



SHALER AREA SCHOOL DISTRICT
Future Ready Plan
2022 – 2025



LEA Profile

Shaler Area School District is a suburban public school district bordering the City of Pittsburgh, Pennsylvania. The student enrollment for 2022-2023 is 3,800. The district provides a comprehensive educational system from Kindergarten through grade 12 and is accredited through the Middle States Association of Colleges and Schools. Instructional areas include regular instruction, special education (including gifted), vocational education, and all necessary support services. The Shaler Area School District is a member of the Digital Promise League of Innovative Schools and has been recognized by AASA as a Demonstration District to Watch in 2022.

The Shaler Area School District is comprised of the Townships of Shaler and Reserve, and the Boroughs of Etna and Millvale. The district encompasses approximately 14.4 square miles in the North Hills area of Allegheny County and is located approximately 10 miles from the City of Pittsburgh. The district is bounded on the north by Hampton Township; on the northeast by Indiana Township; on the northwest by Ross Township; on the southeast by O'Hara Township; on the south by Sharpsburg Borough and the Allegheny River and on the southwest by the City of Pittsburgh.

The district is comprised of four primary buildings, K - 3, (Burchfield, Marzolf, Reserve, and Scott), an Elementary School (grades 4 - 6), a Middle School (grades 7 - 8) and a High School (grades 9 - 12).

Medical Facilities

Most Pittsburgh hospitals and health care facilities are within easy access of the district. Closest to the district are Allegheny General Hospital, UPMC St. Margaret Hospital, and UPMC Passavant Hospital. All of these hospitals have undertaken recent and on-going expansion projects designed to improve their facilities.

Higher Education

The district is located within easy access of the numerous institutions of higher education which are located throughout the area. The closest is LaRoche College, which is located north of the district in the Town of McCandless, near UPMC Passavant Hospital. Other institutions located throughout the area include Community College of Allegheny County, Carlow University, Carnegie-Mellon University, Chatham University, Duquesne University, the Pennsylvania State University (McKeesport, New Kensington, and Kittanning campuses), Pittsburgh Theological Seminary, Point Park University, Presbyterian Theological Seminary, Robert Morris University, and the University of Pittsburgh.

Shaler Area has been working to build a foundation to shape the school district's future by utilizing a concept called human-centered design. The human-centered design approach involves participation and input from various stakeholder groups throughout the problem-solving process.

The district has contracted with HHSDR Architects to complete a long-range feasibility study that will yield recommendations for consideration in the areas of: building repairs, construction, additions and consolidations over the next several years. This feasibility study has and will continue to be shared with the public with official recommendations and actions still pending.

Mission and Vision

Mission

The Shaler Area School District is a collaborative, innovative, creative learning environment for all.

Vision

To serve our Shaler Area community and its children by providing an education that fosters our youth to be contributing members of society. To develop resiliency, empathy, creative thinking, critical thinking, and problem solving in every student on their path to fulfilling their potential.

Educational Value Statements

Students

We value a culture where everyone has a voice, and everyone is an owner. We value and encourage creative and innovative risk-taking.

Staff

We value our responsibility to serve and educate our community.

Administration

We value our responsibility to serve and educate our community.

Parents

We value an atmosphere of trust, transparency, and collaboration.

Community

We value the celebration and promotion of excellence in our community. We value an atmosphere of trust, transparency, and collaboration.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
The Shaler Area School District is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.	Yes
The Shaler Area School District implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.	Yes
All curriculum is standards-based and reviewed on a 6 year cycle.	Yes
Students have equal access to remediation or acceleration as needed to meet the needs of the learner	No
Primary teachers implement research-based strategies in a Response to Intervention Program to ensure that students read proficiently by grade 3.	No
The Shaler Area School District offers K-12 STEM opportunities for all students	No
The Shaler Area School District has a college and career readiness counselor who works closely with the K-12 counselors, students, and families to ensure students meet all college career readiness indicators for each grade band.	No
The Shaler Area School District uses Smart Futures by all K-12 students provides each student with their own online career portfolio to which they have access for up to five years after graduation	No
The majority of the district's high school students graduate having a sound understanding of the three pillars of civics education.	No
Implementation of targeted supports for literacy based on SoR research shows a positive impact on student performance in grades K-3.	Yes
PD provided by the AIU3 ELA liaisons is beginning to show a positive impact on k-3 literacy instruction.	Yes
Professional development for K-3 teachers on SoR research that directly impacted lesson planning and instruction	No
Professional development at the middle school level on the use of data to drive instruction	No
Reassignment of a classroom teacher to an ELA instructional coach at the middle school level	No

