


**Canton Area SD**  
**509 East Main St.**  
**Canton, PA 17724**

Board Approved: **December 7, 2023**

**COMPREHENSIVE PLAN 2024-2027**



**MISSION**

We focus on Learning - Every child, every day, "The Warrior Way!"

**Canton Area School District**

*Values*

**WARRIOR**

- **P**erseverance
- **R**esilience
- **I**ntegrity
- **D**etermination
- **E**xcellence

Canton Students are leaders, communicators, and citizens who value learning and community.

**VISION**

TRADITION  
PRIDE  
EXCELLENCE

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## Steering Committee

The steering committee was made up of community members, parents, school directors, administrators, teachers, and CASD staff.

## LEA Profile

The Canton Area School District is a rural, remote school district currently serving 918 students in the borough of Canton, townships of Canton and LeRoy, in Bradford County; the townships of McIntyre and McNett, in Lycoming County; and the township of Union in Tioga County. 100% of the students in the Canton Area School District receive free breakfast and lunch. Currently, we employ 73 teachers in grades K-12, two principals, a half-day Dean of Students, and we host one Head start program (Bradford/Tioga Head start) in our elementary school that services about 20 students.

The Canton Area School district has eight special education teachers and 13 paraprofessionals. The Canton Area School District offers itinerant and supplemental learning support services in our K-12 system. We currently have a very active Student Assistance Program (SAP), a community and school-based behavioral health program (Friendship House), and a Positive Behavior Intervention and Support Program (PBIS) in grades K-12.






## Mission and Vision

**Mission:** We focus on Learning---Every child, every day, "the Warrior Way!"






**Vision:** Canton students are leaders, communicators, and citizens who value learning and their community roots.

## Educational Values






### Students

-  Perseverance - We are lifelong learners
-  Resiliency - We strive to apply excellence in our endeavors
-  Integrity - We Value our strong rural community roots
-  Determination - We are hard-workers doing our best
-  Excellence - We strive to be leaders, communicators






### Staff

-  Perseverance - We foster environments which allow for rigorous learning opportunities for all students
-  Resiliency - We encourage students to keep working their best and continue to reach every student where they are
-  Integrity - We value the strong rural roots of the District
-  Determination - We work hard doing our best for the children we serve
-  Excellence - We strive to be leaders and communicators of our District.






### Administration

-  Perseverance - We foster environments which allow for rigorous learning opportunities for all students
-  Resiliency - We encourage students to keep working their best and continue to reach every student where they are
-  Integrity - We value the strong rural roots of the District
-  Determination - We work hard doing our best for the children we serve
-  Excellence - We strive to be leaders and communicators of our District.

### Parents

-  Perseverance - We support the school environment which allow for rigorous learning opportunities for all students
-  Resiliency - We support the school to encourage students to keep working their best and continue to reach every student where they are
-  Integrity - We support the community value of strong rural roots of the District
-  Determination - We will co-labor with the school to work hard for the children served
-  Excellence - We support our school leaders and the school community of our District

### Community

-  Perseverance - We support the school environment which allow for rigorous learning opportunities for all students
-  Resiliency - We support the school to encourage students to keep working their best and continue to reach every student where they are
-  Integrity - We support the community value of strong rural roots of the District
-  Determination - We will co-labor with the school to work hard for the children served
-  Excellence - We support our school leaders and the school community of our District

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22	HS: All student groups exceed the standard demonstrating growth 88.3% (statewide average 75%). Economically Disadvantaged (86.3%); Students with Disabilities (82.0%)
Science / Biology: All Student Group Meets the Standard Demonstrating Growth SY 21-22	HS: All student group meets the standard demonstrating growth 78.5% (statewide average 75.15); Economically Disadvantaged exceeds the statewide average (82.5%); Students with Disabilities (IS).
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22	ES: All student group meets the standard demonstrating growth 91.9% (statewide average 82.2%); Economically Disadvantaged (87.4%); Students with Disabilities (82.7%).
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22	HS: All student groups meet the standard demonstrating 2030 statewide goal. Percent 4-Year Cohort 95.5% (statewide average 86.7%).

#### Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22	ES: All student groups did not meet the standard demonstrating growth of 50.0% (state average 75.0%). Economically Disadvantaged (53.0%); Students with Disabilities (IS).
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22	HS: All student group meets the standard demonstrating growth 78.7% (statewide average 82.2%); Economically Disadvantaged (78.0%); Students with Disabilities (75.8%).
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22	HS: All student group did not meet interim goal / improvement target 23.6% (statewide average 35.7%); Economically Disadvantaged (16.5%); Student with Disabilities (6.8%). ES: All student group did not meet interim goal / improvement target 45.5% (statewide average 35.7%); Economically Disadvantaged (33.0%); Student with Disabilities (17.3%).
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22	HS: All student group did not meet interim goal / improvement target 51.7% (statewide average 54.1%); Economically Disadvantaged (47.5%); Student with Disabilities (17%). ES: All student group did not meet interim goal / improvement target 50.6% (statewide average 54.1%); Economically Disadvantaged (45.5%); Student with Disabilities (17.3%).

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

### Strengths

Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 <b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged	<b>Comments/Notable Observations</b> HS: All student groups exceed the standard demonstrating growth 88.3% (statewide average 75%). Economically Disadvantaged (86.3%); Students with Disabilities (82.0%)
<b>Indicator</b> Science / Biology: All Student Group Meets the Standard Demonstrating Growth SY 21-22 <b>Grade Level(s) and/or Student Group(s)</b> All Student Group; Students with Disabilities,	<b>Comments/Notable Observations</b> HS: All student group meets the standard demonstrating growth 78.5% (statewide average 75.15); Economically Disadvantaged exceeds the statewide average (82.5%); Students with Disabilities (IS).
<b>Indicator</b> Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 <b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged	<b>Comments/Notable Observations</b> ES: All student group meets the standard demonstrating growth 91.9% (statewide average 82.2%); Economically Disadvantaged (87.4%); Students with Disabilities (82.7%).
<b>Indicator</b> High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22 <b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged	<b>Comments/Notable Observations</b> HS: All student group meets the 2030 statewide goal 95.5% (statewide average 86.7%).

### Challenges

Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<p>Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged</p>	<p>HS: All student group did not meet interim goal / improvement target 51.7% (statewide average 54.1%); Economically Disadvantaged (47.5%); Student with Disabilities (17%). ES: All student group did not meet interim goal / improvement target 50.6% (statewide average 54.1%); Economically Disadvantaged (45.5%); Student with Disabilities (17.3%).</p>
<p><b>Indicator</b> All Student Group: Students with Disabilities, Economically Disadvantaged</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> HS: All student groups meet the standard demonstrating 2030 statewide goal. Percent 4-Year Cohort 95.5% (statewide average 86.7%).</p>
<p><b>Indicator</b> Proficient or Advanced on PA State Assessments: Mathematics SY 21-22</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All Student Group: Students with Disabilities, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> HS: All student group did not meet interim goal / improvement target 23.6% (statewide average 35.7%); Economically Disadvantaged (16.5%); Student with Disabilities (6.8%). ES: All student group did not meet interim goal / improvement target 45.5% (statewide average 35.7%); Economically Disadvantaged (33.0%); Student with Disabilities (17.3%).</p>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton JRSR High School
Science / Biology: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton Elementary School
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22

## Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton Elementary School
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
ADV 9%; PRO 42%; BAS 26%; BEL 23% ADV 5; PRO 24; BAS 15; BEL 13	SY 21-22 Grade 5 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 18%; PRO 37%; BAS 35%; BEL 10% ADV 9; PRO 19; BAS 18; BEL 5	SY 21-22 Grade 6 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 15%; PRO 46%; BAS 34%; BEL 4% ADV 11; PRO 33; BAS 24; BEL 3	SY 21-22 Grade 7 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 2%; PRO 45%; BAS 43%; BEL 11% ADV 1; PRO 25; BAS 24; BEL 6	SY 21-22 Grade 8 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 23%; PRO 38%; BAS 23%; BEL 17% ADV 15; PRO 25; BAS 15; BEL 11	SY 21-22 Grade 3 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 8%; PRO 30%; BAS 31%; BEL 31% ADV 5; PRO 18; BAS 19; BEL 19	SY 21-22 Grade 4 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.

### English Language Arts Summary

#### Strengths

ELA Grade 3 - 61% of students have reached proficiency
ELA Grade 5 - 51% of students have reached proficiency
ELA Grade 6 - 55% of students have reached proficiency
ELA Grade 7 - 62% of students have reached proficiency

#### Challenges

ELA Grade 4 - 38% of students have reached proficiency; Grade 8 - 46% of students have reached proficiency
ELA: Comparing question types, students are struggling with two-part Evidence Based Selected Response (EBSR). Proficiency by grades: 3 (39%); 4 (49%); 5 (57%); 6 (59%); 7 (62%); 8 (60%).



