

**UNION SD**

354 Baker Street, Ste 2

Comprehensive Plan | 2020 - 2023

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**MISSION STATEMENT**

The mission of Union School District, in harmony with our community, is to educate and empower students to become continuous learners in an environment which ensures that each student gains knowledge and skills, self-motivation, and related positive attitudes necessary to compete equitably with peers locally and globally toward meaningful and productive lives.

**VISION STATEMENT**

All students will be provided the necessary information, materials, and technology to be competitive and successful in a local and global society.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students are expected to participate fully in their education by engaging positively with their teachers, fellow classmates, and staff members in accessing the educational opportunities presented. Students shall be fully engaged behaviorally, socially, and cognitively in putting forth their best effort within each academic course of study. Students are also expected to participate fully, when desired, in extracurricular activities which build and reinforce leadership skills, cooperation, collaboration, and a competitive spirit. Displaying a sense of pride in Union School District, students are expected to conduct themselves in an appropriate and productive manner.

### **STAFF**

Staff members are expected to remain current with instructional best-practices to be utilized in the delivery of content which is aligned with the state approved PA Core Standards. In meeting the needs of individual students, staff members are to utilize appropriate assessments to collect data which is applied in guiding instructional practices which are aligned with unique learning needs. Staff will continuously revise curriculum and recommend appropriate materials to be utilized in the learning process, to best meet students' learning needs. Appropriate interventions will also be utilized in guiding student learning. Finally, staff will model the behaviors expected of our students.

### **ADMINISTRATION**

The members of Union School District's Administrative Team work together with faculty, staff, parents, the community, and students to build an effective educational system which reflects the unique needs and values of each stakeholder group. Identification and utilization of available resources in an efficient and effective manner in preparing students to be productive, contributing citizens in a global society is of key importance. Ensuring students, families, and staff that a comprehensive educational system is in place which prioritizes safety and security, utilization of educational best-practices, fiscal responsibility, support for social-emotional health, opportunities for unique experiences, and sharing of collective leadership.

### **PARENTS**

Parents provide support and resources at home in support of positive educational programs provided to their children. Often, parents participate in the educational process by volunteering time for organizations, groups, clubs, within the classroom, for extracurricular activities, and often to help supervise on field trips. Union School District endeavors to provide resources for parents to help them support their child's educational success. Future educational sessions which teach young parents how they may encourage their child and provide support through the home are a priority.

**COMMUNITY**

The community consists of a small group of people who support the school through donation of funds, help with events, and interaction with our young people. Very large portions of the community population attend extracurricular events and activities. As the hub of the community, the school provides a community center which is utilized as a place of social interaction and modeling of positive behavior.

## STEERING COMMITTEE

Name	Position	Building/Group
John Kimmel	Superintendent	Union School District
Kris Glosser	High School Principal	Union High School
Tom Minick	Elementary School Principal	Sligo/Rimersburg Elementary
Mark Rummel	Board Member	Union School District
Ryan Flick	Parent	Union School District
Brett Kriebel	Parent	Union School District
Cindy Culp	High School Teacher	Union High School
Rachel Kindel	Elementary Teacher	Rimersburg Elementary
Brad Kirkwood	High School Teacher	Union High School
Christina Smith	Director of Special Education	Union School District
David Gibson	High School Teacher	Union High School
Rachel Kindel	Elementary Teacher	Rimersburg Elementary
Tonya Stewart	High School Teacher	Union High School
Katie Hibbard	Special Education Teacher	Union High School
Terry McCullough	High School Teacher	Union High School
Nicole Claypoole	High School Teacher	Union High School
Michele Elder	Special Education Teacher	Union High School
Heather Wiant	Parent	Parent
Bill Coradi	Community Member	RIU6
Nicole Coradi	Special Education Teacher	Rimersburg Elementary
Lacy Smith	Parent	
Leighann Strauser	Parent	

Name	Position	Building/Group
Jill Davis	Parent	
Dusty Burns	Parent	
Josh Walzak	Community Member	Leader Vindicator
Karen Raybuck	High School Teacher	Union High School
Barry Kriebel	Parent	
Amanda Kriebel	Parent	