The Shaler Area School District maintains four primary buildings so our youngest learners have the smallest class sizes and receive the most attention.	No
The Shaler Area School District secondary math department is extremely talented; they collaborate often and rely upon data to target instruction	No
The Shaler Area School District's K-3 STEM program is robust and inclusive of all learners. The program has expanded beyond the core classes to music, art, and library.	No
The Shaler Area School District's K-12 CS Script team regularly participates in PA STEM Coalition and implements "take aways" into their lessons	No
The Shaler Area School District has partnered with Thermo Fisher Scientific to provide our middle school students with career pathways for STEM in the Pittsburgh area.	No
We have very successful college in high school classes from which a portion of our high school benefit.	No
The Shaler Area School District will provide a nurturing, inclusive, and academically challenging environment with equitable opportunities for every student.	Yes
The Shaler Area School District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.	No

Challenges

Challenge	Consideration In Plan
The Shaler Area School District continues to adapt and respond to the communication needs of our community.	Yes
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.	Yes
Grades 4-8 underperform other grade levels in the District in English Language Arts.	Yes
Grades 4-8 underperform other grade levels in the District in Mathematics.	Yes

Although most high school students graduate with a sound understanding of the three pillars of civics education, approximately 10% do not. As a district, we need to identify the barriers to success for these students.	Yes
Although most high school students graduate with a complete career portfolio, as a district, we need to have a better system in place for following up with graduates.	No
The district is implementing literacy practices & supports based on SoR research in grades 4-12 but the impact will take longer to materialize due to the intensity of skill deficits for these students and other barriers such as coverage for teachers and/or other building level matters.	Yes
Finding common time for all ELA teachers to meet by grade to collaborate on literacy practices and supports is difficult with the shortage of available substitutes.	Yes
Finding common planning time for teachers at the elementary level so they may redesign lessons and instruction based on SoR research is an ongoing concern.	Yes
Finding common planning time for teachers at the elementary level so they may review data is an ongoing concern.	No
The instructional time for ELA at grades 4-6 does not align to the recommendation of 90 minutes for an ELA block.	No
Our Elementary School staff is working with the AIU3 math consultants to implement a new resource that provides "real world" math. It is rigorous and a mindset change for many in the department. It will ensure equity for all students but it will take time to see more positive results.	Yes
Reaching all secondary students with science, technology, and engineering courses is an ongoing challenge.	No
The Shaler Area School District is addressing equity in science, technology, and engineering at the elementary level.	Yes
Although the district has strong articulation agreements with several colleges/universities, it is a struggle to secure one with the local community college. The change overs in staff and other dynamics have prevented the district from securing this partnership and it impacts a group of high school students who would benefit.	No
The Shaler Area School District is working to better coordinate and monitor supports aligned with students' and families' needs. These efforts include partnering with local businesses, community organizations, and other agencies to meet the needs. of the district	Yes
The Shaler Area School District continues to work on fostering a vision and culture of high expectations for success for all students, educators, and families. The changing demographics of our communities makes it a priority that we establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Yes
The Shaler Area School District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.	Yes