ELA: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).
ELA: Comparing question types, students are struggling with multiple choice questions. Proficiency by grades: 3 (58%); 4 (55%); 5 (51%); 6 (57%); 7 (59%); 8 (53%).

**Mathematics**

<b>Data</b>	<b>Comments/Notable Observations</b>
ADV 14%; PRO 28%; BAS 30%; BEL 28% ADV 8; PRO 16; BAS 17; BEL 16	SY 21-22 Grade 5 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 8%; PRO 31%; BAS 24%; BEL 37% ADV 4; PRO 16; BAS 12; BEL 19	SY 21-22 Grade 6 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 4%; PRO 18%; BAS 44%; BEL 34% ADV 3; PRO 13; BAS 31; BEL 24	SY 21-22 Grade 7 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 0%; PRO 4%; BAS 38%; BEL 59% ADV 0; PRO 2; BAS 21; BEL 33	SY 21-22 Grade 8 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 21%; PRO 36%; BAS 26 %; BEL 17% ADV 14; PRO 24; BAS 17; BEL 11	SY 21-22 Grade 3 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
ADV 11%; PRO 26%; BAS 28%; BEL 34% ADV 7; PRO 16; BAS 17; BEL 21	SY 21-22 Grade 4 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.

**Mathematics Summary**

**Strengths**

Math: Grade 3 - 58% of students have reached proficiency
Math: Comparing question types, students are better at multiple choice questions. Proficiency by grades: 3 (61%); 4 (52%); 5 (47%); 6 (53%); 7 (46%); 8 (41%)

**Challenges**

Math: Grade 4 - 38% of students have reached proficiency; Grade 5 - 42% of students have reached proficiency; Grade 6 - 39% of students have reached proficiency; Grade 7 - 23% of students have reached proficiency
Math: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).

**Science, Technology, and Engineering Education**

<b>Data</b>	<b>Comments/Notable Observations</b>
ADV 34%; PRO 39; BAS 25%; BEL 2% ADV 21; PRO 24; BAS 15; BEL 1	SY 21-22 Grade 4 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.

ADV 9%; PRO 44%; BAS 31%; BEL 16% ADV 5; PRO 24; BAS 17; BEL 9	SY 21-22 Grade 8 Performance Data - percentage of advanced, proficient, basic, below basic. Performance Count - number of students who achieved advanced, proficient, basic, below basic.
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## Science, Technology, and Engineering Education Summary

### Strengths

Science: Grade 4 - 74% of students reached proficiency
Science: Grade 8 - 53% of students reached proficiency

### Challenges

Science: Grade 4 Nature of Science 51%; Biology 55%; Physical Sciences 50%; Earth and Space 55%
Science: Grade 8 Nature of Science 50%; Biology 50%; Physical Sciences 51%; Earth and Space Science 47%
Science: Grade 8 - 41% students proficient in open ended question types

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark - All Student Group Exceeds Performance Standard 100%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	Canton Area Elementary School exceeded the 2030 statewide goal.
Career Standards Benchmark - All Student Group Meets Performance Standard 95.3%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	Canton JRSR High School exceeded the statewide average 88.3% goal.

### Career and Technical Education (CTE) Programs

Data	Comments/Notable Observations
National Convention	National Chorus participant; American Degree
PA State Nutrient Management Certification	Three students achieved certification
PA Envirothon Qualification	Sent students to PA Envirothon - qualified for Nationals

### Articulation Agreements

Agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Canton Area Elementary School: Career Standards Benchmark - All Student Group Exceeds Performance Standard 100%; (statewide average 88.3%); (statewide 2030 goal 98.0%)
Canton JRSR High School: Career Standards Benchmark - All Student Group Meets Performance Standard 95.3%; (statewide average 88.3%); (statewide 2030 goal 98.0%)

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

ELA: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).
Math: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).

