MISSION STATEMENT

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success. **It is important to note that the District will be engaging in the strategic planning process to review the current mission statement. The strategic planning process has been delayed due to the COVID-19 pandemic.

VISION STATEMENT

Upper St. Clair School District prepares our students to be successful contributors to an ever changing global society by providing a nurturing, engaging, and challenging learning environment. **It is important to note that the District will be engaging in the strategic planning process to review the current vision statement. The strategic planning process has been delayed due to the COVID-19 pandemic.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

STAFF

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COMMUNITY

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OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. John T. Rozzo	Administrator	Central Office USCSD
Dr. Sharon K. Suritsky	Administrator	Central Office USCSD
Dr. Judy Bulazo	Administrator	Central Office USCSD
Amy Pfender	Administrator	Central Office USCSD
Dr. Lauren Madia	Administrator	Central Office USCSD
Dr. Cassandra Doggrell	Administrator	Central Office USCSD
Mark Miller	Administrator	Eisenhower Elementary School
Dr. Tim Wagner	Administrator	Upper St. Clair High School
Gina Swanson	Parent	USCSD parent
Sherri Garvey	Staff Member	Middle School Gifted Teacher
Melissa Tungate	Staff Member	High School English Teacher
Jodi Mosler	Staff Member	Middle School Special Education Teacher
Ginny Husak	Staff Member	Middle School Librarian

Name	Position	Building/Group
Shannon Dominick	Staff Member	Elementary Mathematics Teacher
Steve Miller	Staff Member	High School Mathematics Teacher
Doug Kirchner	Staff Member	High School Social Studies Teacher
Josh Tobin	Staff Member	Middle School Social Studies Teacher

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
USCSD will utilize formal and informal data sets to develop academic and student wellness programing that meets students current needs in response to the baseline data.	Professional learning Social emotional learning
USCSD will continue to utilize the District's unique curriculum development and implementation framework to develop consistency in best instructional practices, implementation of programs, and review/identification of adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Creating Safe and Supportive Environments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Systems of Student Supports	Based on available data sets related to attendance and office referrals, the Upper St. Clair School District will continue to review student programming throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget

Goal Nickname	Measurable Goal Statement (Smart Goal)
	and/or curriculum recommendation process to decrease referrals related to attendance and behavioral concerns by 8% from the baseline data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide Comprehensive Crisis Management (CCM) Training to identified staff	2022-08-01 - 2025-06-06	Dr. Lauren Madia, Director of Pupil Services	Potential Substitute Coverage Maintenance of Train the Trainer Model
Provide additional sessions related to trauma informed care utilizing out of district consultants, trainers, and resources	2022-08-01 - 2025-06-13	Dr. Lauren Madia, Director of Pupil Services Dr. Cassandra Doggrell, Director of Special Education Members of student support services and other stakeholders	Potential financial support Input from and planning with stakeholders

Anticipated Outcome

Teachers will receive information related to trauma informed care, verbal deescalation strategies, develop a toolkit to support diverse learners in the classroom, and management of student behaviors

Monitoring/Evaluation

District leaders will monitor needs of staff, review data sets related to student behavior, and input from staff related to professional development

Evidence-based Strategy

Aligned Curriculum, Assessments, and Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum and Instruction	Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a plan that outlines the needs and potential professional development sessions for meeting this goal.	2022-08-01 - 2025-08-01	Dr. Judith Bulazo, Director of Curriculum and Professional Development District Leveled Leadership Teams	Time, potentially substitute teachers, continued dialogue with recommendations for ongoing improvement
Conduct professional development sessions to meet the identified needs each year of the plan.	2022-08-18 - 2025-06-12	District Level Leadership Teams Dr. Judy Bulazo, Director of Curriculum and Professional Development	Professional Development Time, Faculty Meeting Presentations, Inservice Time
Conduct classroom observations to identify needs and to evaluate implementation.	2022-09-12 - 2025-06-13	Building Leaders and Supervisors	Professional Development for Supervisors/Building Leaders

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.	2022-08-08 - 2025-06-13	Dr. Judy Bulazo, Director of Curriculum and Professional Development Curriculum Leaders	Curriculum development time Potential substitute coverage for curriculum leaders

Anticipated Outcome

The District expects stronger K-12 alignment in curriculum, planning, assessment, and instruction with more consistent feedback from administrators when reviewing walkthroughs, evaluations, and lesson plans and input from level leadership teams.

