

CENTRAL DAUPHIN SD

600 Rutherford Rd

Comprehensive Plan | 2022 - 2025

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LEA Profile

Central Dauphin School District is a diverse community of approximately 95,000 residents and 12,000 students. It is located northeast of the city of Harrisburg within Dauphin County in south central Pennsylvania. The school district is the 9th largest school district in the Commonwealth and is the largest of the 10 school districts located in the county. Encompassing an area of 118.2 square miles, the district is comprised of three boroughs (Dauphin, Paxtang and Penbrook) and four townships (Lower Paxton, Middle Paxton, Swatara and West Hanover). Students attend one of 19 brick and mortar schools or the CDSD Cyber Academy. They are transported from urban, suburban and rural areas. Central Dauphin School District strives to provide "quality to the core" educational opportunities to ensure that all students achieve success.

Mission and Vision

Mission

Our diverse community works together to empower student growth in a rapidly changing world.

Vision

We are a unified system that adapts to the changing needs of our students and community through meaningful educational experiences.

Educational Value Statements

Students

Recognize and take an active role in their own learning. Demonstrate self-awareness and reflection in regard to academics, school-wide expectations, and social emotional well-being. Advocate to educators and families what is needed for success.

Staff

Value the perspectives and uniqueness of others in order to learn and grow. Form collaborative relationships with students, families, and colleagues that foster open communication. Keep an open mindset in the development of meaningful educational activities that meet the needs of all learners.

Administration

Provide a safe and supportive environment for everyone. Act as a keystone of communication between staff, students, families, school board, and community. Invite and welcome opportunities for community involvement. Provide instructional leadership to staff, students, and families, allowing them to reach their full potential.

Parents

Engage in relationships that promote two-way communication between home and school. Promote the importance of attending school regularly. Reinforce with their students that the educational experience provides opportunities to learn and grow in and beyond school.

Community

Provide opportunities for students to engage within the community. Recognize the opportunities provided within the school setting that support and partner with organizations and businesses. Recognize that all stakeholders are working together to grow global citizens who will become future community members.

Other (Optional)

School Board: Adopt policies that meet the needs of all students and ensure compliance with state and federal regulations. Allocate financial resources to support meaningful educational experiences for all students. Seek input from all community members through a variety of means. Advocate for the needs of all stakeholders.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Practice 4 - Ensure effective, standards-aligned curriculum and assessment.	Yes
Practice 5 - Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Yes
Practice 7 - Coordinate and monitor supports aligned with students' and families' needs	Yes
Practice 12 - Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	No
In 2017, 2018, and 2019 4th grade group was well above the growth goal in ELA and Math. The 3 Year Average is well above the growth goal in these subjects as well.	No
The majority of elementary schools are meeting the growth interim goal for economically disadvantaged students. Math: 10 out of 13 schools Science: 11 out of 13 schools ELA: 11 out of 13 schools	No
12 out of 13 elementary schools met or exceeded the interim achievement goal on the Science PSSAs. 7 of these schools met the 2030 state goal.	No
Middle School students in a cohort are showing growth from the start of the school year to the next. For example, the 6th grade students scored higher on their beginning of the year benchmark assessment in 7th grade. This shows that the students are arriving to the next grade level more prepared each year.	No
First grade has a district average 87% effectiveness for core instruction supporting early numeracy skills.	No
The school district provides a variety of science course offerings at both high schools.	No
92% of elementary students have earned an A, B, or C in science.	No
Female enrolment in higher level science courses is higher than male enrolment.	No
Students in grades K - 5 are demonstrating strong ELA foundational skills (phonological awareness and phonics/accuracy).	No
Two-thirds of the students in grades 3 - 5 had at least typical growth of their Acadience Reading composite scores, ORF correct words per minute, and ORF accuracy.	No

Middle school students are showing increasing growth on the Study Island PSSA ELA Benchmark Assessment from 6th grade to 8th grade.	No
Elementary MTSS teams use ELA data to determine precise problems and implement solution actions.	No
There has been an increase of College in the High School classes offered in the high schools.	No
There has been an increase in 8th grade applicants for the Dauphin County Technical School.	No
More schools across the District are implementing PBIS and tracking behavior data.	No
In buildings that have more experience supporting English Language Learners, there is little to no disproportionate data when compared to the all student group.	No
The district has nine technology integrators to support staff through coaching and collaboration.	No
At this time, every student has access to a district provided device. This will allow the district to move forward with the 1:1 initiative.	No

