ROCKWOOD AREA SD

439 Somerset Ave

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

The Rockwood Area School District, located in Somerset County, is a rural district in the heart of the Laurel Highlands region of Pennsylvania. The elementary and junior-senior high schools are situated on a small campus just outside the borough limits of Rockwood. The District encompasses nearly 146 square miles of rolling hills, forests and farmland.

A variety of employment opportunities are present within the District. However, many residents travel outside of the District to work. A large number of residents depend upon tourism for their livelihoods. In addition to those residents employed at the Seven Springs Mountain Resort, a growing number of residents are taking advantage of small business opportunities associated with the Great Allegheny Passage, a biking and hiking trail that travels through the District. Rockwood Manufacturing, Rockwood Casualty Insurance Company, and several businesses involved in the coal and energy industry are located in the District as well. In addition, farming and agriculture play a major part in the lives of many of our residents.

Students in the District are fortunate to be supported by a number of community resources and organizations. Some of the organizations include the Somerset County Chamber of Commerce, the Rockwood Rotary, the Laurel Hill Lions Club, and the American Legion. Additionally, the District has enjoyed a close relationship with area churches and the Rockwood Ministerial Association over the years.

Students in the District are served by a professional staff of 100% "Highly Qualified" teachers, non-teaching professionals, and administrators. The administrative staff includes a Superintendent, Business Manager, High School Principal, Elementary Principal, School Psychologist/Special Education Supervisor, K-12 Assistant Principal/Athletic Director, School Social Worker, Technology Coordinator, and Maintenance Director. In addition, the students are supported by a support staff of nearly forty dedicated administrative assistants, custodians/maintenance employees, and paraprofessionals. The District is also supported by the Appalachia Intermediate Unit 8 and other independent education service providers. The Rockwood Parent-Teacher Organization (PTO) works throughout the year to provide students with educational opportunities, as well as adopt school improvement projects which benefit students. High school students have benefited from the services provided by Sharon Clapper, Independent Education Consultant. Mrs. Clapper organizes and facilitates career activities for secondary students with businesses throughout the region. Through the partnership, students have had the opportunity to visit businesses in the area doing business on a global scale. In addition, Mrs. Clapper organizes career panels and other activities for Rockwood students with leaders from local and state governments, local hospitals, and businesses. The elementary students will be participating in career education activities at all grade levels.

The student population served by the District has been declining in recent years, with approximately 650 students currently enrolled. The majority of students are Caucasian and come from middle-class working families. Currently, just over 40% of Rockwood students are identified as "Economically Disadvantaged" and approximately 11% are identified for Special Education services. In the high school, academic programs include courses in the areas of College Prep, Business, and Engineering and Technology. A large percentage of our students graduate each year with college credits from Allegany College of Maryland, the University of Pittsburgh, and Saint Francis University. Students also have the opportunity to attend the Somerset County Technology Center where they are given the opportunity to learn a trade. Students have the opportunity to be involved in a variety of activities that will enhance their lives for years to come and make them contributing members of society. Many Rockwood students participate in the band and chorus each year. A majority of students take advantage of the ten different athletic programs that Rockwood offers. Most of the students participate in extracurricular activities and school organizations; some of which include Speech, National Honor Society, Student Council, French and Spanish clubs, FFA, Future Business Leaders of America, SADD, Journalism, Yearbook, and numerous community organizations as well. The Rockwood Area Elementary School serves students in Kindergarten through Sixth grade. The students within our elementary school are supported by the Schoolwide Title I program. Academic courses focus on the development and application of the Pa Core Standards in English Language Arts, Mathematics, Science, and Social Studies. Students of all ability levels are supported through the Multi-tiered Support System, gifted, and special education programs. Student academic progress is tracked and supports are supplied through our Instructional Support Team (IST) and Elementary Student Assistance Program (ESAP). Students participate in a number of events throughout the school year. 5th and 6th grade students can participate in student council and reading competitions. A talent show is held annually and sponsored by student council. The District musical allows high school and elementary students to showcase their talents related to song and dance. Parent involvement is supported by a coordinator, and educational sessions benefitting students' academic and social well-being are held throughout the school year. The PTO and parents are very active and attend school events on a regular basis.

The Rockwood Area School District serves as the center of the surrounding community. The District has established a relationship with the community that encourages residents and organizations to utilize the District's facilities and activities. In return, the community has always supported the students of the Rockwood Area School District.

The District is a 1-to-1 school district. All students are provided with a Chromebook, with access through the Google Classroom. All teachers are issued a laptop and Smartboard for instructional purposes.

The Rockwood Area School District is "Proud of our Past, Promoting the Present, and Focused on the Future".

Mission and Vision

Mission

The Mission of the Rockwood Area School District is to empower students to reach their full potential as well-rounded, lifelong learners and responsible members of society.