Monitoring/Evaluation

The District administration and level-leadership teams will monitor the meeting schedule, agendas, and notes to meet the anticipated output and goals.

Evidence-based Strategy

Data-Informed Decision Making

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Meeting Students Needs	The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior

Goal Nickname	Measurable Goal Statement (Smart Goal)
	as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District leaders with a subset of teacher/counselor/school psychologist stakeholders will review various subsets of data annually to identify emerging trends and determine recommended action steps for each school year	2022-08-01 - 2025-06-30	Dr. Lauren Madia, Director of Pupil Personnel Dr. Cassandra Doggrell, Director of Special Education Additional Stakeholders as needed	Safe Schools Reports Individual School Building Reports
Conduct two professional development sessions to meet the identified needs each year of the plan.	2022-08-01 - 2025-06-30	Dr. Judy Bulazo, Director of Curriculum and Professional Development Professional development team from student support services	Input from stakeholders, potential financial resources to incorporate outside consultants and and speakers
Conduct classroom observations to identify needs and to evaluate implementation of practices.	2022-09-12 - 2025-06-13	Building Leaders/Supervisors	Professional Development for Supervisors/Building Leaders
Develop a pre and post survey evaluation for staff to measure progress and achievement of goal.	2022-08-18 - 2025-06-13	Professional Development Team led by Dr. Judy Bulazo, Director of Curriculum and Professional Development	Technology (Google Forms), Time to develop and analyze

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

Anticipated Outcome

Through data analysis and targeted professional development, teachers will receive information on relevant, requested, and appropriate topics related to supporting emerging students needs

Monitoring/Evaluation

District evaluation of data sets and continued collaboration amongst District leaders

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Conduct professional development sessions to meet the identified needs each year of the plan.	08/18/2022 - 06/12/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Data-Informed Decision Making	Conduct two professional development sessions to meet the identified needs each year of the plan.	08/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator	John T. Rozzo	2022-12-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students with disabilities are provided equal access to district curriculum, instruction, and general education programming. Therefore, students are participating in the required state tests while also being provided with the necessary specially designed instruction to be successful in the school environment.

Data within the English Language Arts curriculum K-4 is a strength of the District. The data provides information that drives instruction and provides meaningful information for meeting students where they are at instructionally.

Data within the English Language Arts curriculum in grades 5-8 is embedded through curriculum based measures and determines differentiated instruction.

At the HS, ELA data is collected through curriculum based measures.

The District has continued to display exemplary outcomes in mathematics despite challenges over the last two years. The ability to utilize data to differentiate and support all learners is an instructional best practice.

Challenges

Given the limitations of the most recent data, at this time the district is not identifying any equity challenges to address through action planning.

No Notable challenges were observed

No notable challenges were observed

No notable challenges

USCSD continues to evaluate programs for consistency and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.

The District is committed to ongoing evaluation of student programs. At the high school, programs within STEAM and business are currently being reviewed and developed. However, the expansion of relationships with local businesses will be critical for meaningful experiences for students in both areas.

The District will continue to utilize the curriculum recommendation process to provide students with appropriate instruction in all literacy components.

Strengths

The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.

USCSD offers a comprehensive continuum of services to all students that includes intervention, continual monitoring, and appropriate steps for evaluation to determine the need for a higher level of services within the continuum.

The District has always had a strong belief in continuous improvement. With the unique curriculum development and review process that is in place, a standards aligned curriculum is in place at all grade levels. District curriculum leaders and administrators work continuously to review best instructional practices to continue to support student growth.

Despite the challenges over the last two academic years, the District has continued to meet benchmarks in testing and student achievement.

Overall, the District has a unique curriculum recommendation process that has a focus on continual improvement. The District has been able to meet the unique needs and interests of students through this curriculum process.

The District believes in providing programming that supports all learners. The related academics provide experiences for students that enhance the overall school experience.

Challenges

The District will continue to develop relationships with industrial based businesses/people/organizations to meet the requirements of the Industry Based Learning Indicator.

Current challenges are related to looking at the overall student in response to pandemic related outcomes. New baselines are being established to determine the most effective ways to move forward in order to provide students with access to a variety of learning experiences to include the various related academics.

