

School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Central Dauphin East High School	School/Branch	
Address 1	626 Rutherford Road		
Address 2			
City	Harrisburg	State	Pa
		Zip Code	17109
Principal Name	Dr. Jesse Rawls Jr.		
Principal Email	jrawls@cdschools.org		
Principal Phone Number	717-541-1662	Ext	382
Superintendent/CEO/Executive Director Name	Dr. Norman Miller		
Superintendent/CEO/Executive Director Email			
School Improvement Facilitator Name			
School Improvement Facilitator Email			

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Jesse Rawls Jr.	Principal	CDEHS	jrawls@cdschools.org
Sarah Iachini	Special Education Supervisor	CDS D	siachnini@cdschools.org
Anne Zelonis	Asst. Director of Special Education	CDS D	azelonis@cdschools.org
Ken Ward	Assistant Principal	CDEHS	kward@cdschools.org
Jason Black	Assistant Principal	CDEHS	jblack@cdschools.org
Shauntae Iachini	Assistant Principal	CDEHS	seiachini@cdschools.org
Matthew Keys	Assistant Principal	CDEHS	mkeys@cdschools.org
Kirk Humilovich	Social Studies Chair	CDEHS	khumilovich@cdschools.org
Patricia Fortenbaugh	Science Chair	CDEHS	pfortenbaugh@cdschools.org
Jana Miller	Math Chair	CDEHS	jamiller@cdschools.org
Alicia Hack	English Chair	CDEHS	ahack@cdschools.org

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Our motto is Be GREAT Every Day. GREAT stands for Grit, Respect, Excellence, Accountability, and Tolerance.
 If we are successful, students will be able to complete high school through various pathways. These pathways will allow students to fulfill their dreams and lead them to GREAT success in their lives.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
PVASS Scores	Our PVAAS scores have been strong in Math and Reading
Regular Education Graduation Rates	Our Regular Graduation rates have been tracking ahead of the PA average

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Students with IEPs have low Graduation Rates.	Students with IEPs struggle to graduate from high school.
Students with IEPs IEPs have low achievement on the Keystone Exams	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Reading Growth on PVAAS	Regular Education Students	
Algebra I Growth on PVAAS	Regular Education Students	
ELA Growth for students with Disabilities	Students with Disabilities (74)	
Math Growth for students with Disabilities	Students with Disabilities (73)	

Challenges

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Achievement on Keystones	All students	
Graduation Rates	Hispanic students (68%) Students with Disabilities (75.9%)	
Science Growth Rates	All Students	
Student Attendance	All students 76%: Hispanic Students, Student with Disabilities, and Students 2 or more races: All under 70%	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Our Growth Rates via PVAAS is having a positive impact on our School Readiness Data.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
Achievement on the Keystone Exam for all students
Attendance Rates for all students but specifically for Hispanic students and Students with disabilities. If these rates increased, our overall Graduation Rate would also increase.
Graduation Rates and Attendance Rates are tied together. These are two high impact areas.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
54.3% Prov/Adv	
85 Growth	
29.2 ELL (Improvement)	
<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>	
<p>The growth that we are showing in ELA is outstanding. Our improvement in ELL could be a model for our Learning Support program.</p>	
<p>Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>	
<p>If more Learning Support students were Proficient/Advanced on the Keystone Exam our overall achievement scores would improve.</p>	
<p>The thing we cannot disaggregate is the students that credit deficient and not on pace to graduate. How do they do on these tests? They could have negative impact on our test data.</p>	

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
43.3% Proficient/Advanced	Increase from the previous year.
Growth 76 (Down from 2018)	
White students improved from 52.3% to 63.6%	
<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>	
<p>Our Proficient/Advance numbers are moving a positive direction. We had more students pass the Keystone Exam than last year.</p>	

<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>
<p>Our ELL and Learning Support Proficiency rates are low (15.9% and 17.2%) respectively.</p>

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
38% Proficient/Advanced	Our percentage grew but our growth rate declined
Learning Support 12.1%	This was a decrease from the previous year of 26.1%
Growth 50	This is down from 68 from the previous year
<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>	
<p>Our proficiency rates improved for our students. This had a positive impact.</p>	
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>	
<p>The most challenging issue is our curriculum question. Students take Environmental Science and Biology prior to taking the Keystone Exam. Why do students do so poorly on the test with two years to prepare for the exam. This cannot be a function of students, this has to be a function of curricular focus.</p>	
<p>Our Biology scores are an outlier to our other two Keystone Exam Scores. Before we target students, we must first fix the curriculum.</p>	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
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Career and Technical Education Programs (Required if School offers CTE programs)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Arts and Humanities (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Environment and Ecology (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
67.7% Attendance Rate	The rate was 69.5% in 2018
61.4% Graduation Rate	The rate was 61.2% in 2018 (4 Year Cohort)
75.9% 5 Year Cohort Rate	The 5 Year Cohort Rate was 81.6% in 2018

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

If we are able to improve the attendance rates and the graduation rates of our Learning Support Students, we will make significant progress towards reaching our goals.