Challenges

Challenge	Consideration In Plan
Practice 2 - Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	No
Practice 3 - Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district	Yes
Practice 6 - Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Yes
Practice 8 - Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the district	No
Academic growth data significantly declines between fifth and sixth grade for both ELA and Math.	No
10 out of 13 schools are not meeting the interim achievement goal for economically disadvantaged students on the Math PSSAs.	No
There is significant disproportionality with achievement in ELA, Math, and Science for most historically underperforming subgroups as compared to the All Student group.	Yes

The 3 year average is in the Well Below range for the Science assessment in grades 4 and 8 as well as the Keystone Biology assessment.	No
There is a significant decrease in math proficiency since Spring of 2020. There are learning gaps that are impacting future math success.	No
Kindergarten has a district average 73% effectiveness for core instruction supporting early numeracy skills.	No
There is an opportunity gap in math course selection when comparing the two high schools.	No
There is no consistent or pervasive benchmark testing for science.	No
It is difficult to procure properly certified secondary science teachers.	No
There are inconsistencies in breadth and depth of content in science courses offered at both high schools.	No
There are a high percentage of secondary students earning a D or F in their science courses.	No
There is a lack of ELA data in the high schools.	No
Not all secondary schools use the ELA data they have to determine precise problems and implement solution actions.	No
There is a need to improve listening and reading comprehension in grades K - 8 while maintaining the gains that have been made with foundational skills.	No
There is a need to improve the transition between 5th and 6th grade to maintain and grow the achievement and learning that has occurred in the elementary schools.	No
Opportunities for in-person career exploration experiences have been limited due to COVID19.	No
Adapting to a new career readiness platform.	No
Based on the SWIS Risk Ratios, the District behavior data is disproportionate with Black, Latinx, multiracial and students with disabilities. All of these groups are more likely to receive an Office Discipline Referral when compared to the risk of all students.	No
The percentages of Black, Hispanic, and Multi Racial students who are “excelling’ or “on track” in academics and SEL are significantly lower (>4%) when compared to the All Students group.	No
Our current Title 1 Plan is for reading only, but our math data shows an increasing need for support.	Yes
Our current Title 1 Plan supports elementary K-5 only, but we now have two middle schools that meet the qualifications to be included.	No
CDS is higher than the national average in the ratio of School Counselors to students, which is more than double the recommended ASCA ratio.	No

As indicated by the Acadience Reading Assessment data for grades K-5, the achievement gap between the Title 1 students and the non-Title 1 students remains the same.	No
The supports that are put in place for English Language Learners and students with disabilities in classes are not having an effect on their results on standardized assessments (Acadience, Study Island, and Exact Path).	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Practice 4 - Ensure effective, standards-aligned curriculum and assessment.	This strength can be leveraged to improve math supports and instruction.
Practice 5 - Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	This strength can be leveraged to improve math supports and evidence-based instruction across all tiers through the ongoing teacher trainings.
Practice 7 - Coordinate and monitor supports aligned with students' and families' needs	Building upon relationships that have been established with our families and community members, we can broaden our scope of communication.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Practice 3 - Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district	Within the district, staff needs to be trained in better engagement and two-way communication methods with all stakeholders.	Yes	Engage in meaningful two-way communication with families to establish and sustain shared responsibility for student learning across the district.
Practice 6 - Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		No	
There is significant disproportionality with achievement in ELA, Math, and Science for most historically underperforming subgroups as compared to the All Student group.	Over the past years, the district's focus has been on ELA. Therefore, our staff have less experience and understanding of math development and supports.	Yes	Deliver a K-12 math curriculum that consists of strong classroom instruction, intervention, and enrichment for all students.