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>The Shaler Area School District is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.</p>	<p>PIMS reporting provides numerous reports for district and school level administrators to access allowing them to set building level and district level goals each year. Building MTSS teams regularly review academic data to drive instruction and target interventions for those students who require it. The District uses academic data to determine professional development needs for staff and classroom resources.</p>
<p>The Shaler Area School District implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.</p>	<p>Our student management system and OnHands provides many valuable resources for all staff to access in order to drive instruction. Survey staff on familiarity with accessing both platforms to improve instruction.</p>
<p>All curriculum is standards-based and reviewed on a 6 year cycle.</p>	
<p>Implementation of targeted supports for literacy based on SoR research shows a positive impact on student performance in grades K-3.</p>	
<p>PD provided by the AIU3 ELA liaisons is beginning to show a positive impact on k-3 literacy instruction.</p>	
<p>The Shaler Area School District will provide a nurturing, inclusive, and academically challenging environment with equitable opportunities for every student.</p>	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The Shaler Area School District continues to adapt and respond to the communication needs of our community.	ELL students/families Changing demographics of SASD communities	Yes	The Shaler Area School District recognizes the need to research and revise the different modes of communication used to effectively deliver messages to all families and the community.
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.		No	
Grades 4-8 underperform other grade levels in the District in English Language Arts.		No	
Grades 4-8 underperform other grade levels in the District in Mathematics.		No	
Although most high school students graduate with a sound understanding of the three pillars of civics education, approximately 10% do not. As a district, we need to identify the barriers to success for these students.		No	
The district is implementing literacy practices & supports based on SoR research in grades 4-12 but the impact will take longer to materialize due to the intensity of skill deficits for these students and other barriers such as coverage for teachers and/or other building level matters.		No	
Finding common time for all ELA teachers to meet by grade to collaborate on literacy practices and supports is difficult with the shortage of available substitutes.		No	
Finding common planning time for teachers at the elementary level so they may redesign lessons and instruction based on SoR research is an ongoing concern.		No	

<p>Our Elementary School staff is working with the AIU3 math consultants to implement a new resource that provides "real world" math. It is rigorous and a mindset change for many in the department. It will ensure equity for all students but it will take time to see more positive results.</p>		No	
<p>The Shaler Area School District is addressing equity in science, technology, and engineering at the elementary level.</p>		No	
<p>The Shaler Area School District is working to better coordinate and monitor supports aligned with students' and families' needs. These efforts include partnering with local businesses, community organizations, and other agencies to meet the needs. of the district</p>		No	
<p>The Shaler Area School District continues to work on fostering a vision and culture of high expectations for success for all students, educators, and families. The changing demographics of our communities makes it a priority that we establish and maintain a focused system for continuous improvement and ensure organizational coherence.</p>		No	
<p>The Shaler Area School District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.</p>	<p>Need for common assessments and alternate forms of assessments at all levels K-12 Traditional minded staff - need for principals and teachers to see progressive schools</p>	Yes	<p>The Shaler Area School District has identified the need to change the way in which PD is delivered and offered to staff so more student-centered practices occur in classrooms and learning is individualized to each student based on data.</p>

Goal Setting

Priority: The Shaler Area School District recognizes the need to research and revise the different modes of communication used to effectively deliver messages to all families and the community.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	The district climate survey will indicate that 90% of households believe district communication modes are effective, equitable, and user friendly.	Communication	The district will work with the Communication Specialist to craft and disseminate all SASD communication. This person will research and analyze various modes of communication that meet the needs of our community.	The Communication Specialist will pilot several communication tools based on feedback from the communities that comprise SASD.	The district climate survey will indicate that 90% of households believe district communication modes are effective, equitable, and user friendly.
Parent and family engagement	The district will provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school. These efforts will show an increase in district attendance, grades, and emotional satisfaction and a decrease in truancy and behavior infractions.	Parents as Allies	Each school will designate a staff parent liaison who will work with the principal and district PR person to disseminate information to families.	School parent volunteer programs will occur to support school-wide, classroom, and parent involvement activities.	The district will provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school. These efforts will show an increase in district attendance, grades, and emotional satisfaction and a decrease in truancy and behavior infractions.