One of the biggest areas impacted over the last two years has been the performing arts area. The District will continue to monitor programming in this area in order to provide students with experiences that support the learning of the whole child.

Strengths

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
USCSD continues to evaluate programs for consistency and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.		
Given the limitations of the most recent data, at this time the district is not identifying any equity challenges to address through action planning.		
Current challenges are related to looking at the overall student in response to pandemic related outcomes. New baselines are being established to determine the most effective ways to move forward in order to provide students with access to a variety of learning experiences to include the various related academics.		

ADDENDUM B: ACTION PLAN

Action Plan: Creating Safe and Supportive Environments

Action Steps	Anticipated Start/Completion Date
Provide Comprehensive Crisis Management (CCM) Training to identified staff	08/01/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
District leaders will monitor needs of staff, review data sets related to student behavior, and input from staff related to professional development	Teachers will receive information related to trauma informed care, verbal deescalation strategies, develop a toolkit to support diverse learners in the classroom, and management of student behaviors

Material/Resources/Supports Needed	PD Step	Comm Step
Potential Substitute Coverage Maintenance of Train the Trainer Model	yes	yes

Action Steps	Anticipated Start/Completion Date
Provide additional sessions related to trauma informed care utilizing out of district consultants, trainers, and resources	08/01/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
District leaders will monitor needs of staff, review data sets related to student behavior, and input from staff related to professional development	Teachers will receive information related to trauma informed care, verbal deescalation strategies, develop a toolkit to support diverse learners in the classroom, and management of student behaviors

Material/Resources/Supports Needed	PD Step	Comm Step
Potential financial support Input from and planning with stakeholders	yes	yes

Action Plan: Aligned Curriculum, Assessments, and Instruction

Action Steps	Anticipated Start/Completion Date
Develop a plan that outlines the needs and potential professional development sessions for meeting this goal.	08/01/2022 - 08/01/2025

Monitoring/Evaluation	Anticipated Output
The District administration and level-leadership teams will monitor the meeting schedule, agendas, and notes to meet the anticipated output and goals.	The District expects stronger K-12 alignment in curriculum, planning, assessment, and instruction with more consistent feedback from administrators when reviewing walkthroughs, evaluations, and lesson plans and input from level leadership teams.

Material/Resources/Supports Needed	PD Step	Comm Step
Time, potentially substitute teachers, continued dialogue with recommendations for ongoing improvement	no	yes

Action Steps	Anticipated Start/Completion Date
Conduct professional development sessions to meet the identified needs each year of the plan.	08/18/2022 - 06/12/2025

Monitoring/Evaluation	Anticipated Output
The District administration and level-leadership teams will monitor the meeting schedule, agendas, and notes to meet the anticipated output and goals.	The District expects stronger K-12 alignment in curriculum, planning, assessment, and instruction with more consistent feedback from administrators when reviewing walkthroughs, evaluations, and lesson plans and input from level leadership teams.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development Time, Faculty Meeting Presentations, Inservice Time	yes	yes

Action Steps	Anticipated Start/Completion Date
Conduct classroom observations to identify needs and to evaluate implementation.	09/12/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
The District administration and level-leadership teams will monitor the meeting schedule, agendas, and notes to meet the anticipated output and goals.	The District expects stronger K-12 alignment in curriculum, planning, assessment, and instruction with more consistent feedback from administrators when reviewing walkthroughs, evaluations, and lesson plans and input from level leadership teams.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development for Supervisors/Building Leaders	no	yes

Action Steps	Anticipated Start/Completion Date
Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.	08/08/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
The District administration and level-leadership teams will monitor the meeting schedule, agendas, and notes to meet the anticipated output and goals.	The District expects stronger K-12 alignment in curriculum, planning, assessment, and instruction with more consistent feedback from administrators when reviewing walkthroughs, evaluations, and lesson plans and input from level leadership teams.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum development time Potential substitute coverage for curriculum leaders	yes	yes

Action Plan: Data-Informed Decision Making

Action Steps	Anticipated Start/Completion Date
District leaders with a subset of teacher/counselor/school psychologist stakeholders will review various subsets of data annually to identify emerging trends and determine recommended action steps for each school year	08/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
District evaluation of data sets and continued collaboration amongst District leaders	Through data analysis and targeted professional development, teachers will receive information on relevant, requested, and appropriate topics related to supporting emerging students needs