### Summary

#### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The Canton ASD has a high Community Eligibility Provision (CEP) and 100% of the students receive free breakfast and lunch
Bradford County contracted, full-time outreach caseworker; Grant funded: Northern Tier Counseling-Social Work (2022-2023 and 2023-2024 only)
CSBBH Team located in the Canton Area Elementary School
At the Junior/Senior High School, faculty were provided professional development regarding the implementation of Restoratives Practices (RP) beginning in the spring semester of the 2020-2021 school year. RP is considered a best practice for building and maintaining positive relationships with students.
The Canton Area School District is in year six of implementation of the SWPBIS program at our elementary school and has been recognized by PDE for the quality and fidelity work with this program.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY 22-23 Canton Elementary School FRL Rate 59.40% SY 22-23 Canton JR/SR High School FRL Rate 53.37% SY 22-23 FRL Rate District Average: 58.55%
Due to the rural, remote nature of Bradford County, the district has historically struggled to attain mental health services that can meet its students at their point of performance in day-to-day school functioning.

### Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title I Program	
K-12 Guidance Plan (339 Plan)	
Induction Plan	

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

The Special Education plan has been completed and we are focused to partner with parents in this planning
Induction plan was completed changes to a 2-year plan.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

There are so many mandated trainings that we do not have enough focused time to do instruction-based professional development.
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## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

## Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

### Summary

#### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Focus on Continuous Improvement of Instruction: Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based; Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs
Empower Leadership: Practice 7: Collectively shape the vision for continuous improvement of teaching and learning
Provide Student-Centered Supports: Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically; Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports; Practice 13: Implement a multi-tiered system of supports for academics and behavior; Practice 14: Implement evidence-based strategies to engage families to support learning; Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Foster Quality Professional Learning: Practice 16: Identify professional learning needs through analysis of a variety of data; Practice 17: Use multiple professional learning designs to support the learning needs of staff; Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning

#### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Focus on Continuous Improvement of Instruction: Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices
Empower Leadership: Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members;
Empower Leadership: Practice 8: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school;
Empower Leadership: Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community;
Empower Leadership: Practice 10: Continuously monitor implementation of the school improvement plan and adjust as needed

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to the achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton JRSR High School	True
Science / Biology: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School	False
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton Elementary School	True
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22	True
ELA Grade 3 - 61% of students have reached proficiency	False
Focus on Continuous Improvement of Instruction: Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based; Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs	False
ELA Grade 5 - 51% of students have reached proficiency	False
ELA Grade 6 - 55% of students have reached proficiency	False
ELA Grade 7 - 62% of students have reached proficiency	False
Math: Grade 3 - 58% of students have reached proficiency	False
Math: Comparing question types, students are better at multiple choice questions. Proficiency by grades: 3 (61%); 4 (52%); 5 (47%); 6 (53%); 7 (46%); 8 (41%)	False
Science: Grade 4 - 74% of students reached proficiency	False
Science: Grade 8 - 53% of students reached proficiency	False
Canton Area Elementary School: Career Standards Benchmark - All Student Group Exceeds Performance Standard 100%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	False
Canton JRSR High School: Career Standards Benchmark - All Student Group Meets Performance Standard 95.3%; (statewide average 88.3%); (statewide 2030 goal 98.0%)	False
The Canton ASD has a high Community Eligibility Provision (CEP) and 100% of the students receive free breakfast and lunch	False
The Special Education plan has been completed and we are focused to partner with parents in this planning	False
Induction plan was completed changes to a 2-year plan.	False

Empower Leadership: Practice 7: Collectively shape the vision for continuous improvement of teaching and learning	False
Provide Student-Centered Supports: Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically; Practice 12: Implement an evidence-based system of schoolwide positive behavior interventions and supports; Practice 13: Implement a multi-tiered system of supports for academics and behavior; Practice 14: Implement evidence-based strategies to engage families to support learning; Practice 15: Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Foster Quality Professional Learning: Practice 16: Identify professional learning needs through analysis of a variety of data; Practice 17: Use multiple professional learning designs to support the learning needs of staff; Practice 18: Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Bradford County contracted, full-time outreach caseworker; Grant funded: Northern Tier Counseling-Social Work (2022-2023 and 2023-2024 only)	False
CSBBH Team located in the Canton Area Elementary School	False
At the Junior/Senior High School, faculty were provided professional development regarding the implementation of Restoratives Practices (RP) beginning in the spring semester of the 2020-2021 school year. RP is considered a best practice for building and maintaining positive relationships with students.	False
The Canton Area School District is in year six of implementation of the SWPBIS program at our elementary school and has been recognized by PDE for the quality and fidelity work with this program.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton Elementary School	False
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton JRSR High School	False
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22	True
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22	True
ELA Grade 4 - 38% of students have reached proficiency; Grade 8 - 46% of students have reached proficiency	False
ELA: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).	False

