and adapt these systems to continually improve two-way communications.

Ensure effective, standards-aligned curriculum and assessment: Cambria Heights SD continues to make standards-aligned instruction a priority. Regular curriculum mapping and updates are part of the district's differentiated supervision model for professional staff and will continue to be as the district assesses learning loss after Covid-19 and changing standards (i.e., NGSS implementation).

Coordinate and allocate fiscal resources: Using various Covid-relief funding sources, Cambria Heights SD has implemented a 1:1 program in grades K-12 and provided all teachers with resources (new laptop computers and new interactive projectors or

Challenges

Use IXL Diagnostic data to continually improve Middle School math performance, particular on Assessment Anchors related to proportional relationships, lines, and linear equations (M08.B-E.3), analyzing and solving linear equations (M08.B-E.3) and other advanced Mathematics concepts; continued emphasis of using Mathematics to solve real-world problems.

Continue to develop students' advanced Mathematics understanding and achievement, particularly in areas including linear inequalities.

Creating grade level focus areas for Middle School Science: 6th - Earth and Space, 7th - Biological Sciences, and 8th - holistic approach with an emphasis on higher-order science skills for student success in High School.

Build capacity of central office staff and school administrators for effective teacher supervision: As Cambria Heights SD transitions to a new teacher supervision model following the requirements of Act 13 of 2020, both supervisors and teachers will be trained on the requirements of the new supervision model, the emphasized "look fors" in each school or department, and strategies for using strengths to improve areas of need.

Support development of and professional learning related to the district's mission and vision: Although currently "operational" in the Cambria Heights SD, related training and professional

Strengths

Promethean ActivPanels in all classrooms) needed to fully engage students, including those who may be required to work remotely now or in the future, given the changing guidelines and outbreaks related to Covid-19.

Student achievement across grade levels in the areas of Ecology and Environmental Science.

Through required and elective course offerings and other educational experiences, students at Cambria Heights High School are meeting Career Readiness and Family & Consumer Sciences standards, preparing them for diverse post-secondary opportunities.

Students in the Cambria Heights School District are successfully mastering Ecology and Environmental Science standards, in part due to the emphasis on these concepts across grade levels and buildings, and as evidenced by a variety of data sources.

A framework for behavioral and academic interventions exists within each building (early intervention, SOAR, COPE, CAST).

A solid framework for addressing required Career Readiness Standards exists across buildings.

Through renovations and long-term planning, the district has invested in the hardware and infrastructure needed to effectively use technology for instruction and assessment.

Challenges

development is always essential to ensure a district-wide effort toward achievement common goals and outcomes.

Continued focus on biological principles for the Keystone Biology exam, including bioenergetics and cell growth & reproduction.

Use more data sources in the areas of Related Academics, particularly in the Arts and Humanities and Health, Safety, and Physical Education.

Continue to develop the Student Services plan to meet the ever-increasing needs of students, including those related to social-emotional learning (SEL) and trauma-informed education.

Address disruptions that occurred to educational programming as a result of the CoVid-19 pandemic through individualized instruction and supports and after-school and summer programs.

Training and professional development for students, families, and staff related to instructional delivery and the use of educational platforms (Google Classroom, SeeSaw, etc.). Changing instructional strategies to allow for the integration of virtual learning concepts in a custodial setting, as needed.

Strengths

Most Notable Observations/Patterns

Both the strengths and challenges identified throughout this process span grade levels and school buildings. For example, students' proficiency related to required Career Readiness Standards and their graduation in general are related to student achievement from kindergarten through grade 12, spanning the elementary, middle, and high school buildings. Similarly, those items identified as challenges (i.e., student achievement on math standardized tests) are challenges in all three school buildings and are not isolated to a particular grade level, cohort, or school.

Challenges

Discussion Point

Priority for Planning

Math/Algebra I achievement across LEA schools

Potential root causes include the transition to the PA Core Standards and learning loss resulting from the coronavirus pandemic and time spent following a remote or hybrid instructional model.

Through standards-aligned instruction and frequent progress monitoring, continue to reduce the number of early elementary students at some or high risk in English Language Arts. These students spend considerable time working remotely while in Grades K-1 due to Covid-19.

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

Ensuring that Students with Disabilities and Students considered Economically Disadvantaged continue to receive equitable educational opportunities that result in high student growth and achievement.

Continue to prepare students to meet ELA Academic Standards, particularly related to higher order thinking skills such as comparing and contrasting texts different genres.

Training and professional development for students, families, and staff related to instructional delivery and the use of educational platforms (Google Classroom, SeeSaw, etc.). Changing instructional strategies to allow for the integration of virtual learning concepts in a custodial setting, as needed.

Cambria Heights SD transitioned to a 1:1 district a year earlier than anticipated in response to the coronavirus pandemic. Students, staff, and families need continual training and professional development to use instructional technology effectively and efficiently, both at home and in school.