Material/Resources/Supports Needed		PD Step	Comm Step
Safe Schools Reports Individual School Building Reports		no	yes

Action Steps	Anticipated Start/Completion Date
Conduct two professional development sessions to meet the identified needs each year of the plan.	08/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
District evaluation of data sets and continued collaboration amongst District leaders	Through data analysis and targeted professional development, teachers will receive information on relevant, requested, and appropriate topics related to supporting emerging students needs

Material/Resources/Supports Needed		PD Step	Comm Step
Input from stakeholders, potential financial resources to incorporate outside consultants and and speakers		yes	yes

Action Steps	Anticipated Start/Completion Date
Conduct classroom observations to identify needs and to evaluate implementation of practices.	09/12/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
District evaluation of data sets and continued collaboration amongst District leaders	Through data analysis and targeted professional development, teachers will receive information on relevant, requested, and appropriate topics related to supporting emerging students needs

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development for Supervisors/Building Leaders	no	yes

Action Steps	Anticipated Start/Completion Date
Develop a pre and post survey evaluation for staff to measure progress and achievement of goal.	08/18/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
District evaluation of data sets and continued collaboration amongst District leaders	Through data analysis and targeted professional development, teachers will receive information on relevant, requested, and appropriate topics related to supporting emerging students needs

Material/Resources/Supports Needed	PD Step	Comm Step
Technology (Google Forms), Time to develop and analyze	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Conduct professional development sessions to meet the identified needs each year of the plan.	08/18/2022 - 06/12/2025
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.	08/08/2022 - 06/13/2025
The USCSD will provide teachers with support in meeting the needs of students in a	Data-	Conduct two	08/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Informed Decision Making	professional development sessions to meet the identified needs each year of the plan.	- 06/30/2025
Based on available data sets related to attendance and office referrals, the Upper St. Clair School District will continue to review student programming throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or curriculum recommendation process to decrease referrals related to attendance and behavioral concerns by 8% from the baseline data. (Systems of Student Supports)	Creating Safe and Supportive Environments	Provide Comprehensive Crisis Management (CCM) Training to identified staff	08/01/2022 - 06/06/2025
Based on available data sets related to attendance and office referrals, the Upper St. Clair School District will continue to review student programming throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or curriculum recommendation process to decrease referrals related to attendance and behavioral concerns by 8% from the baseline data. (Systems of Student Supports)	Creating Safe and Supportive Environments	Provide additional sessions related to trauma informed care utilizing out of district consultants, trainers, and resources	08/01/2022 - 06/13/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Best Practices	Teachers and Paraprofessionals	The Danielson Framework of Teaching to include, but not limited to planning and preparation, questioning techniques, and assessment strategies.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Through teacher supervision and evaluation the components of the Danielson Framework will be evident in classrooms and lesson plans	08/17/2022 - 06/01/2025	Dr. Judith Bulazo

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1c: Setting Instructional Outcomes	
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	
4f: Showing Professionalism	
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development for Meeting Student Needs	All District staff supporting and working with students directly	Topics to include, but not limited to: Social media and mobile phone/device usage Mental Health and Wellness (anxiety, depression, attendance, screen time, social skills) Best practices in aiding student concentration for learning Best practices for deescalation Work stamina and student motivation Implementation appropriate supports and services

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher and administrator feedback based on pre and post session information	08/01/2022 - 06/13/2025	Dr. Lauren Madia and Dr. Cassandra Doggreell (Student Support Services Members) Dr. Judy Bulazo, Director of Curriculum and Professional Development Team Members identified by the Lead people

Danielson Framework Component Met in this Plan:

2d: Managing Student Behavior

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Care	School Counselors and Psychologists K-12 Identified Teachers Paraprofessionals	Comprehensive Crisis Management Training (CCM)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and Post test information collected by trainers	08/01/2022 - 06/13/2025	Dr. Lauren Madia, Director of Pupil Services Mrs. Holly Fisher, Nurse Curriculum Leader