Focus on Continuous Improvement of Instruction: Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices	False
ELA: Comparing question types, students are struggling with two-part Evidence Based Selected Response (EBSR). Proficiency by grades: 3 (39%); 4 (49%); 5 (57%); 6 (59%); 7 (62%); 8 (60%).	False
ELA: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).	True
ELA: Comparing question types, students are struggling with multiple choice questions. Proficiency by grades: 3 (58%); 4 (55%); 5 (51%); 6 (57%); 7 (59%); 8 (53%).	False
Math: Grade 4 - 38% of students have reached proficiency; Grade 5 - 42% of students have reached proficiency; Grade 6 - 39% of students have reached proficiency; Grade 7 - 23% of students have reached proficiency	False
Math: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).	False
Science: Grade 4 Nature of Science 51%; Biology 55%; Physical Sciences 50%; Earth and Space 55%	False
Science: Grade 8 Nature of Science 50%; Biology 50%; Physical Sciences 51%; Earth and Space Science 47%	False
Science: Grade 8 - 41% students proficient in open ended question types	False
Math: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (44%); 4 (30%); 5 (44%); 6 (27%); 7 (25%); 8 (17%).	False
SY 22-23 Canton Elementary School FRL Rate 59.40% SY 22-23 Canton JR/SR High School FRL Rate 53.37% SY 22-23 FRL Rate District Average: 58.55%	False
There are so many mandated training courses that we do not have enough focused time to do instruction-based professional development.	False
Empower Leadership: Practice 6: Foster a culture of high expectations for success for all students, educators, families, and community members;	False
Empower Leadership: Practice 8: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school;	False
Empower Leadership: Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community;	False
Empower Leadership: Practice 10: Continuously monitor implementation of the school improvement plan and adjust as needed	False
Due to the rural, remote nature of Bradford County, the district has historically struggled to attain mental health services that can meet its students at their point of performance in day-to-day school functioning.	False



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on PA State Assessments: Mathematics SY 21-22		True
Proficient or Advanced on PA State Assessments: English Language Arts SY 21-22		True
ELA: Comparing question types, students are struggling with open ended questions. Proficiency by grades: 3 (52%); 4 (34%); 5 (48%); 6 (48%); 7 (53%); 8 (50%).		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Meeting Annual Academic Growth Expectations (PVAAS) SY 21-22 - Canton JRSR High School	
Regular Attendance: All Student Group Meets the Standard Demonstrating Growth SY 21-22 - Canton Elementary School	
High School Graduation Rate: Four Year Cohort All Student Group Meets 2030 Statewide Goal SY 21-22	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students are struggling with proficiency on PA State assessments for Mathematics.
	Students are struggling with proficiency on PA State assessments for English Language Arts.
	Students are struggling with reading and responding to open ended questions as well as text-dependent writing items.

## Goal Setting

**Priority: Students are struggling with proficiency on PA State assessments for Mathematics.**

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/ performance level required by the PA Standards.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners; IEPs and ELD plans reflect alignment to grade level standards and curriculum.	There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.	Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/ performance level required by the PA Standards.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
School leaders collaborate with educators on the best way to provide feedback on strengths and areas for growth. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics - Focus on Continuous Improvement of Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices; Practice 4: Identify and address individual student learning needs;	School leaders collaborate with educators on the best way to provide feedback on strengths and areas for growth. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.

<b>Outcome Category</b>
Essential Practices 3: Provide Student-Centered Support Systems

<b>Measurable Goal Statement (Smart Goal)</b>		
Implement a multi-tiered system of supports for academics and behavior; Implement evidence-based strategies to engage families to support learning		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student-Centered Support Systems		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Implement an evidence-based system of schoolwide positive behavior interventions and supports	Implement a multi-tiered system of supports for academics and behavior; Implement evidence-based strategies to engage families to support learning

