

**DOVER AREA SD**

101 Edgeway Road

Comprehensive Plan | 2023 - 2026

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**MISSION STATEMENT**

Educate, empower, and inspire all students to become contributing citizens in an ever-changing world.

**VISION STATEMENT**

DASD students will achieve success by engaging in rigorous and relevant instruction, exploring a broad range of opportunities, and discovering unique pathways to a productive future through the supportive collaboration of the entire school community.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

DASD students fully engage in their education by challenging themselves and applying their best effort toward learning. Students seek feedback about their efforts and adjust to ensure success. Students develop their talents and interests by exploring the variety of programs, activities, certifications, career preparation opportunities, and advanced coursework the district provides. Students support one another and develop relationships with supportive staff members to help them be successful and plan for their futures. DASD is successful when students attain academic achievement, are collaborative and responsible citizens, are creative thinkers and problem-solvers, and feel connected to the Dover community.

### **STAFF**

DASD staff commits to performing at their highest level through continuous improvement, professional development, collaboration, and collegiality. DASD staff display enthusiasm for their work, a genuine concern for their students, and a passion for learning. They perceive their work to have a significant impact on the lives of their students. They work to develop positive relationships with students and encourage students to feel connected to their school. DASD staff are experts in their content and employ research-based best practices. They follow a guaranteed and viable curriculum, are self-reflective, and use data and reflection to inform their practice. DASD staff maintains their focus on empowering and inspiring all students to become contributing citizens in an ever-changing world.

### **ADMINISTRATION**

DASD Administration provides and maintains a safe, supportive, and nurturing learning environment that allows students and staff to work at optimum levels. The DASD administration is committed to continuous improvement of the district, focusing on the Nine Characteristics of Highly Effective Schools. 1. Administrators develop and communicate a clear and shared focus. 2. Administrators communicate and commit to high standards and expectations for staff and students. 3. Administrators commit to continuous improvement through professional development to refine their leadership practices. 4. Administrators develop systems for collaboration and communication. 5. Administrators ensure curriculum and instruction are aligned with standards. 6. Administrators frequently monitor teaching and learning through

walkthroughs, observations, evaluations, and data analysis. 7. Administrators provide staff opportunities to refine their craft and grow as professionals. 8. Administrators provide teachers and students with a supportive learning environment and access to programs, resources, and materials. 9. Administrators maintain high levels of community and parent engagement. DASD administration empowers and inspires all students to become contributing citizens in an ever-changing world.

## **PARENTS**

The Dover Area School District recognizes that educating students is a responsibility shared with parents and families. DASD seeks to empower parents to partner with the school to provide an optimal learning environment for their children. To this end, the Dover Area School District will develop and maintain a parent and family engagement initiative to involve families of students in all grade levels to collaborate with us. Parents will serve in advisory roles to provide valuable input as we seek continuous improvement. DASD recognizes that parents are the student's first educators and are most familiar with the talents, strengths, and needs of their children. Therefore, DASD seeks to maintain two-way communication with parents, allowing us to collaborate toward the child's best interests. DASD commits to supporting parents through training and resources that allow parents to foster a positive and supportive home environment, support the child's educational efforts, and advocate for their children. DASD seeks to partner with parents to empower and educate all students to become productive citizens in an ever-changing world.

## **COMMUNITY**

The Dover Area School District Community can support the programs offered at DASD by providing feedback to the District to help us better prepare students for the workforce. The community can provide job shadowing, visitation, and field trip experiences. Community members can volunteer their time and resources by joining an Occupational Advisory Committee, a stakeholder group, or offering services. The District seeks to maintain a network of community resources to support DASD students and their families.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Catherine Houck	Administrator	Dover Area School District
Kelly Cartwright	Administrator	Dover Area School District
Bobbie Strausbaugh	Administrator	Weigelstown Elementary
Galen Rupp	Administrator	Dover Elementary
Katherine Guyer	Administrator	Dover Area School District
Tuesday Hufnagel	Administrator	Dover Area Middle School
Jennifer Fasick	Administrator	Dover Area High School
Amy Brinton	Board Member	Dover Area School District
Nathan Eifert	Board Member	Dover Area School District
Kathy Herman	Board Member	Dover Area School District
Chuck Benton	Administrator	Dover Area School District
Ann Raffensberger	Staff Member	Dover Elementary
Katrina Rothrock	Staff Member	Dover Elementary- Spec Ed