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A curriculum revision cycle is to be developed and implemented across the district which utilizes a standard format, is functional in nature, allows for cyclical review, revision, and identification of supporting supplies and materials. Teachers, grade groups, and departments will be responsible for implementing the cycle consistently each year.	Rigorous Courses of Study Section  Career Standards Benchmark  Career Standards Benchmark
Holding regular district-wide professional development sessions which focus upon collaboration among staff across the district are necessary to provide for vertical curriculum mapping. Using a standardized curriculum mapping tool will facilitate this process.	Professional learning  Professional learning  Career Standards Benchmark
Continued implementation of our MTSS Program at the elementary level will occur with building of banks of tiered interventions to be implemented in each classroom. Staff will be trained as to what each intervention is intended to do and for which academic or behavioral struggles each would be most appropriate. At the high school level, the process of building a MTSS Program will begin with professional development for staff and building of tiered intervention banks.	Essential Practices 3: Provide Student- Centered Support Systems  Essential Practices 3: Provide Student- Centered Support Systems

**Priority Statement****Outcome  
Category**

Career  
Standards  
Benchmark

**ACTION PLAN AND STEPS****Evidence-based Strategy**

Curriculum Revision Cycle Development

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

Curriculum Revision  
Cycle

A curriculum revision cycle will be adopted and implemented which will guide the review, revision, and building of PA-Core aligned curriculum and the resources/materials needed to successfully implement it.

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

Development of a  
curriculum action plan  
for the elementary  
and high schools

2020-08-25 -  
2020-12-31

Building  
Principals/Thomas  
Minick and Kris  
Glosser

Course Catalog/Subject  
Lists - Prior Curriculum

Implementation of the  
curriculum revision  
cycle

2021-01-01 -  
2021-05-27

Building  
Principals/Thomas  
Minick and Kris  
Glosser

Curriculum Revision Cycle,  
district format for  
curriculum development,  
current curriculum

**Anticipated Outcome**

Newly revised or developed curriculum will be developed yearly

**Monitoring/Evaluation**

Newly revised/developed curriculum will be added to the district's electronic curriculum warehouse

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## Evidence-based Strategy

Curriculum Mapping and Tool

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Mapping	The district will focus upon vertical curriculum mapping across the district while implementing a curriculum revision cycle/process.
Mapping Tool	A curriculum mapping tool will be selected and implemented. The district will explore options for how/where we can house curriculum to make it an effective, efficient, productive tool which is easily accessed and utilized.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development and/or adoption of district curriculum mapping tool	2020-08-25 - 2020-11-30	John Kimmel/Superintendent	List of mapping tools
Implementation	2020-12-01 - 2023-05-31	Administration - John Kimmel, Kris Glosser, Thomas Minick	access to the curriculum mapping tool and curriculum warehouse

## Anticipated Outcome

Using the adopted curriculum mapping tool, alignment of curriculum will ensure proper sequencing, reduce gaps, and reduce redundancies within the curriculum.

## Monitoring/Evaluation

Yearly curriculum development and revision will be reviewed for proper sequencing and alignment

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### Evidence-based Strategy

MTSS

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	Development and implementation of a district-wide MTSS Program will be a focus for Union School District.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Tiered Intervention Bank Development	2020-02-28 - 2020-12-31	Building Principals - Thomas Minick and Kris Glosser	sample interventions and tiered intervention banks
Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	2020-12-31 - 2022-05-31	Building Principals - Thomas Minick and Kris Glosser	Tiered intervention banks
Implementation of interventions in each classroom	2022-08-24 - 2023-05-31	Classroom Teachers	Tiered interventions

### Anticipated Outcome

Tiered intervention banks will be built for the elementary and high schools. Once built and the benefit of each is identified, teachers will implement their use.

### Monitoring/Evaluation

Tiered interventions will be stored electronically and shared with staff regularly

### Evidence-based Strategy

Accommodation Mini-Lessons

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Accommodation Lessons	Professional development will be provided regularly on special education topics. Learning support teachers will develop mini-lessons on individual learning disabilities and the appropriate accommodations most commonly associated. They will also provide mini-lessons to content teachers and aides which detail how to implement common accommodations, the intended benefit to students, and how to determine the effectiveness.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on accommodations, their intended benefit for students, what they may look like in each classroom, and for which learning disabilities they may be best suited.	2020-08-25 - 2021-05-31	Christina Smith - Director of Special Education	Working knowledge of disabilities and appropriate accommodations, time for lesson development, and professional development time for teaching each lesson
Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on common disabilities, manifestations within their classroom, and appropriate accommodations utilized to help with educational attainment, along with the intended benefit of each accommodation	2021-08-24 - 2022-05-31	Christina Smith - Director of Special Education	Working knowledge of disabilities and appropriate accommodations, time for lesson development, and professional development time for teaching each lesson