**Priority: Students are struggling with proficiency on PA State assessments for English Language Arts.**

<b>Outcome Category</b>		
Early Literacy		
<b>Measurable Goal Statement (Smart Goal)</b>		
The school community uses data and research to drive decisions and measure progress toward school improvement goals.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Early Literacy - Data for Continuous Improvement of Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Grade levels and departments use common assessments and scoring guides to ensure fidelity to curriculum and consistent performance expectations.	Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.	The school community uses data and research to drive decisions and measure progress toward school improvement goals.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
School leaders utilize effective processes to help all educators improve effectiveness of teaching and learning. School leaders recognize and encourage implementation of instructional practices that best motivate and increase student achievement. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA - Focus on Continuous Improvement of Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Practice 1: Align curriculum, assessments, and instruction to the PA Standards; Practice 2: Use systematic, collaborative planning processes to	Practice 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional	School leaders utilize effective processes to help all educators improve effectiveness of teaching and learning. School leaders recognize and encourage implementation of instructional practices that best

ensure instruction is coordinated, aligned, and evidence-based	practices; Practice 4: Identify and address individual student learning needs;	motivate and increase student achievement. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.
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<b>Outcome Category</b>		
Essential Practices 5: Allocate Resources Strategically and Equitably		
<b>Measurable Goal Statement (Smart Goal)</b>		
The school community evaluates school needs, using a robust data-based decision-making process, and include sufficient time for staff input into the whole process.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Allocation of Resources Strategically and Equitably		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.	School leaders integrate school, district, and community resources to maximize the efficiency of school operations.	The school community evaluates school needs, using a robust data-based decision-making process, and include sufficient time for staff input into the whole process.

**Priority: Students are struggling with reading and responding to open ended questions as well as text-dependent writing items.**

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teacher teams regularly evaluate the impact of classroom instruction on student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA - Goal with writing		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Systems are in place for educators to develop and share standards-aligned instructional materials and resources. Teacher teams regularly evaluate the impact of classroom instruction on student learning.	School and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.	Teacher teams regularly evaluate the impact of classroom instruction on student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

<b>Outcome Category</b>
Essential Practices 3: Provide Student-Centered Support Systems

<b>Measurable Goal Statement (Smart Goal)</b>		
The school implements systems for collecting and analyzing discipline referrals. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Writing - Student Centered Support Systems		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Educators develop skills relative to differentiating instruction and providing all students, including students with complex support needs, with meaningful access to high expectations, rigor, and grade level standards/curriculum.	Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student-driven opportunities for reconciliation when appropriate. Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.	The school implements systems for collecting and analyzing discipline referrals. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports.

<b>Outcome Category</b>		
Essential Practices 5: Allocate Resources Strategically and Equitably		
<b>Measurable Goal Statement (Smart Goal)</b>		
Provide clear expectations for implementing new skills and practices with fidelity.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Writing - Expectations for resource allocation		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All educators and support staff have a professional learning plan focused on evidence-based practices	School leaders and educators engage in ongoing, job-embedded professional learning opportunities aligned with school improvement priorities.	Provide clear expectations for implementing new skills and practices with fidelity.

## Action Plan

### Measurable Goals

Mathematics	Mathematics - Focus on Continuous Improvement of Instruction
Student-Centered Support Systems	Early Literacy - Data for Continuous Improvement of Instruction
ELA - Focus on Continuous Improvement of Instruction	Allocation of Resources Strategically and Equitably
ELA - Goal with writing	Writing - Student Centered Support Systems
Writing - Expectations for resource allocation	

### Action Plan For: SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by the PA Standards.</li> <li>School leaders collaborate with educators on the best way to provide feedback on strengths and areas for growth. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.</li> <li>Implement a multi-tiered system of supports for academics and behavior; Implement evidence-based strategies to engage families to support learning</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Professional development on Educator Resources: Mathematics		2024-08-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ethan Lee (BLaST IU17); Administrators (Canton ASD)	<a href="https://www.serp.institute.org/educator-resources">https://www.serp.institute.org/educator-resources</a>	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Professional Development: Universal Design for Learning		2025-08-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Repard (Canton ASD)	<a href="https://www.cast.org/impact/universal-design-for-learning-udl">https://www.cast.org/impact/universal-design-for-learning-udl</a>	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Change in instructional methods; Students demonstrating growth as demonstrated on state assessments	Administration - Yearly - Survey