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Emily DiZebba	Staff Member	Dover Area High School
Joey Richards	Staff Member	Dover Area High School
Mark Smith	Staff Member	Dover Area High School
Leslie Forbes	Staff Member	Dover Area High School
Terri Marlow	Staff Member	Dover Area High School
Curtis Poorman	Staff Member	Dover Area High School
Michael Kromka	Administrator	Dover Area High School
Matthew Spahr	Staff Member	Dover Area High School
Jessica Shiflet	Staff Member	Leib Elementary
Ashley Tice	Staff Member	Dover Area Middle School
Amanda Brady	Administrator	Dover Area Middle School
Nora Craig	Student	Dover Area High School
Daniel Koishal	Staff Member	Dover Area Middle School
Amy Strayer	Staff Member	Dover Area Middle School
Jody Wickenheiser	Administrator	Leib Elementary

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Madalyn Smyser	Student	Dover Area High School
Renee Spahr	Staff Member	Dover Area Middle School
Kim Stielper	Staff Member	Dover Area Middle School
Lisa Erney	Staff Member	North Salem Elementary
Cindy Snyder	Community Member	Dover Borough Council
Stephanie Zimmerman	Parent	Weigelstown Elementary
Sierra Adams Fisher	Staff Member	Weigelstown Elementary
Anthony Sarago	Community Member	ASCOM
Chris Young	Administrator	North Salem Elementary
Lauren Oswalt	Community Member	Dover Township Manager
Kara Hetrick	Parent	Dover Area School District
Craig Kindig	Community Member	Community

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>The district needs to establish a comprehensive Literacy Plan to guide instruction and ensure literacy growth from early years to graduation. The district will provide teachers with professional development on Structured Literacy and Process Writing at the elementary level and reading and writing across the curriculum at the secondary level.</p>	<p>English Language Arts</p> <p>English Language Arts</p> <p>Professional learning</p>
<p>The district needs to bring attention to teaching and learning mathematics in order to increase student achievement. The district will provide teachers with opportunities for professional development and collaborative conversations around math. The district will develop a system for math intervention.</p>	<p>Mathematics Mathematics</p>
<p>The district will commit to high standards of teaching and learning. The district will develop a campaign to educate students and parents to encourage AP, dual enrollment, and CTE credential program participation. School counselors and teachers can use data, such as PVAAS projections, to recruit students with potential success in these courses.</p>	<p>Rigorous Courses of Study Section</p>
<p>The district lacks a guaranteed and viable curriculum and will therefore continue to dedicate time and resources to curriculum writing. The district will develop a curriculum framework and use the framework to ensure that the curriculum is guaranteed and viable. Frequent conversations around vertical alignment will occur. Common assessment will be used to</p>	<p>Other</p>

**Priority Statement**

**Outcome  
Category**

ensure alignment between the written and taught curriculum.

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Early Literacy

**Measurable Goals**

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Elementary Literacy	All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Administrators will conduct walkthroughs, observations, and data analysis to ensure the Science of Reading, Haggerty, and Foundations are practiced with fidelity consistently and pervasively.	2023-08-22 - 2024-06-01	Assistant Superintendent	Core reading program, Heggerty, Foundations, observation look-fors
Ensure all reading specialists and instructional aides are trained in the Science of Reading.	2023-08-23 - 2024-06-01	Assistant Superintendent	Science of Reading, Structured Literacy training,



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Principals, reading specialists, and interventionists will coordinate continued support and coaching in the Science of Reading/Structured Literacy.	2024-08-25 - 2025-06-01	Assistant Superintendent	core reading program, Heggerty, Foundations, Core reading program, Heggerty: Foundations
ELA teachers will continue to participate in training related to delivering small-group instruction. Administrators will conduct walkthroughs and formal observations to ensure small group instruction is practiced with fidelity consistently and pervasively.	2023-08-24 - 2026-06-01	Assistant Superintendent	Core ELA program, book room, observation look-fors, authentic texts, decodables

**Anticipated Outcome**

Walkthroughs and observations will document a shift in instructional practices that are aligned with the Science of Reading. Data analysis using benchmark and diagnostic assessments will show increases in the number of students scoring on grade level over time. PSSA data will show an increase in the percentage of students who score Proficient or Advanced.

**Monitoring/Evaluation**

Administrators will conduct walkthroughs, observations, and ongoing professional development focused on instructional practices aligned with the Science of Reading. Walkthroughs will provide feedback and data on which to determine the next steps. Diagnostic and benchmark assessment data will be used to monitor achievement and determine interventions.