**Anticipated Outcome**

Teacher competence within the regular education classroom and resource banks of accommodations/disabilities

**Monitoring/Evaluation**

Lesson plans will reflect proper implementation of accommodations within each classroom for students with learning difficulties

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A curriculum revision cycle will be adopted and implemented which will guide the review, revision, and building of PA-Core aligned curriculum and the resources/materials needed to successfully implement it. (Curriculum Revision Cycle)	Curriculum Revision Cycle Development	Implementation of the curriculum revision cycle	01/01/2021 - 05/27/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	12/31/2020 - 05/31/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Implementation of interventions in each classroom	08/24/2022 - 05/31/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional development will be provided regularly on special education topics. Learning support teachers will develop mini-lessons on individual learning disabilities and the appropriate accommodations most commonly associated. They will also provide mini-lessons to content teachers and aides which detail how to implement common accommodations, the intended benefit to students, and how to determine the effectiveness. (Accommodation Lessons)	Accommodation Mini-Lessons	Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on accommodations, their intended benefit for students, what they may look like in each classroom, and for which learning disabilities they may be best suited.	08/25/2020 - 05/31/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional development will be provided regularly on special education topics. Learning support teachers will develop mini-lessons on individual learning disabilities and the appropriate accommodations most commonly associated. They will also provide mini-lessons to content teachers and aides which detail how to implement common accommodations, the intended benefit to students, and how to determine the effectiveness. (Accommodation Lessons)	Accommodation Mini-Lessons	Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on common disabilities, manifestations within their classroom, and appropriate accommodations utilized to help with educational attainment, along with the intended benefit of each accommodation	08/24/2021 - 05/31/2022



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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
A curriculum revision cycle will be adopted and implemented which will guide the review, revision, and building of PA-Core aligned curriculum and the resources/materials needed to successfully implement it. (Curriculum Revision Cycle)	Curriculum Revision Cycle Development	Implementation of the curriculum revision cycle	01/01/2021 - 05/27/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	12/31/2020 - 05/31/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Implementation of interventions in each classroom	08/24/2022 - 05/31/2023

## 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.

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School Board Minutes or Affirmation Statement

2020-04-16;

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### Signature (Entered Electronically and must have access to web application).

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Superintendent/Chief Executive Officer

John T Kimmel

2020-04-16

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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In most grade levels, student growth is positive indicating that learning at an appropriate pace is occurring

Teaching staff is experienced and several members of the faculty have reading specialist certifications

The district makes technological resources available to all students

Collaborative time and use of data is present and utilized regularly

Union school district is currently using data to make adjustments to instructional practices within individual classrooms

Although science scores have trended downward over the past three years, last year scores started to rebound

Overall, science scores are consistently higher than other tested subjects

PVAAS Growth has been positive

Union School District has worked diligently to implement programs which address the newly required career readiness benchmarks

Union School Districts consistently performs well in preparing students for life after school

Our dedicated staff works to meet the needs of each individual student

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### Challenges

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Curriculum revision and alignment is necessary to ensure learning of the desired content is happening

Assessments which are aligned to appropriate standards and which are formatted consistently

Alignment of teaching materials with revised curriculum

Professional development used in building teaching best practices and interventions within core classrooms

Curriculum alignment and use of supporting PA Core aligned materials will ensure students are being taught the content tested

District-wide curriculum mapping will help eliminate gaps and redundancies within the curriculum

Implementation of an MTSS program which identifies student skill deficits and provides interventions to address them will bridge the gap for students currently performing poorly

Staff development in instructional best practices and instructional interventions will help to provide for individual student needs within the classroom

Curriculum alignment across the district with PA Core standards will ensure that the tested content is being taught

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## Strengths

The district has worked to reduce the barriers to academic success for students with disabilities and those who are economically disadvantaged

The guidance department has worked well with staff to build and implement a quality career readiness program which addresses all areas required by law

Technological support of educational programs continues to be a strength of the district

Professional and credentialed teachers and leaders are present and want to provide the best educational programs available for our students

The limited resources present are allocated in a manner which focuses upon student impact first

Union School District has applied for school-wide Title status.