Our current Title 1 Plan is for reading only, but our math data shows an increasing need for support.		No	
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Goal Setting

Priority: Engage in meaningful two-way communication with families to establish and sustain shared responsibility for student learning across the district.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Parent and family engagement	Increase the percentage of families who feel our schools are doing well with school climate and culture by at least 10% from the summer of 2021 as measured on the Strengths and Opportunities subcategory of the Panorama Family-School Relationship Survey by the summer of 2025. (Summer of 2021 Baseline Data: 50% of families responded to the question: How well do you feel this school or district is currently doing in the following area: School culture and climate?)	Panorama Family Survey - Climate & Culture	Increase the percentage of families who feel our schools are doing well with school climate and culture by at least 2% from the summer of 2021 as measured on the Strengths and Opportunities subcategory of the Panorama Family-School Relationship Survey by the summer of 2023.	Increase the percentage of families who feel our schools are doing well with school climate and culture by at least 5% from the summer of 2021 as measured on the Strengths and Opportunities subcategory of the Panorama Family-School Relationship Survey by the summer of 2024.	Increase the percentage of families who feel our schools are doing well with school climate and culture by at least 10% from the summer of 2021 as measured on the Strengths and Opportunities subcategory of the Panorama Family-School Relationship Survey by the summer of 2025. (Summer of 2021 Baseline Data: 50% of families responded to the question: How well do you feel this school or district is currently doing in the following area: School culture and climate?)

Priority: Deliver a K-12 math curriculum that consists of strong classroom instruction, intervention, and enrichment for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	In Math, 5 out of 6 tested grades (including Keystones) will meet or exceed the growth standard as evidenced by the 2025 PVAAS, with no grade level falling below the growth standard.	Math PSSA & Algebra I Keystone Assessments	In Math, 5 out of 6 tested grades (including Keystones) will meet or exceed the growth standard as evidenced by the 2023 PVAAS.	In Math, 4 out of 6 tested grades (including Keystones) will exceed the growth standard as evidenced by the 2024 PVAAS, with no grade level falling below the growth standard.	In Math, 5 out of 6 tested grades (including Keystones) will meet or exceed the growth standard as evidenced by the 2025 PVAAS, with no grade level falling below the growth standard.

Action Plan

Action Plan for: Build procedural fluency with conceptual understanding.						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Math PSSA & Algebra I Keystone Assessments 		training presentations clearly stated expectations for fact fluency			student progress towards fact fluency mastery goals attendance for trainings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to support and train new staff and current teachers in the Concrete, Representational, Abstract Instructional Sequence.	08/22/2022	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Concrete, Representational, Abstract Instruction Sequence PaTTAN resources Fidelity walk-throughs Concrete, representational, abstract instruction sequence fidelity checklist	Yes	Yes
Ongoing professional development on fluency and progressions of conceptual understanding.	06/12/2023	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Progressions for developing fluency and conceptual understanding	Yes	No
Implementation of evidence-based standard protocol interventions Grades K-8.	08/28/2023	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Intervention protocols and/or programs and training Multi-Tiered System of Supports District Handbook Intervention Inventory, Building level professional development	Yes	Yes
Create and monitor district expectations for fact fluency mastery based on state standards.	08/29/2022	06/16/2023	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Pennsylvania State Standards	No	Yes

Action Plan for: Data-based decision making

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Math PSSA & Algebra I Keystone Assessments 		building and district data, Middle School screening protocol, building level data-informed goals and plans			attendance for trainings, monitor the data in systems for progress towards goals, data meeting minutes and agendas (TIPS)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administer Elementary Acadience Math Assessment: * Kindergarten: all early numeracy assessments * 1st Grade: early numeracy and computation assessments * 2nd Grade: computation and concepts & application assessments * Grades 3 - 5: computation assessment	08/29/2022	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	School Improvement Specialist to provide ongoing training and support for Data & Instruction Specialists as needed throughout the year Data and Instruction Specialists to provide ongoing training and support for teachers as needed throughout the year. District Assessment Calendar	No	Yes
Administer the Acadience Math assessment in Grade 6.	08/22/2022	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Ongoing training and support for Data and Instruction Specialists, Intervention Specialists, and teachers as needed as needed throughout the year. Acadience Data Management System District Assessment Calendar	No	Yes
Provide training for staff and administrators on Acadience Math Concepts and Applications and Computations assessments for grades K-6.	08/22/2022	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Acadience Math Data Management System Acadience Math administration manual and training materials	Yes	No
Administer the Classroom Diagnostic Tools Algebra 1, Biology, and Literature assessments two times per year.	08/29/2022	06/06/2025	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Classroom Diagnostic Tools assessments District Assessment Calendar	No	Yes
Train high school staff and administrators on the administration of the Classroom Diagnostic Assessments and analysis of the resulting data.	06/12/2023	08/25/2023	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Ongoing training and support for staff and administrators as needed throughout the year. PaTTAN Consultant CAIU Consultant	Yes	No