## Evidence-based Strategy

Process Writing

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Writing

All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will pilot a core ELA program that includes a writing component.	2023-08-24 - 2024-06-01	Elementary Principals	Core writing program, consistent framework for Process Writing
Teachers will participate in training to effectively integrate Process Writing into the ELA block.	2023-08-24 - 2025-06-01	Assistant Superintendent	Writing framework, core writing program, Literacy Plan
Teachers will integrate Process Writing into daily ELA instruction.	2024-08-24 - 2026-06-01	Elementary Principals	Core writing program, consistent framework for process writing, rubrics for writing scoring.

## Anticipated Outcome

Students will follow the Writing Process to produce formal writing pieces each year.

## Monitoring/Evaluation

Student work protocols that examine writing samples will be conducted yearly. A formal writing sample will be collected and analyzed from

every student.

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### Evidence-based Strategy

Reading and Writing Across the Curriculum

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading and Writing Across the curriculum.	All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. Teachers of grades 6-12 will be trained in and employ a consistent set of best practices to integrate reading and writing across the curriculum.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers grades 6-12 will receive training in academic reading strategies (Before, During, and After Reading Strategies), vocabulary acquisition, and writing (Collins Writing) strategies.	2023-08-23 - 2024-06-01	Middle School Principal, High School Principal	Collins Writing, academic reading strategies, strategies for teaching vocabulary.

### Anticipated Outcome

Students will use academic reading strategies and participate in daily academic writing in all subject areas.

## Monitoring/Evaluation

Walkthroughs will document the use of reading and writing strategies. Writing samples will be collected from every student for analysis.

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### Evidence-based Strategy

High Standards and Expectations

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Increase rigorous courses enrollment

Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop communication materials for parents and students to increase awareness of advanced course options.	2023-08-24 - 2024-06-01	High School Principal, Director of CTE	Course selection guide, course progression guides, graduation plans.
Use PVAAS projections to recruit students for advanced coursework.	2023-08-24 - 2026-06-01	High School Principal, Middle School Principal, Director of CTE	PVAAS projections, student transcripts
Students at the Middle School will meet with a supportive adult	2023-08-24 -	High School Principal,	Course selection guide;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to develop a plan for high school coursework focused on including advanced courses.	2026-06-01	Middle School Principal, Director of CTE	Course planning template

**Anticipated Outcome**  
 Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study.

**Monitoring/Evaluation**  
 Numbers will be monitored during course selection.

**Evidence-based Strategy**  
 Guaranteed and Viable Curriculum

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Guaranteed and Viable Curriculum	The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will develop a curriculum framework around which all curricula will be written. This will ensure a consistent curriculum aligned with standards.	2023-08-23 - 2024-06-01	Assistant Superintendent	SAS Website, KUD template, Unit Map Template,
The curriculum will be written and posted on the district website for staff, parents, and public access.	2023-08-23 - 2026-06-01	Assistant Superintendent, Director of Public Relations	SAS Website, KUD template, Unit Map Template,
The district will develop a curriculum review cycle that includes an analysis of alignment to standards and vertical articulation.	2024-08-23 - 2026-06-01	Assistant Superintendent	Curriculum cycle document
The district will develop common assessments to ensure alignment between the written and taught curriculum.	2024-08-23 - 2026-06-01	Assistant Superintendent, Principals	Webbs Depth of Knowledge

**Anticipated Outcome**

The district will have a written curriculum for every course. The district will have a curriculum guidebook documenting the curriculum framework, writing and revision process.

**Monitoring/Evaluation**

Common assessments will be developed and analyzed to monitor alignment between the written and taught curriculum.

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## Evidence-based Strategy

Math Intervention

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math Intervention

All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for mathematics. DASD will create a system for math intervention for students K-5.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will develop a system to provide K-8 students with math Intervention.	2023-08-23 - 2026-06-01	Principals	Math Intervention Program Math Assessments
The district will provide teachers with structured time for professional development and collaborative conversations around math instruction and achievement.	2023-08-23 - 2025-06-01	Principals	Core math programs, math assessment data, Math Standards and Eligible Content

## Anticipated Outcome

Students who have identified gaps in mathematics achievement will be provided with support and intervention.