ELA Growth

College and Career Measures

Graduation Rates

## Challenges

Mapping of curriculum will ensure appropriate content is being taught in the appropriate grade reducing gaps and redundancies

Staff development which addresses educational best practices will help to provide for individual student needs within the classroom

Integrating core projects over all grade spans can be difficult to accomplish given limited opportunities for career exploration within the local area

Funding limits learning opportunities for our students who may be required to travel to have unique experiences (career fairs, college fairs, etc.)

Providing professional development for all teachers which details how to provide appropriate interventions within the classroom as well as how to prescribe appropriate interventions for students who do not qualify for an IEP

Curriculum alignment and revision

Securing materials which support the implementation of redesigned curriculum

Building a cohesive MTSS Program for the entire district

Restructuring our special education department to be more inclusive of regular education teachers will help to broaden the district's ability to provide services to students in all educational settings

Being designated as a School-Wide Title district will help by allowing funds to be

## Challenges

utilized for the benefit of all students

Creating a district vision which is focused upon few initiatives which can be addressed with concentrated effort rather than being diluted by trying to address to many issues at once

Building of PA Core aligned curriculum which includes fair assessments which measure the targeted content which is desired to be learned

ELA Performance

Mathematics Performance

## Most Notable Observations/Patterns

Curriculum revision and development is a core concept which needs to be addressed. Our current curriculum needs to be reviewed for proper alignment with PA Core Standards, sequencing and timing of delivery needs to be examined, and the materials used for implementation need to support instructional practices. The district needs to continue to build a district-wide MTSS Program which identifies students who need additional supports and identifies appropriate instructional interventions and supports which will improve student success and competency. Teachers have a need for professional development which teaches each of them how to appropriately provide interventions and accommodations within the regular education setting.

## Challenges

## Discussion Point

## Priority for Planning

Curriculum revision and alignment is necessary to ensure learning of the desired content is happening

Implementation of a curriculum revision cycle which ensures review, revision, and rebuilding of curriculum which is aligned to the PA-Core Standards and provides for the materials and resources

Challenges	Discussion Point	Priority for Planning
	needed for implementation	
Assessments which are aligned to appropriate standards and which are formatted consistently	Future initiative to implement after development of written curriculum and selection of supporting supplies and materials	
Alignment of teaching materials with revised curriculum	Component of the curriculum revision process	
Curriculum alignment and use of supporting PA Core aligned materials will ensure students are being taught the content tested	Curriculum is to be mapped vertically across the district and aligned with the necessary resources for implementation	✓
District-wide curriculum mapping will help eliminate gaps and redundancies within the curriculum	Curriculum is to be mapped vertically across the district and aligned with the necessary resources for implementation	✓
Implementation of an MTSS program which identifies student skill deficits and provides interventions to address them will bridge the gap for students currently performing poorly	Building tiered interventions and a comprehensive MTSS Program district-wide which addresses skill deficits and instructional best-practices	✓
Curriculum alignment across the district with PA Core standards will ensure that the tested content is being taught	Component of the curriculum revision process	
Mapping of curriculum will ensure appropriate content is being taught in the appropriate grade reducing gaps and redundancies	Component of the curriculum revision process	
Providing professional development for all teachers which details how to provide appropriate interventions within the classroom as well as how to prescribe appropriate	Implementation of teaching best practices, MTSS, and accommodations in the regular education classroom	



Challenges	Discussion Point	Priority for Planning
interventions for students who do not qualify for an IEP		
Curriculum alignment and revision	Component of the curriculum revision process	
Securing materials which support the implementation of redesigned curriculum	Component of the curriculum revision process	
Building a cohesive MTSS Program for the entire district	Implementation of tiered interventions in the classroom	
Restructuring our special education department to be more inclusive of regular education teachers will help to broaden the district's ability to provide services to students in all educational settings	Overall target of special education department	
Building of PA Core aligned curriculum which includes fair assessments which measure the targeted content which is desired to be learned	Component of the curriculum revision process	

## ADDENDUM B: ACTION PLAN

### Action Plan: Curriculum Revision Cycle Development

Action Steps	Anticipated Start/Completion Date
Development of a curriculum action plan for the elementary and high schools	08/25/2020 - 12/31/2020