Provide professional development for staff and administrators on data analysis from assessments to drive decisions and instruction.	06/12/2023	08/25/2023	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Data from previous school year District Assessment Calendar "Look for" document to support identifying evidence of data-driven instruction Updated iObservation questions	Yes	No
Review and update current district assessment calendar.	05/20/2022	07/29/2022	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	District Assessment Calendar	No	No

Action Plan for: Establish policies and procedures to promote family engagement

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Panorama Family Survey - Climate & Culture 		Board-Approved Family Engagement Policy for all schools CDS Family Engagement Handbook Presentation Slides and Handouts CDS Family & Community Engagement Committee			Meeting Agendas and Sign-in Sheets Professional Learning Sign-in Sheets	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Expand the existing Parent Advisory Council with some existing members to create a CDS Family & Community Engagement Committee with inclusive representation of internal and external stakeholders from across the district.	10/20/2022	03/30/2023	Shannon Leib, Director of Strategic Communications & Community Engagement		No	No
Provide an overview of the Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework for all CDS staff, CDS School Board members, and CDS Family & Community Engagement Committee members.	11/01/2022	05/31/2023	Dr. Norman Miller, Superintendent Shannon Leib, Director of Strategic Communications & Community Engagement; Dr. Erika Willis, Assistant Superintendent for Academic Operations; & Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework	No	Yes
Collect feedback from the CDS Family & Community Engagement Committee members (focus group) on their perception of district and school family engagement and climate as well as the District's current Title I Family Engagement Policy.	03/30/2023	04/30/2023	Shannon Leib, Director of Strategic Communications & Community Engagement	Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework PDE's Family/Community Engagement Hub PDE's Equitable Practices Hub Various Educational Stakeholders Feedback response guiding questions	No	No

Use the feedback from the focus group and the existing Title I Family Engagement policy to create a draft of the CDSB Family Engagement Policy (for all schools - not just Title I buildings).	03/01/2023	03/31/2023	Shannon Leib, Director of Strategic Communications & Community Engagement	Suggestions and feedback from the Community Focus Group Title I Family Engagement Policy	No	No
Share the draft policy with the CDSB Family & Community Engagement Committee members (focus group) and collect feedback and suggestions for revisions.	05/01/2023	06/30/2023	Shannon Leib, Director of Strategic Communications & Community Engagement	Draft policy Stakeholder Committee	No	Yes
Revise the draft policy based on feedback and suggestions from the CDSB Family & Community Engagement Committee.	07/01/2023	07/31/2023	Shannon Leib, Director of Strategic Communications & Community Engagement	Feedback from the Community Focus Group.	No	No
Review the draft policy with the School Board Policy Committee.	09/01/2023	09/30/2023	Shannon Leib, Director of Strategic Communications & Community Engagement & Mike Jacobs, School Board Member	Draft policy	No	Yes
Create the Central Dauphin School District Family Engagement Handbook.	01/01/2024	03/01/2024	Shannon Leib, Director of Strategic Communications & Community Engagement and Print Shop	Board Approved Family Engagement Policy Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework PDE's Family/Community Engagement Hub PDE's Equitable Practices Hub	No	No
Share and review the Central Dauphin School District Family Engagement Handbook with the CDSB school board, staff, families, and community members	04/01/2024	04/30/2025	Shannon Leib, Director of Strategic Communications & Community Engagement; Dr. Erika Willis, Assistant Superintendent for Academic Operations; & Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	Central Dauphin School District Family Engagement Handbook Asynchronous Training	No	Yes
Monitor and collect feedback from internal and external stakeholders to revise the Central Dauphin School District Family Engagement Handbook as necessary.	05/01/2024	05/30/2025	Shannon Leib, Director of Strategic Communications & Community Engagement	Feedback from district staff and the Community Focus Group Central Dauphin School District Family Engagement Handbook	No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Build procedural fluency with conceptual understanding.	<ul style="list-style-type: none">• Continue to support and train new staff and current teachers in the Concrete, Representational, Abstract Instructional Sequence.• Ongoing professional development on fluency and progressions of conceptual understanding.• Implementation of evidence-based standard protocol interventions Grades K-8.
Data-based decision making	<ul style="list-style-type: none">• Provide training for staff and administrators on Acadience Math Concepts and Applications and Computations assessments for grades K-6.• Train high school staff and administrators on the administration of the Classroom Diagnostic Assessments and analysis of the resulting data.• Provide professional development for staff and administrators on data analysis from assessments to drive decisions and instruction.