The attendance rate of our Learning Support Students is having a tremendous impact on their ability to graduate from high school and meet their academic goals.

Poor attendance leads to credit deficiency and students that are credit deficient do not graduate from high school.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			x	xx
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		x	x	x
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			x	xx
Identify and address individual student learning needs		x	x	x
Provide frequent, timely, and systematic feedback and support on instructional practices	x		xx	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		x	xx	
Collectively shape the vision for continuous improvement of teaching and learning			xx	x
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school				xxx
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			xx	x
Continuously monitor implementation of the school improvement plan and adjust as needed	x	xx		
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel		x	x	x

welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports		x	x	x
Implement a multi-tiered system of supports for academics and behavior			xx	x
Implement evidence-based strategies to engage families to support learning		xxx		
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	xxx			
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			x	xx
Use multiple professional learning designs to support the learning needs of staff			x	xx
Monitor and evaluate the impact of professional learning on staff practices and student learning			xxx	

Summary

<p>Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p> <p>PBIS: These practices are helping to achieve a lot of success with our students behaviorally and academically. It has allowed us to have a new focus.</p> <p>Multiple professional development learning needs to support staff needs. More staff collaboration and peer observations to enhance professional practice.</p> <p>Our bell schedule because we can use it to provide collaboration time once we get better at it.</p>
<p>Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p> <p>Engage Family Support</p> <p>Community Involvement</p>

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III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Attendance Rates of Learning Support Students	How do we improve the attendance rates of our Learning Support Students?	Y
Graduation Rates of Learning Support Students (Credit Deficient Students)	How do we improve the classroom performance of our Learning Support Students?	Y
Identifying At Risk Students?	How do we develop a system for categorizing At-Risk Students? (We cannot provide them support if we do not know who they are?)	Y

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
PBIS Program	
Available Time via Panther Periods	

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements

Identifying At-Risk Students	A rubric or criteria needs to be developed to identify At-Risk Students.
Graduation Rates for Learning Support Students	Learning Support students are not graduating from high school at an acceptable rate. This is due to Learning Support students becoming credit deficient and then leaving school prior to graduating.
Attendance Rates for Learning Support Students	The attendance rates of Learning Support students is having a negative impact on their ability to succeed academically. Attendance and Credit Deficiency are directly related to each other.

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: Ensure that Learning Support Students are earning credits and not becoming Credit Deficient

Outcome Category

Graduation rate

Measurable Goal Statement (Smart Goal)

We will reduce the number of Learning Support students who are credit deficient by 20% during the 2020-2021 school year. Our current Graduation Rate for Learning Support Students is approximately 61%. That means that our Failure rate is 40%. Our goal is to cut this in half during the 2020-21 School Year. The target is the percent of students who are failing more than one credit per marking period.

Measurable Goal Nickname (35 Character Max)

Failure Rate

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
<20%	<20%	<20%	<20%

Priority: Attendance Rate for Learning Support Students

Outcome Category

Regular Attendance

Measurable Goal Statement (Smart Goal)

The attendance rate for Learning Support Student during the 2018-19 school year was 68%. The attendance rate needs to increase to 78%.

Measurable Goal Nickname (35 Character Max)

Improve Attendance Rate of Learning Support Students

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
80% attendance rate	80% attendance rate	80% attendance rate	80% attendance rate

Priority: _____

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

Priority: _____

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Tracking Student Progress	Improved Attendance Rate and Improved Graduation Rate
Reducing Credit Deficiency of Students	Improved Graduation Rates

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Using a Standard Approached to Monitor and Mentor Learning Support Students through our Instructional Support Classes	Improve Attendance Rate by 20% Improve Credit Deficiency by 20%

Action Step	Anticipated Start	Completion Date
Revamp Our Instructional Support Program	8/31/2020	6/4/2021
Lead Person/Position: Sarah Iachini	Material/Resources/Supports Needed	
Prof Development Step Yes	Develop a mandatory Standard Report for Case Managers to utilize during the school year. Develop workshops for Teachers to participate in during the school year. Utilization of Professional Development Days for Improving CDEHS Instructional Support Program	