Monitoring/Evaluation	Anticipated Output
Newly revised/developed curriculum will be added to the district's electronic curriculum warehouse	Newly revised or developed curriculum will be developed yearly

Material/Resources/Supports Needed	PD Step	Comm Step
Course Catalog/Subject Lists - Prior Curriculum	no	no

Action Steps	Anticipated Start/Completion Date
Implementation of the curriculum revision cycle	01/01/2021 - 05/27/2021

Monitoring/Evaluation	Anticipated Output
Newly revised/developed curriculum will be added to the district's electronic curriculum warehouse	Newly revised or developed curriculum will be developed yearly

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Revision Cycle, district format for curriculum development, current curriculum	yes	yes

## Action Plan: Curriculum Mapping and Tool

Action Steps	Anticipated Start/Completion Date
Development and/or adoption of district curriculum mapping tool	08/25/2020 - 11/30/2020

Monitoring/Evaluation	Anticipated Output
Yearly curriculum development and revision will be reviewed for proper sequencing and alignment	Using the adopted curriculum mapping tool, alignment of curriculum will ensure proper sequencing, reduce gaps, and reduce redundancies within the curriculum.

Material/Resources/Supports Needed	PD Step	Comm Step
List of mapping tools	no	no

Action Steps	Anticipated Start/Completion Date
Implementation	12/01/2020 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Yearly curriculum development and revision will be reviewed for proper sequencing and alignment	Using the adopted curriculum mapping tool, alignment of curriculum will ensure proper sequencing, reduce gaps, and reduce redundancies within the curriculum.

Material/Resources/Supports Needed	PD Step	Comm Step
access to the curriculum mapping tool and curriculum warehouse	no	no

## Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
Tiered Intervention Bank Development	02/28/2020 - 12/31/2020

Monitoring/Evaluation	Anticipated Output
Tiered interventions will be stored electronically and shared with staff regularly	Tiered intervention banks will be built for the elementary and high schools. Once built and the benefit of each is identified, teachers will implement their use.

Material/Resources/Supports Needed	PD Step	Comm Step
sample interventions and tiered intervention banks	no	no

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Action Steps	Anticipated Start/Completion Date
Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	12/31/2020 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Tiered interventions will be stored electronically and shared with staff regularly	Tiered intervention banks will be built for the elementary and high schools. Once built and the benefit of each is identified, teachers will implement their use.

Material/Resources/Supports Needed	PD Step	Comm Step
Tiered intervention banks	yes	yes

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Action Steps	Anticipated Start/Completion Date
Implementation of interventions in each classroom	08/24/2022 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Tiered interventions will be stored electronically and shared with staff regularly	Tiered intervention banks will be built for the elementary and high schools. Once built and the benefit of each is identified, teachers will implement their use.

Material/Resources/Supports Needed	PD Step	Comm Step
Tiered interventions	yes	yes

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**Action Plan: Accommodation Mini-Lessons**

**Action Steps****Anticipated Start/Completion Date**

Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on accommodations, their intended benefit for students, what they may look like in each classroom, and for which learning disabilities they may be best suited.

08/25/2020 - 05/31/2021

**Monitoring/Evaluation****Anticipated Output**

Lesson plans will reflect proper implementation of accommodations within each classroom for students with learning difficulties

Teacher competence within the regular education classroom and resource banks of accommodations/disabilities

**Material/Resources/Supports Needed**

PD Step	Comm Step
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Working knowledge of disabilities and appropriate accommodations, time for lesson development, and professional development time for teaching each lesson

yes	no
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Action Steps	Anticipated Start/Completion Date
Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on common disabilities, manifestations within their classroom, and appropriate accommodations utilized to help with educational attainment, along with the intended benefit of each accommodation	08/24/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Lesson plans will reflect proper implementation of accommodations within each classroom for students with learning difficulties	Teacher competence within the regular education classroom and resource banks of accommodations/disabilities

Material/Resources/Supports Needed	PD Step	Comm Step
Working knowledge of disabilities and appropriate accommodations, time for lesson development, and professional development time for teaching each lesson	yes	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A curriculum revision cycle will be adopted and implemented which will guide the review, revision, and building of PA-Core aligned curriculum and the resources/materials needed to successfully implement it. (Curriculum Revision Cycle)	Curriculum Revision Cycle Development	Implementation of the curriculum revision cycle	01/01/2021 - 05/27/2021
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	12/31/2020 - 05/31/2022
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Implementation of interventions in each classroom	08/24/2022 - 05/31/2023
Professional development will be provided regularly on special education topics. Learning support teachers will develop mini-lessons on individual learning disabilities and the appropriate accommodations	Accommodation Mini-Lessons	Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on	08/25/2020 - 05/31/2021