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Trauma Informed Training (Act 18)
1b: Demonstrating Knowledge of Students	
2a: Creating an Environment of Respect and Rapport	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Process	Teachers	Further training on Understanding by Design Continued expectations for the ongoing review of the evaluation of the written curriculum through the curriculum development process Training for staff on usage of appropriate supplemental resources and materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of Understanding by Design in the curriculum development process Review of unit development by curriculum leaders and administrators	08/01/2022 - 08/09/2024	Dr. Judy Bulazo, Director of Curriculum and Instruction Curriculum Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Monitoring and Evaluation	District staff participating in professional development sessions	Review and feedback of provided sessions Information to guide future planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Growth data from pre and post survey information will be reviewed	08/18/2022 - 06/13/2025	Dr. Judy Bulazo, Director of Curriculum and Professional Development Team members leading professional development sessions

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Develop a plan that outlines the needs and potential professional development sessions for meeting this goal.	2022-08-01 - 2025-08-01
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Conduct professional development sessions to meet the identified needs each year of the plan.	2022-08-18 - 2025-06-12
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Conduct classroom observations to identify needs and to evaluate implementation.	2022-09-12 - 2025-06-13

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Refine instructional and professional practices as outlined in the Danielson Framework for Teaching to assure consistency and strength in unit planning and congruence with instructional practices as evidenced by written plans and observable classroom instruction. Framework Focus: Domain 1 - Planning and Preparation 1c Setting Instructional Outcomes 1d Knowledge of Resources 1e Designing Coherent Instruction (Curriculum and Instruction)	Aligned Curriculum, Assessments, and Instruction	Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.	2022-08-08 - 2025-06-13
The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Data-Informed Decision Making	District leaders with a subset of teacher/counselor/school psychologist stakeholders will review various subsets of data annually to identify emerging trends and determine recommended action steps for each school year	2022-08-01 - 2025-06-30
The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Data-Informed Decision Making	Conduct two professional development sessions to meet the identified needs each year of the plan.	2022-08-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Data-Informed Decision Making	Conduct classroom observations to identify needs and to evaluate implementation of practices.	2022-09-12 - 2025-06-13
The USCSD will provide teachers with support in meeting the needs of students in a post-pandemic environment by offering professional development opportunities related to management of student behavior as evidenced by staff pre and post evaluation surveys. Framework Focus: Classroom Environment 2b Establishing a Culture for Learning 2d Managing Student Behavior (Meeting Students Needs)	Data-Informed Decision Making	Develop a pre and post survey evaluation for staff to measure progress and achievement of goal.	2022-08-18 - 2025-06-13
Based on available data sets related to attendance and office referrals, the Upper St. Clair School District will continue to review student programming throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or curriculum recommendation process to decrease referrals related to attendance and behavioral concerns by 8% from the baseline data. (Systems of Student Supports)	Creating Safe and Supportive Environments	Provide Comprehensive Crisis Management (CCM) Training to identified staff	2022-08-01 - 2025-06-06

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on available data sets related to attendance and office referrals, the Upper St. Clair School District will continue to review student programming throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or curriculum recommendation process to decrease referrals related to attendance and behavioral concerns by 8% from the baseline data. (Systems of Student Supports)	Creating Safe and Supportive Environments	Provide additional sessions related to trauma informed care utilizing out of district consultants, trainers, and resources	2022-08-01 - 2025-06-13

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Development Sessions and Training	Teachers	Agenda items related to the alignment of curriculum, assessment, and instruction Professional development readings to be reviewed at curriculum meetings and inservice days Feedback on walkthroughs, observations, lesson plans

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/13/2025	Annually	Presentation Other

Lead Person/Position

Dr. Judy Bulazo, Director of Curriculum and Professional Development Building Leaders

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Communication Step	Audience	Topics/Message of Communication
Professional Development Tasks	Teachers and individuals receiving the professional development sessions	Sessions related to trauma informed care and student needs such as depression, anxiety, work stamina, attention (focus) Curriculum and Instruction sessions

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/13/2025	at minimum 5x's a year	Email Other Presentation

Lead Person/Position

Dr. Judy Bulazo, Director of Curriculum and Professional Development Planning team members

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Quarterly Board Briefing	Quarterly Comprehensive Plan updates per District Policy	Board Briefing	School Board	Quarterly throughout the duration of the plan
Community Update	Annual update on the comprehensive plan goals	Annual Report	Community and District stakeholder	Annually during the duration of the plan
Professional Development	Goals of the plan are related to the Danielson Framework. Staff will see coordination between professional development agendas, surveys, and future professional development related to the comprehensive plan	Agendas and surveys	Professional Staff	minimum 3x's annually related to professional development schedule