Professional Development Activities

Concrete, Representational, Abstract Instructional Sequence Training						
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"> Continue to support and train new staff and current teachers in the Concrete, Representational, Abstract Instructional Sequence. 	K-6 Data and Instruction Specialists and Intervention Specialists, K-5 classroom teachers, administrators	Instruction through the Concrete, Representational, Abstract Instructional Sequence for students in math instruction K-5.	Use of Instructional Sequence when appropriate during math instruction	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/29/2022	06/06/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Initial training and then ongoing as needed for support and new hires	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 				
Classroom/school visitation	Ongoing	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 				

Fluency and Progressions Professional Development

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"> Ongoing professional development on fluency and progressions of conceptual understanding. 	K-5 Classroom Teachers, 6-8 Math teachers, K-8 Data and Instruction Specialists and Intervention Specialists	Vertical alignment, concept progressions, and fluency	Demonstrate knowledge of content and pedagogy in instructional planning and delivery	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	06/12/2023	06/06/2025

Learning Formats			
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	One initial training and ongoing as needed for support or new hires	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	

Standard Protocol Intervention Implementation Support

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"> Implementation of evidence-based standard protocol interventions Grades K-8. 	K-8 Data and Instruction Specialists, K-8 Intervention Specialists	Evidence-based math intervention routines and/or programs	Implementation and use of math intervention routines and/or programs	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/22/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Initial training and ongoing as new specialists are hired and/or as support is needed	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	

Acadience Math K-6

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"> Provide training for staff and administrators on Acadience Math Concepts and Applications and Computations assessments for grades K-6. 	Grade 1-5 Classroom Teachers, Grade 6 Math teachers, K-6 Data & Instruction Specialists, K-6 Intervention Specialists	Administration of Acadience Math Concepts and Applications and Computation assessments.	Administration of Acadience Math Concepts and Applications and Computation assessments with fidelity Grades K-6.	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	06/13/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Initial training and then ongoing as needed for new teachers and/or refreshers	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	

Classroom Diagnostic Assessments

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"> Train high school staff and administrators on the administration of the Classroom Diagnostic Assessments and analysis of the resulting data. 	Grades 9-12 Teachers (as required by subject taught)	Administration of Classroom Diagnostic Assessments.	Administration of Classroom Diagnostic Assessments with fidelity Grades 9-12.	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/22/2022	06/06/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Initial training and then ongoing as needed for new teachers and/or refreshers	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	

Data driven instruction

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"> Provide professional development for staff and administrators on data analysis from assessments to drive decisions and instruction. 	Grades K-12 classroom teachers, building administrators, K-8 Data & Instruction Specialists, K-8 Intervention Specialists	Data analysis from assessments to drive decisions and instruction	Effective use of data to drive instruction and classroom decisions	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	06/12/2023	08/25/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	Initial training with ongoing support as needed	<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	

Communications Action Steps

Evidence-based Strategy	Action Steps
Build procedural fluency with conceptual understanding.	<ul style="list-style-type: none"> • Continue to support and train new staff and current teachers in the Concrete, Representational, Abstract Instructional Sequence. • Implementation of evidence-based standard protocol interventions Grades K-8. • Create and monitor district expectations for fact fluency mastery based on state standards.
Data-based decision making	<ul style="list-style-type: none"> • Administer Elementary Acadience Math Assessment: * Kindergarten: all early numeracy assessments * 1st Grade: early numeracy and computation assessments * 2nd Grade: computation and concepts & application assessments * Grades 3 - 5: computation assessment • Administer the Acadience Math assessment in Grade 6. • Administer the Classroom Diagnostic Tools Algebra 1, Biology, and Literature assessments two times per year.
Establish policies and procedures to promote family engagement	<ul style="list-style-type: none"> • Provide an overview of the Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework for all CDSB staff, CDSB School Board members, and CDSB Family & Community Engagement Committee members. • Share the draft policy with the CDSB Family & Community Engagement Committee members (focus group) and collect feedback and suggestions for revisions. • Review the draft policy with the School Board Policy Committee. • Share and review the Central Dauphin School District Family Engagement Handbook with the CDSB school board, staff, families, and community members