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
most commonly associated. They will also provide mini-lessons to content teachers and aides which detail how to implement common accommodations, the intended benefit to students, and how to determine the effectiveness. (Accommodation Lessons)		accommodations, their intended benefit for students, what they may look like in each classroom, and for which learning disabilities they may be best suited.	
Professional development will be provided regularly on special education topics. Learning support teachers will develop mini-lessons on individual learning disabilities and the appropriate accommodations most commonly associated. They will also provide mini-lessons to content teachers and aides which detail how to implement common accommodations, the intended benefit to students, and how to determine the effectiveness. (Accommodation Lessons)	Accommodation Mini-Lessons	Learning support teachers will build and deliver mini-lessons to content and grade-level teachers on common disabilities, manifestations within their classroom, and appropriate accommodations utilized to help with educational attainment, along with the intended benefit of each accommodation	08/24/2021 - 05/31/2022

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Use of a district adopted curriculum development/writing tool	Content/grade-level teachers	Key components of curriculum and alignment with state approved standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Written curriculum	08/26/2020 - 09/30/2020	Building Principals - Thomas Minick and Kris Glosser

Danielson Framework Component Met in this Plan:	<b>This Step meets the Requirements of State Required Trainings:</b>	
	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Development of Tiered Interventions	Faculty	Appropriate interventions and teaching strategies for different student needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Progress monitoring for each student	08/26/2020 - 06/01/2021	Teaching Staff

Danielson Framework Component Met in this Plan:	<b>This Step meets the Requirements of State Required Trainings:</b>	
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of MTSS	Teaching Staff	Implementation of MTSS
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Progress monitoring for identified students	11/26/2021 - 06/01/2023	Teachers
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction		Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction		
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction		
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction		
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction		
Professional Development Step	Audience	Topics of Prof. Dev
Learning Support Mini-Lessons	Teachers	Providing accommodations in the regular education class setting

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Progress monitoring for each student	08/26/2020 - 06/01/2023	Learning Support Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting
3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 4d: Participating in a Professional Community	
3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in Learning 4d: Participating in a Professional Community	

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
A curriculum revision cycle will be adopted and implemented which will guide the review, revision, and building of PA-Core aligned curriculum and the resources/materials needed to successfully implement it. (Curriculum Revision Cycle)	Curriculum Revision Cycle Development	Implementation of the curriculum revision cycle	2021-01-01 - 2021-05-27
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Identification of the intended benefit from each accommodation and which learning deficiency may be addressed through its use	2020-12-31 - 2022-05-31
Development and implementation of a district-wide MTSS Program will be a focus for Union School District. (MTSS)	MTSS	Implementation of interventions in each classroom	2022-08-24 - 2023-05-31

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Development and teaching of how to use the district curriculum revision cycle	Teaching staff	Use of the district's curriculum cycle, requesting supplies which are aligned to the curriculum, tools to facilitate
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/26/2020 - 06/01/2021	Yearly	Presentation
<b>Lead Person/Position</b>		
Principals		

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Communication Step	Audience	Topics/Message of Communication
Implementation of teaching best practices and tiered interventions within the regular education classroom	Regular Education Teachers	Accommodations and implementation of IEPs
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/26/2020 - 06/01/2022	Quarterly	Presentation
<b>Lead Person/Position</b>		
Special education teachers		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Professional development days - in-person communication	In-service programs will be focused on the implementation of a curriculum revision cycle, development of teacher capacity by learning and implementing teaching best practices/interventions in the classroom, and building collaboration between content teachers and the special education department. The message will focus on the importance of district efforts as well as steps to achieve our goals.	Whole group and small group	District teaching staff	August 2020 - June 2023
Regular board reports	Progress of current initiatives, how they fit into a long-range plan, and checkpoint data	Group meeting	school board and community members	December 2020 - June 2023
Faculty meetings	Coordination of building efforts in relation to current initiatives	Group meetings	Building teaching staff	September 2020 - June 2023
Parent/community meetings	Parent and community support (How can parents and community members help?)	Group meetings	Parents and community members	Quarterly

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