### Action Plan For: Professional Development: Writing Next

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>School leaders utilize effective processes to help all educators improve effectiveness of teaching and learning. School leaders recognize and encourage implementation of instructional practices that best motivate and increase student achievement. When asked, educators can describe their progress on their pedagogical growth goals. When asked, educators can share documented examples of how reflection has improved their instructional practice.</li> <li>Teacher teams regularly evaluate the impact of classroom instruction on student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).</li> <li>The school implements systems for collecting and analyzing discipline referrals. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports.</li> <li>Provide clear expectations for implementing new skills and practices with fidelity.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Professional Development: Writing Next (Middle and High School)		2024-08-01	2025-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Brandy McRoberts (Canton ASD)	<a href="https://www.carnegie.org/publications/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/">https://www.carnegie.org/publications/writing-next-effective-strategies-to-improve-writing-of-adolescents-in-middle-and-high-schools/</a>	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Change to collaborative planning with learning support staff; Student with special needs demonstrating progress on goals.	Administration - Survey - Yearly

### Professional Development

#### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems	Professional development on Educator Resources: Mathematics

SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems	Professional Development: Universal Design for Learning
Professional Development: Writing Next	Professional Development: Writing Next (Middle and High School)

## Writing Next

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development: Writing Next (Middle and High School)</li> </ul>		
<b>Audience</b>		
Writing teachers grades 4-12		
<b>Topics to be Included</b>		
<ol style="list-style-type: none"> <li>1. Writing Strategies, which involves teaching students' strategies for planning, revising, and editing their compositions</li> <li>2. Summarization, which involves explicitly and systematically teaching students how to summarize texts</li> <li>3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions</li> <li>4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete</li> <li>5. Word Processing, which uses computers and word processors as instructional supports for writing assignments</li> <li>6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences</li> <li>7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition</li> <li>8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task</li> <li>9. Process Writing Approach, which interweaves several writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing</li> <li>10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing</li> <li>11. Writing for Content Learning, which uses writing as a tool for learning content material</li> </ol>		
<b>Evidence of Learning</b>		
Changes in lessons, assignments, and collaborative dialogue		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Brandy McRoberts	2024-08-01	2026-06-01

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Book study	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>4e: Growing and Developing Professionally</li> </ul>	



<ul style="list-style-type: none"> <li>• 1f: Designing Student Assessments</li> <li>• 4d: Participating in a Professional Community</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### SERP Educator Resources - Mathematics

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Professional development on Educator Resources: Mathematics</li> </ul>		
<b>Audience</b>		
Grades 4-Algebra Mathematics Teachers		
<b>Topics to be Included</b>		
<p>Algebra: Supplementary Algebra 1 Assignments Requires Students to Analyze Correct and Incorrect Worked Examples Targets Common Misconceptions and Errors Provides Practice with Mathematical Argumentation Math grades 4-6 Supplementary Assignments Aligned to 4th and 5th Grade CCSS-M Content Requires Students to Analyze Correct and Incorrect Worked Examples Targets Common Misconceptions and Errors Provides Practice with Mathematical Argumentation Math grades 6-7 12 Two-Day Lessons Encourages Multiple Representations and Diagnostic Teaching Offers Guidance for Valuable Teacher-led Discussion Includes "Teacher Tune-ups" to Support Teacher Content Knowledge</p>		
<b>Evidence of Learning</b>		
<p>Materials for Two Years of PLC Sessions for High School Math Teachers Year 1 is focused on learning about the Teaching for Robust Understanding Framework (TRU) and ways to explore it through a series of mini cycles of inquiry. Year 2 uses Lesson Study as a vehicle to explore questions about mathematics instruction more deeply as a team. Administrator: Principal/Coach Observation Tool for Math Classrooms Lists Observable "Student Vital Actions" Listed on a Handheld Card Focuses Observers on what Students are Saying and Doing in Math Class Encourages Equity Widely Used in Professional Development</p>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Ethan Lee (BLaST IU17); Administrators (Canton ASD)	2024-01-01	2026-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Universal Design for Learning

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Professional Development: Universal Design for Learning</li> </ul>
<b>Audience</b>
All staff

<b>Topics to be Included</b>		
UDL		
<b>Evidence of Learning</b>		
Discussions, change in practice, reflection activities		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Amy Repard	2025-08-01	2027-06-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Once in-service, faculty meetings ongoing topics as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 1f: Designing Student Assessments</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Communications

#### Communications Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
SERP Educator Resources - Algebra by Example; Math by Example; Poster Problems	Professional development on Educator Resources: Mathematics

#### Math communications

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Professional development on Educator Resources: Mathematics</li> </ul>		
<b>Audience</b>		
Community and stakeholders		
<b>Topics to be Included</b>		
Mathematical updates		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Amy Martell	2024-08-01	2026-06-01

#### Communication

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	Yearly

### Approvals & Signatures