Action Step	Anticipated Start	Completion Date
Professional Development for Learning Support Teachers about Instructional Support Procedures	6/5/2020	8/24/2020
Lead Person/Position: Sarah Iachini	Material/Resources/Supports Needed	
Prof Development Step Yes	Time Printing Materials Utilization of Summer Academy	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation
Learning Support Teachers will implement a Standard Instructional Support Program with students on their Caseload	<p>Administrators will monitor the implementation of the Instructional Support Program.</p> <p>Learning Support Teachers will be evaluated on their ability to track student grades and attendance. They will also be evaluated on the ability to intervene when students are not doing well and getting them assistance.</p> <p>The monitoring will take place throughout the school year.</p>

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
Credit Recovery Program for Learning Support Students	8/24/2020	6/4/2021
Lead Person/Position	Material/Resources/Supports Needed	
Learning Support Teachers	Develop Credit Recovery Curriculum	
Prof Development Step No	Time during the Panther Period Teachers to teach during the Panther Period	

Action Step	Anticipated Start	Completion Date
Develop Credit Recovery Courses in Math, Science, Social Studies, and Science	6/5/2020	8/14/2020
Lead Person/Position	Material/Resources/Supports Needed	
Core Department Chairs	Time to develop the curriculum	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Identify Criteria and Identify Students to participate in the program.	6/8/2020	8/21/2020
Lead Person/Position	Material/Resources/Supports Needed	
Learning Support Teachers	Student Grades	
Prof Development Step No	Data Collection Sheet	

Anticipated Output	Monitoring/Evaluation
A Credit Recovery Program for Learning Support Teachers will be implemented at Central Dauphin East High School. The program will take place during our Panther Periods. Students will be able to earn credits for classes they failed in 9 th and 10 th grade.	

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
Panther Period Marking Period Recovery Sessions	8/24/2020	6/4/2021
Lead Person/Position	Material/Resources/Supports Needed	
Core Department Chairs		
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation
Central Dauphin East High School will implement Marking Period Recovery Sessions for students in 9 th grade. The students could recover their grades during these sessions. If a student is failing course during the marking period at the progress report time, they would be referred to the program. Their ability to recover their grades and earn a passing grade for the marking period would be based on criteria set by the departments. The goal is to build the students skills during the marking period so that they can be successful for the remainder of the year.	The program would be monitored by the administrative staff and the department chairs. The evaluation of the program will be based on the number on our 9 th grade course passing rates in Math, Science, Social Studies, and English.

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)

The screenshot displays the 'Future Ready Comprehensive Planning' interface for Southern Huntingdon County School District. The top navigation bar includes 'Home', 'My Plans', 'Reports', 'Resources', 'Outcome-based Reports', and 'Admin'. A secondary bar shows 'Ready, Set, Go' and 'Plan Monitoring'. The main content area features three progress bars: 'READY : Prepare for Planning' at 100%, 'SET : Complete a Needs Assessment' at 100%, and 'GO : Develop the Plan' at 100%. Below this is the 'Approvals & Signatures' section, which contains a text box with placeholder text and three signature rows. Each row has fields for Name, Signature, and Date. The first row is for the Building Principal, the second for the Superintendent/CEO, and the third for the School Improvement Facilitator. There is also an 'Upload of School Board Minutes' section with an 'Upload Minutes' button and a 'Date of Approval' field. At the bottom, there are 'Back' and 'Submit' buttons.

Future Ready Comprehensive Planning
Southern Huntingdon County School District

Home My Plans Reports Resources Outcome-based Reports Admin

The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated – non – Title I | 2020

Ready, Set, Go Plan Monitoring Plan Communications

READY : Prepare for Planning **100%** **SET** : Complete a Needs Assessment **100%** **GO** : Develop the Plan **100%**

Approvals & Signatures

Lorem ipsum dolor sit amet, consectetur adipiscing elit. In in feugiat orci. Morbi quam tortor, aliquam eu dui at, blandit sagittis libero. Integer ligula lacus, feugiat vel justo at, semper tincidunt purus. Nam auctor luctus bibendum. Sed ac aliquet ipsum, non condimentum purus. Quisque a luctus enim. Phasellus vel eros vulputate, viverra quam sollicitudin, venenatis ex.

Building Principal Name	Building Principal Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

Superintendent/CEO Name	Superintendent/CEO Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

School Improvement Facilitator Name	School Improvement Facilitator Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

Upload of School Board Minutes **Date of Approval**