Vision

The Vision of the Rockwood Area School District is for all students to become lifelong learners and critical thinkers through a diverse education supported by excellent teaching, informed community involvement, and positive parental guidance.

Educational Value Statements

Students

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Staff

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Administration

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Parents

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing

resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Community

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extracurricular activities, and for social and personal well being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Academic growth score for RAES was 96.0 for ELA, 97.0 for math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.5 ELA and 74.3 math.	Yes
69.1% of RAJSHS students performed proficient or advanced on ELA/Literature PSSA and Keystone assessments, exceeding the statewide average of 55.0%	Yes
Career Standards Benchmark for all student group 95.3% of RAES students met benchmark exceeding the statewide average of 86.2%, nearing the statewide performance standard of 98%	Yes
Career Standards Benchmark for all student group 97.3% of RAJSHS students met benchmark exceeding the statewide average of 86.2%, nearing the statewide performance standard of 98%	Yes
RAES DIBELS 8th Edition data indicates that grade level data has seen an increase in students reaching benchmark from 2021 to 2022.	No
RASD PVAAS Growth in ELA at all grade levels is meeting or exceeding state averages for growth measures.	Yes
RAES PVAAS Growth in 5th & 6th grade Math is above the state average.	Yes
RASD Keystone Literature is meeting or exceeding state growth measures.	Yes
RASD PSSA Science at/above proficiency has remained significanlty above the state average, with miniminal decline in performance during 2018-2021.	Yes
RAES Economically Disadvantaged students ELA/Literature growth of 90, compared to 96 for the all students group, exceeding the 75.5 for the statewide average growth score	Yes
RAJSHS Economically Disadvantaged students ELA/Literature growth of 73, compared to 75 for the all students group, exceeding the 70 for the statewide average growth score	Yes
RASD HS Graduation rate was 90.5% for all students exceeding the statewide average of 87.5% for four-year cohort.	Yes
The RASD School Board recruits and retain fully credentialed, experienced and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.	No
The RASD administration ensure effective, standards-aligned curriculum and assessments are in place in all grade level, course, and building	No

level.	
The Rockwood comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship. The program is intentionally designed to be data driven and developmental, and contains sequential activities that are organized and implemented. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.	No
The special education plan was submitted and approved. No areas of need were indiciated after submission.	No
RASD School Board, administrative team, and faculty coordinate and monitor supports aligned with students' and families' needs	No

Challenges

Challenge	Consideration In Plan
34.6% of RAES students performed proficient or advanced on the Math PSSA, less than the statewide average of 37.3%	Yes
32.5% of RAJSHS students performed proficient or advanced on the Math/Algebra PSSA/Keystone, less than the statewide average of 37.3%	Yes
Academic growth score for RAJSHS Math/Algebra was 50.0, Science/Biology was 57.0, less than the statewide growth standard and less than the statewide growth scores for Math/Algebra 74.3 and Science/Biology 74.5 .	Yes
RASD PSSA ELA at/above proficiency has significantly declined from 2018-2021.	Yes
RASD PSSA Math at/above proficiency has significantly declined from 2018-2021, by both grade level and cohort group. Math experienced the greatest decrease in academic performance by grade level and cohort comparisions.	Yes
RASD Algebra Keystone first-time test takers at/above proficiency has significantly declined from 2018-2021. Math experienced the greatest decrease in academic performance by content area.	Yes
RASD PVAAS Growth in Math is below the state average for all grade levels, except 5th & 6th grade.	Yes
RASD PVAAS Growth in Algebra 1 is below or well below the state growth measures.	Yes

RASD Keystone Biology at/above proficiency has signifcanlty declined from 2018-2021.	Yes
RASD PVAAS Growth in Biology is below or well below the state growth measures.	Yes
NA	No
NA	No
NA	No
RASD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
RASD can coordinate and monitor supports aligned with students' and families' needs	No

Most Notable Observations/Patterns

RASD needs assessment indicated challenges associated with math and ELA and need to be considered as part of the comprehensive plan. While the team is concerned ELA achievement and growth have declined during the pandemic, the team also recognizes the RASD continues to perform above state averages in ELA. RASD will strive to return to pre-pandemic achievement and growth performance levels in ELA. The team is equally concerned with RASD math achievement and growth declining during the pandemic, as well as math concerns exhisting prior to the pandemic.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Academic growth score for RAES was 96.0 for ELA, 97.0 for math, meeting the statewide growth standard and exceeding the statewide growth scores for 75.5 ELA and 74.3 math.	
69.1% of RAJSHS students performed proficient or advanced on ELA/Literature PSSA and Keystone assessments, exceeding the statewide average of 55.0%	
Career Standards Benchmark for all student group 95.3% of RAES students met benchmark exceeding the statewide average of 86.2%, nearing the statewide performance standard of 98%	
Career Standards Benchmark for all student group 97.3% of RAJSHS students met benchmark exceeding the statewide average of 86.2%, nearing the statewide performance standard of 98%	
RASD PVAAS Growth in ELA at all grade levels is meeting or exceeding state averages for growth measures.	
RAES PVAAS Growth in 5th & 6th grade Math is above the state average.	
RASD Keystone Literature is meeting or exceeding state growth measures.	
RASD PSSA Science at/above proficiency has remained significanlty above the state average, with miniminal decline in performance during 2018-2021.	
RAES Economically Disadvantaged students ELA/Literature growth of 90, compared to 96 for the all students group, exceeding the 75.5 for the statewide average growth score	
RAJSHS Economically Disadvantaged students ELA/Literature growth of 73, compared to 75 for the all students group, exceeding the 70 for the statewide average growth score	
RASD HS Graduation rate was 90.5% for all students exceeding the statewide average of 87.5% for four-year cohort.	