ADDENDUM B: ACTION PLAN

Action Plan: Extended Class Periods

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Develop a master schedule that includes additional or extended class periods for Math instruction.	08/25/2022 - 05/31/2024		
Monitoring/Evaluation	Anticipated Output		
Teacher observation/student progress on local and state assessments/progress monitoring/curriculum analysis (scope)	Students in upper elementary and middle grades will have additional time for Math instruction built into their daily schedules, allowing teachers to cover topics in greater depth and ensure greater understanding.		
Material/Resources/Supports Needed			
Collaborative planning time to develop master schedules/available of teachers and support staff for instruction/professional development for teachers		yes	no
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Action Plan: Evidence-based Math Resources

Action Steps	Anticipated Start/Completion Date	
Evaluation of Math resource and and assessment programs for standards-alignment and student achievement.	08/25/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Student performance on local and state analysis/teacher observation/teacher participation in professional development	Standardized resources/increased student growth and achievement in Math/growth of lead teachers in analysis and use of Math resources	
Material/Resources/Supports Needed	PD Step	Comm Step
In-service time for resource exploration and professional development/time for data team and department meetings/budgeted funds for programs	yes	no
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Action Plan: School-based After-school Programs

Action Steps	Anticipated Start/Completion Date		
Development and/or growth of comprehensive after-school programs to support all students.	08/25/2022 - 06/06/2025		
Monitoring/Evaluation	Anticipated Output		
Student participation in school-based after-school programs/student achievement and growth/student and parent evaluations	Opportunities for remediation, retention, and enrichment for all students in academic areas that include Math and STEM-related subjects		
Material/Resources/Supports Needed	PD Step	Comm Step	
Facilities, resources, and staffing for after-school programs/budgeted funds (including ESSER set-aside funds) for programming	no	yes	

Action Plan: College and Career Readiness Professional Development

Action Steps	Anticipated Start/Completion Date		
K-12 teachers and counselors will engage in training related to college and career readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.	08/22/2022 - 06/30/2025		
Monitoring/Evaluation	Anticipated Output		
Career Standards benchmark as reported in the Future Ready PA Index/teacher and counselor observations and evaluations/development of comprehensive K-12 guidance plan	100% of students will meet the Career Standards benchmarks by the time they graduate high school.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Time and resources for professional development/partnerships with local industries for teacher in the workplace experiences	yes	yes	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment. (Math)	Extended Class Periods	Develop a master schedule that includes additional or extended class periods for Math instruction.	08/25/2022 - 05/31/2024
By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment. (Math)	Evidence-based Math Resources	Evaluation of Math resource and and assessment programs for standards-alignment and student achievement.	08/25/2022 - 06/30/2025
	College and Career Readiness Professional Development	K-12 teachers and counselors will engage in training related to college and career	08/22/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Department Meetings	K-12 Math teachers, building principals, superintendent, director of special education, special programs coordinator	Curriculum mapping/scope and sequence/training for Math resources/PSSA & Keystone data analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of new methods and resources in K-12 Math classes/development of curriculum maps aligned to PA Core Math standards/analysis of resources used in K-12 Math classes	08/22/2022 - 06/06/2025	Superintendent and building principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

Professional Development Step

Audience

Topics of Prof. Dev

Review and Development of Chapter
339 K-12 Guidance Plan

K-12 Certified School Counselors, principals,
director of special education, school
psychologist, learning support/transition
teachers, special programs coordinator,
superintendent

Updates to K-12 Guidance Plan in Future
Ready Comprehensive Planning portal/review
and analysis of Smart Futures
program/alignment of Career Education and
Work standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Smart Futures program/student attainment of career benchmarks and standards on the PA Future Ready Index/completion of Chapter 339 Guidance Plan/alignment of Career Education and Work standards K-12 as part of a comprehensive guidance program within Cambria Heights School District	08/22/2022 - 06/06/2025	Superintendent/building principals/certified school counselors

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

4d: Participating in a Professional Community

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By school year (SY) 2024-2025, 70% of tested students in the Cambria Heights School District will demonstrate proficiency or growth in Mathematics as measured by performance on the PSSA Mathematics exam (grades 3-8), the Keystone Algebra I exam, or a locally-administered Mathematics assessment. (Math)</p>	<p>School-based After-school Programs</p>	<p>Development and/or growth of comprehensive after-school programs to support all students.</p>	<p>2022-08- 25 - 2025- 06-06</p>
<p></p>	<p>College and Career Readiness Professional Development</p>	<p>K-12 teachers and counselors will engage in training related to college and career readiness to improve their understanding of and instruction in areas aligned with the PA Career Education and Work Standards.</p>	<p>2022-08- 22 - 2025- 06-30</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School-Family Communications	Parents and guardians of K-12 students	Details including time, place, and frequency of after-school programs; information about enrichment/high-interest after-school learning opportunities; importance of after-school programs in addressing learning loss and credit recovery post-COVID
Anticipated Timeframe	Frequency	Delivery Method
08/25/2022 - 06/06/2025	Once at the start of each program or activity and throughout the year in general districtwide correspondence	Newsletter Posting on district website
Lead Person/Position	Superintendent, building principals, director of special education, special programs coordinator, after-school tutoring coordinators	

Communication Step**Audience****Topics/Message of Communication**

College and Career Readiness Training

K-12 teachers and school
counselorsEngagement with Career Readiness Standards;
preparing students for post-secondary success;
workforce awareness**Anticipated Timeframe****Frequency****Delivery Method**

08/22/2022 - 05/06/2022

Approximately two times per school year
during approved in-service or Act 80 days

Presentation

Lead Person/Position

Superintendent

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