Priority: The Shaler Area School District has identified the need to change the way in which PD is delivered and offered to staff so more student-centered practices occur in classrooms and learning is individualized to each student based on data.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	80% of students in grades 4-8 will meet or exceed the State's proficiency target on the mathematics PSSA.	SAES/SAMS Math	70% of students in grades 4-8 will meet or exceed the set proficiency target for the mathematics PSSA.	75% of students in grades 4-8 will meet or exceed the set proficiency target for the mathematics PSSA.	80% of students in grades 4-8 will meet or exceed the State's proficiency target on the mathematics PSSA.
Early Literacy	The number of students in the primary grades who qualify for special education or Title 1 services will decrease by 50%.	Science of Reading (SoR)	35% decrease in the number of students in the primary grades qualifying for Title 1 or special education services.	45% decrease in the number of students in the primary grades qualifying for Title 1 or special education services.	The number of students in the primary grades who qualify for special education or Title 1 services will decrease by 50%.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Building level MTSS teams will have fully implemented SEL programs aligned to the CASEL Framework	SEL	SEL PD for all K-6 staff provided by approved research based providers.	SEL PD for all 7-12 staff provided by approved research based providers.	Building level MTSS teams will have fully implemented SEL programs aligned to the CASEL Framework

Action Plan

Action Plan for: LETRS						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Science of Reading (SoR) 		Teachers will exhibit confidence in their teaching and use data to continually improve instruction. Teachers will use their research based core resource with fidelity. Teachers will document growth for each student in their classes. PVAAS data will show growth each year and the majority of students will meet the PSSA targets each year			PSSA and PVAAS data, STAR data, classroom observations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
All K-3 teachers will receive LETRS training to improve literacy instruction in our primary buildings. This will directly impact future success of these students as they move to the upper elementary school.	08/18/2022	06/06/2024	Coordinator of Academic Services	LETRS PD for teachers, time during the workday to collaborate with colleagues and learn from the AIU3 ELA liaisons/compensation for staff	Yes	Yes

Action Plan for: Parents as Allies

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> Parents as Allies 	Students will feel a greater sense of belonging and desire to learn as they learn via innovative practices that connect them to future career opportunities.	School Climate survey Attendance data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Parents and students will have workshop opportunities both during and after the school day to address their specific concerns/needs. Teachers will receive specific trainings to foster a positive school climate and engage parents in this environment.	09/22/2022	06/07/2024	Deputy Superintendent	PD for staff - Parents as Allies/ Compensation for staff for commitments after work hours	Yes	Yes

Action Plan for: Illustrative Mathematics

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> SAES/SAMS Math 		Nineth grade students will attain an attendance rate of 98% and demonstrate a sense of belonging.		Attendance data School Climate Survey Results		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math teachers at the elementary school and middle school will receive professional development so they may identify barriers to education for their students and create an environment that fosters belonging while learning math. The administration will implement a staff/student mentorship program to support student needs.	08/17/2023	06/05/2025	SAES Principal/ SAMS Principal/ Coordinator of Academic Services	Professional development in Illustrative Mathematics Building time for collaboration between teachers and AIU MSC liaisons	Yes	Yes

Action Plan for: CASEL Framework

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> SEL 	70% of students in grades K-5 will participate in approved social emotional learning topics.	SEL Framework Tool Climate survey Attendance data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
All K-5 staff will receive professional development from Resonance Educational Consulting pertaining to the CASEL Framework to improve the school climate for all students.	10/13/2022	06/07/2024	Deputy Superintendent/ Coordinator of Academic Services/ Director of Student Services	All staff professional development from Resonance Educational Consulting	Yes	Yes

Action Plan for: Project LIFT Home Visits & Text Messages

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> Communication 		Parents/caregivers/community members will express positive feedback about district communications.		Climate survey administered each Summer and reviewed by district administrators		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Remain relevant with changing technology and communication tools to respond to the communication needs of our stakeholders and ensure news and information is begin distributed efficiently.	03/01/2023	03/31/2023	Superintendent / Deputy Superintendent/ Communications Specialist	Communication resources specific for school systems/ Tools that offer multiple modes for communicating information/ Communication tools that are culturally responsive	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
LETRS	<ul style="list-style-type: none"> All K-3 teachers will receive LETRS training to improve literacy instruction in our primary buildings. This will directly impact future success of these students as they move to the upper elementary school.
Parents as Allies	<ul style="list-style-type: none"> Parents and students will have workshop opportunities both during and after the school day to address their specific concerns/needs. Teachers will receive specific trainings to foster a positive school climate and engage parents in this environment.
Illustrative Mathematics	<ul style="list-style-type: none"> Math teachers at the elementary school and middle school will receive professional development so they may identify barriers to education for their students and create an environment that fosters belonging while learning math. The administration will implement a staff/student mentorship program to support student needs.
CASEL Framework	<ul style="list-style-type: none"> All K-5 staff will receive professional development from Resonance Educational Consulting pertaining to the CASEL Framework to improve the school climate for all students.
Project LIFT Home Visits & Text Messages	<ul style="list-style-type: none"> Remain relevant with changing technology and communication tools to respond to the communication needs of our stakeholders and ensure news and information is being distributed efficiently.