Challenges

Challenge	Discussion Points	Priority	Priority Statement

		For Planning	
34.6% of RAES students performed proficient or advanced on the Math PSSA, less than the statewide average of 37.3%		No	
32.5% of RAJSHS students performed proficient or advanced on the Math/Algebra PSSA/Keystone, less than the statewide average of 37.3%		No	
Academic growth score for RAJSHS Math/Algebra was 50.0, Science/Biology was 57.0, less than the statewide growth standard and less than the statewide growth scores for Math/Algebra 74.3 and Science/Biology 74.5 .		No	
RASD PSSA ELA at/above proficiency has significantly declined from 2018-2021.	The RASD Comprehensive Planning Committee directly contributes the decline in students scoring proficient or advanced to the COVID pandemic and learning loss. However, ELA scores are still above state averages.	Yes	If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PSSA ELA proficiency levels will return to pre-pandemic levels.
RASD PSSA Math at/above proficiency has significantly declined from 2018-2021, by both grade level and cohort group. Math experienced the greatest decrease in academic performance by grade level and cohort comparisions.	The RASD Comprehensive Planning Committee directly contributes the decline in students scoring proficient or advanced to the COVID pandemic and learning loss.	Yes	If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PSSA Math proficiency levels will return to pre-pandemic levels.
RASD Algebra Keystone first-time test takers at/above proficiency has significantly declined from 2018-2021. Math experienced the greatest decrease in academic performance by content area.	The RASD Comprehensive Planning Committee directly contributes the decline in students scoring proficient or advanced to the COVID pandemic and learning loss.	Yes	If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, proficiency levels on the Keystone Algebra exams will return to pre-pandemic levels.

RASD PVAAS Growth in Math is below the state average for all grade levels, except 5th & 6th grade.	In addition to the COVID pandemic and learning loss, contributing factors may include curriculum and instructional alignment, or lack of professional development.	Yes	If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PVAAS Growth in Math will return to pre-pandemic levels.
RASD PVAAS Growth in Algebra 1 is below or well below the state growth measures.		No	
RASD Keystone Biology at/above proficiency has signifcanlty declined from 2018-2021.		No	
RASD PVAAS Growth in Biology is below or well below the state growth measures.		No	

Goal Setting

	Priority: If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PSSA ELA proficiency levels will return to pre-pandemic levels.				
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
English Language Arts	RASD ELA PSSA/Keystone proficiency levels will reach the statewide target of 73.6% for each school building by the 2024-25 school year.	ELA Proficiency Levels 70%	RASD ELA PSSA/Keystone proficiency levels will reach the statewide target of 70.6% for building average by the 2022-23 school year.	RASD ELA PSSA/Keystone proficiency levels will reach the statewide target of 72.1% for building average by the 2023-24 school year.	RASD ELA PSSA/Keystone proficiency levels will reach the statewide target of 73.6% for each school building by the 2024-25 school year.

Priority: If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PSSA Math proficiency levels will return to pre-pandemic levels.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Mathematics	RASD Math PSSA/Algebra 1 Keystone proficiency levels will reach the statewide target of 60.8% for each school building by the 2024-25 school year.	PSSA Math Proficiency Levels 60.8%	RASD Math PSSA/Algebra 1 Keystone proficiency levels will reach the statewide target of 56.4% for each school building by the 2022-23 school year.	RASD Math PSSA/Algebra 1 Keystone proficiency levels will reach the statewide target of 58.6% for each school building by the 2023-24 school year.	RASD Math PSSA/Algebra 1 Keystone proficiency levels will reach the statewide target of 60.8% for each school building by the 2024-25 school year.