Communications Activities

Family and Community Engagement Standards and Supportive Practices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide an overview of the Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework for all CDSB staff, CDSB School Board members, and CDSB Family & Community Engagement Committee members. 	School Board Members, District administration and Staff, Family & Community Engagement Committee (Expanded PAC)	Foundational Practices, Standard Statements, Supportive Practices, and Policy Background, Resources	Dr. Norman Miller, Superintendent Shannon Leib, Director of Strategic Communications & Community Engagement; Dr. Erika Willis, Assistant Superintendent for Academic Operations; & Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	11/01/2022	01/31/2023
Communications					
Type of Communication			Frequency		
Presentation			1 time		

Draft Family and Community Engagement Policy #1

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Share the draft policy with the CSD Family & Community Engagement Committee members (focus group) and collect feedback and suggestions for revisions. 	Family and Community Engagement Committee (Expanded PAC)	First Draft of Policy	Shannon Leib, Director of Strategic Communications & Community Engagement	04/03/2023	04/14/2023

Communications

Type of Communication	Frequency
Other	1 time

Draft Family and Community Engagement Policy #2

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Review the draft policy with the School Board Policy Committee. 	School Board Policy Committee Members	Second Draft of Policy	Dr. Norman Miller, Superintendent & Shannon Leib, Director of Strategic Communications & Community Engagement	03/01/2023	05/31/2023
Communications					
Type of Communication			Frequency		
Other			1 Time		

CDSB Family and Community Engagement Handbook

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Share and review the Central Dauphin School District Family Engagement Handbook with the CDSB school board, staff, families, and community members 	CDSB School Board Members, Administration, Staff, Families, and Community Members	CDSB Family and Community Engagement Handbook	Dr. Norman Miller, Superintendent Shannon Leib, Director of Strategic Communications & Community Engagement; Dr. Erika Willis, Assistant Superintendent for Academic Operations; & Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	01/02/2024	06/13/2025

Communications

Type of Communication	Frequency
Presentation	1 time (Recorded so new stakeholders can view as they join the CDSB School District Community)
Posting on district website	Each time the handbook is updated
Email	Each time the handbook is updated

Concrete, Representational, Abstract Instructional Sequence

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Continue to support and train new staff and current teachers in the Concrete, Representational, Abstract Instructional Sequence. 	K-5 New Hire teachers, K-5 classroom teachers, Data and Instruction Specialists, Intervention Specialists	Support for use of Concrete, Representational, Abstract Instructional Sequence for math instruction	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	06/22/2022	06/06/2025

Communications

Type of Communication	Frequency
Other	ongoing, as needed for support and new hires

Evidence-based standard intervention protocol					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of evidence-based standard protocol interventions Grades K-8. 	K-8 Data and Instruction Specialists, K-8 Intervention Specialists	Evidence-based standard protocol intervention programs and routines inventory	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/22/2022	06/06/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Initial posting then updated as more resources and/or routine trainings are available		

Fact Fluency Goals

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create and monitor district expectations for fact fluency mastery based on state standards. 	K-5 classroom teachers, Grades 6-8 math teachers, Data and Instruction Specialists, Intervention Specialists	Fact fluency goals and expectations based on state standards	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/22/2022	08/26/2022

Communications

Type of Communication	Frequency
Email	1 time
Posting on district website	1 time

Acadience Math Assessment Calendar

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Administer the Acadience Math assessment in Grade 6. 	Grade 6 math teachers, Grades 6-8 Data and Instruction Specialists, Grades 6-8 Intervention Specialists	Requirements of Grade 6 Acadience Math administration	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	08/01/2022	08/26/2022
Communications					
Type of Communication			Frequency		
Email			1 time		

Acadience Math Grades K-5

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-5 classroom teachers, K-5 Data and Instruction Specialists, K-5 Intervention Specialists	Review of Acadience Math Assessment Calendar	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	06/07/2022	06/10/2022

Communications

Type of Communication	Frequency
Other	1 time

Classroom Diagnostic Assessments

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Administer the Classroom Diagnostic Tools Algebra 1, Biology, and Literature assessments two times per year. 	Grade 9-12 teachers (as appropriate per required subject), High School Administrators	Expectation for the completion of the Classroom Diagnostic Assessments	Kelly Fowlkes, Director of Curriculum, Instruction, and Assessment	07/05/2022	10/14/2022

Communications

Type of Communication	Frequency
Email	1 time