Professional Development Activities

LETRS Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All K-3 teachers will receive LETRS training to improve literacy instruction in our primary buildings. This will directly impact future success of these students as they move to the upper elementary school. 	k-3 classroom teachers, special education teachers, reading specialists, academic coaches	LETRS Units 1-8	Implementation of LETRS concepts in the ELA classroom	Coordinator of Academic Services/ Primary Principals	08/18/2022	06/06/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Course(s)	Ongoing throughout the school year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 2c: Managing Classroom Procedures 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 			Language and Literacy Acquisition for All Students	

MSC Accelerated Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Math teachers at the elementary school and middle school will receive professional development so they may identify barriers to education for their students and create an environment that fosters belonging while learning math. The administration will implement a staff/student mentorship program to support student needs. 	Middle school and elementary school math teachers.	Using IM resources to accelerate learning Using the State's acceleration rubric for math Lesson planning to address to skill deficits Math centers in the secondary setting	Implementation of learned practices in the classroom Student assessment data will show overall improvement in skills Percentage of students scoring proficient on the Keystone Exam and/or Math PSSA	Coordinator of Academic Services	10/10/2022	06/02/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 1f: Designing Student Assessments 	Teaching Diverse Learners in an Inclusive Setting

Social & Emotional Learning Training (SEL)

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All K-5 staff will receive professional development from Resonance Educational Consulting pertaining to the CASEL Framework to improve the school climate for all students. 	Shaler Area Elementary School Staff	Deepen awareness of the five competencies of Social Emotional Learning. Scan the Physical Environment through the lens of the five SEL competencies. Explore five entry points for SEL integration.	Implementation of Social & Emotional Learning practices in the school and classrooms	Deputy Superintendent/Director of Student Services/School Principals	10/10/2022	06/07/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Throughout the year	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally 	Trauma Informed Training (Act 18)

Parents as Allies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Parents and students will have workshop opportunities both during and after the school day to address their specific concerns/needs. Teachers will receive specific trainings to foster a positive school climate and engage parents in this environment. 	District parents, students	The importance of a strong and viable home school connection. Tools and information needed to support your child's learning journey.	Feedback from parents, teachers, and principals	Superintendent / Deputy Superintendent/ Principals	11/22/2022	06/07/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Other	Quarterly meetings	<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 	

Communications Action Steps

Evidence-based Strategy	Action Steps
LETRS	<ul style="list-style-type: none"> All K-3 teachers will receive LETRS training to improve literacy instruction in our primary buildings. This will directly impact future success of these students as they move to the upper elementary school.
Parents as Allies	<ul style="list-style-type: none"> Parents and students will have workshop opportunities both during and after the school day to address their specific concerns/needs. Teachers will receive specific trainings to foster a positive school climate and engage parents in this environment.
Illustrative Mathematics	<ul style="list-style-type: none"> Math teachers at the elementary school and middle school will receive professional development so they may identify barriers to education for their students and create an environment that fosters belonging while learning math. The administration will implement a staff/student mentorship program to support student needs.
CASEL Framework	<ul style="list-style-type: none"> All K-5 staff will receive professional development from Resonance Educational Consulting pertaining to the CASEL Framework to improve the school climate for all students.
Project LIFT Home Visits & Text Messages	<ul style="list-style-type: none"> Remain relevant with changing technology and communication tools to respond to the communication needs of our stakeholders and ensure news and information is being distributed efficiently.