Priority: If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, proficiency levels on the Keystone Algebra exams will return to pre-pandemic levels.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Mathematics	RASD Algebra 1 Keystone proficiency levels of first-time test takers will reach pre-pandemic levels of 50% for the RASD JSHS by the 2024-25 school year.	Alg Keystone 1st Time Takers Prof 50%	RASD Algebra 1 Keystone proficiency levels of first-time test takers will reach pre-pandemic levels of 30% the RASD JSHS by the 2022-23 school year.	RASD Algebra 1 Keystone proficiency levels of first-time test takers will reach pre-pandemic levels of 40% the RASD JSHS by the 2023-24 school year.	RASD Algebra 1 Keystone proficiency levels of first-time test takers will reach pre-pandemic levels of 50% for the RASD JSHS by the 2024-25 school year.

Priority: If the RASD returns to providing pointed professional development, reviewing achievement and growth data, and aligning curriculum and instructional practices, PVAAS Growth in Math will return to pre-pandemic levels.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Mathematics	RASD PVAAS Growth data will indicate that each grade level reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2024-25 school year.	RASD PVAAS Math Growth	RASD PVAAS Growth data will indicate that 2 out of 6 grade levels reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2022-23 school year.	RASD PVAAS Growth data will indicate that 4 out of 6 grade levels reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2023-24 school year.	RASD PVAAS Growth data will indicate that each grade level reaches the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2024-25 school year.

Action Plan

Action Plan for: Aligned Curriculum, Assessment, and Instruction						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• PSSA Math Proficiency Levels 60.8% • RASD PVAAS Math Growth • ELA Proficiency Levels 70% • Alg Keystone 1st Time Takers Prof 50%			Professional development agendas/sign in sheets, materials and resources provided, and curriculum maps.		Act 48 hours and completed evaluation forms, Teacher observations, review of curriculum maps, and review student data	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Continue to align curriculum, assessment, and instruction to the PA Core and State Academic Standards.	07/01/2022	06/30/2025	Administrative Team, Act 48 Chair, Act 48 Committee, and Curriculum Coordinators	Standards Aligned System IU 8 Textbook cycle Danielson Framework for Teaching	No	No

Action Plan for: Quality Professional Learning

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• PSSA Math Proficiency Levels 60.8% • RASD PVAAS Math Growth • ELA Proficiency Levels 70% • Alg Keystone 1st Time Takers Prof 50%	Professional development agendas/sign in sheets, materials and resources provided, and curriculum maps.	Act 48 hours and completed evaluation forms, teacher observations, and review student data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	07/01/2022	06/30/2025	Administrative Team, Act 48 Chair, Act 48 Committee, and Curriculum Coordinators	Standards Aligned System IU 8 Textbook cycle Danielson Framework for Teaching	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Quality Professional Learning	• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Professional Development Activities

Mathematics: Grade Level Specific Curriculum and Instructional Strategies						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All teachers of math within RASD	Math curriculum alignment, SAS, and instructional strategies to meet student needs.	In-service agendas/sign in sheets, Evaluations/surveys of PD, and Teacher Lesson Plans/Observation records.	Administrative Team, Act 48 Chair, and Act 48 Committee	07/01/2022	06/30/2025

Learning Formats			
Type of Activities	**Frequency**	**Choose Observation and Practice Framework**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	1 x per year.	• 1e: Designing Coherent Instruction	

Curriculum Alignment focused on Data Driven Decision Making

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All RASD teachers and support staff members	Data driven decision making, data review of grade level/subject specific assessments, and instructional planning.	Curriculum maps/standards of focus - semester specific, In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations	Administrative team, Act 48 Chair, and Act 48 Committee	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	2 x per year.	• 3d: Using Assessment in Instruction	

LETRS - Language Essentials for Teaching Reading and Spelling

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Rockwood Elementary Teachers and Support Staff	Basic early literacy skills and LETRS modules - Phonemic awareness, phonics, comprehension, fluency, and vocabulary.	In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations	Administrative team, Act 48 Chair, and Act 48 Committee	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 x per year. When trainers are available.	• 1a: Demonstrating Knowledge of Content and Pedagogy	

English Language Arts: Grade Level Specific Curriculum and Instructional Strategies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	All ELA teachers within RASD	Math curriculum alignment, SAS, and instructional strategies to meet student needs. Elementary: MTSS program and assessment data.	Curriculum maps/standards of focus - semester specific, In-Service agendas/sign in sheets, PD evaluations/surveys, and Teacher Observations.	Administrative team, Act 48 Chair, and Act 48 Committee	07/01/2022	06/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	1 x per year.	• 1e: Designing Coherent Instruction	

Communications Action Steps

Evidence-based Strategy	Action Steps
Quality Professional Learning	• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Communications Activities

Newsletter Articles and/or Fliers Related to Teacher/Student Learning					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	RASD School Board, faculty, staff, and families.	Professional learning topics, student achievement, and progress toward annual goals.	Administrative Team	06/01/2022	06/30/2025
Communications					
Type of Communication			**Frequency**		
Newsletter			1 to 2 x per year.		