## Monitoring/Evaluation

Screenings, benchmark, and diagnostic assessments at the beginning, middle, and end of the year.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	Ensure all reading specialists and instructional aides are trained in the Science of Reading.	08/23/2023 - 06/01/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	Principals, reading specialists, and interventionists will coordinate continued support and coaching in the Science of Reading/Structured Literacy.	08/25/2024 - 06/01/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	ELA teachers will continue to participate in training related to delivering small-group instruction. Administrators will conduct walkthroughs and formal observations to ensure small group instruction is practiced with fidelity consistently and pervasively.	08/24/2023 - 06/01/2026

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will pilot a core ELA program that includes a writing component.	08/24/2023 - 06/01/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will integrate Process Writing into daily ELA instruction.	08/24/2024 - 06/01/2026

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will participate in training to effectively integrate Process Writing into the ELA block.	08/24/2023 - 06/01/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. Teachers of grades 6-12 will be trained in and employ a consistent set of best practices to integrate reading and writing across the curriculum. (Reading and Writing Across the curriculum.)	Reading and Writing Across the Curriculum	Teachers grades 6-12 will receive training in academic reading strategies (Before, During, and After Reading Strategies), vocabulary acquisition, and writing (Collins Writing) strategies.	08/23/2023 - 06/01/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The district will develop a curriculum framework around which all curricula will be written. This will ensure a consistent curriculum aligned with standards.	08/23/2023 - 06/01/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The district will develop common assessments to ensure alignment between the written and taught curriculum.	08/23/2024 - 06/01/2026

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for mathematics. DASD will create a system for math intervention for students K-5. (Math Intervention)	Math Intervention	The district will provide teachers with structured time for professional development and collaborative conversations around math instruction and achievement.	08/23/2023 - 06/01/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	Hlgh Standards and Expectations	Develop communication materials for parents and students to increase awareness of advanced course options.	08/24/2023 - 06/01/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	High Standards and Expectations	Use PVAAS projections to recruit students for advanced coursework.	08/24/2023 - 06/01/2026

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	High Standards and Expectations	Students at the Middle School will meet with a supportive adult to develop a plan for high school coursework focused on including advanced courses.	08/24/2023 - 06/01/2026

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The curriculum will be written and posted on the district website for staff, parents, and public access.	08/23/2023 - 06/01/2026

## **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).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The high school exceeded the PVAAS growth standard in ELA and Math, and met the standard in Science.

Both fourth grade and 8th grade science exceeded the growth target and the interim goals.

ELA is consistently above the state average in most grades/buildings.

ELA met the growth standard at Leib Elementary and Middle School. We exceeded the growth standard at North Salem Elementary, Weigelstown Elementary and High School.

Dover Middle School exceeded the state interim target for ELA.

Basic and below basic achievement groups in ELA were generally blue (exceeded growth standard) and green (met growth standard) in PVAAS.

Math - North Salem Elementary, Middle School, and High School met or exceeded the state interim target. Percent Proficient or Advanced in grades 4, 5, 7, and 8 have increased from the previous year. Grades 7 and 8 are back to pre-pandemic levels.

### Challenges

None of the elementary buildings met the interim target for ELA.

None of the elementary buildings except North Salem met the interim target for Mathematics.

Only 5th grade ELA was blue (met growth standard) or dark blue (exceeded growth standard) in PVAAS.

The percent Proficient/Advanced in ELA in grades 3,4,5, and 6 remain below pre-pandemic levels.

Literature has not met the state interim target.

Math - Dover Elementary, Leib Elementary, and Weigelstown Elementary did not meet the interim targets.

Math - Six-grade math has been the lowest since 2017 and remains well below pre-pandemic levels.

Math - Proficient and Advanced groups did not all meet the growth standard.

Math - Overall proficiency levels are significantly lower than ELA or science.



## Strengths

Math - Grades 3, 5, 7, and 8, and Algebra all met or exceeded the growth standard. North Salem Elementary met or exceeded the growth standard.

Math-Basic and Below Basic achievement levels met or exceeded the growth standard.

Algebra scores significantly exceeded the state average, met the interim target, and exceeded the growth standard (blue). All achievement levels exceeded the growth standard except the Advanced, which met the growth standard.

The middle school met or exceeded interim targets and growth expectations in ELA, math and science

All grades 3-11 exceeded the PSSA/Keystone state average with the exception of one grade in math and high school biology.

Science - Grades 4 and 8 are overall dark blue, indicating growth well above the standard.

Science - Grades 4 and 8 met or exceeded the growth standard at all achievement levels.

HS graduation rate is above the state average and has exceeded the state interim goal. Rate is 87.7%

The percentage advanced on Industry-based competency

## Challenges

Biology scores are lower than the state average.

Dover Elementary ELA has not met the state interim target.

High school Rigorous Courses of Study score was below the state average

Biology did not meet the state interim target.

While the graduation rate exceeds the state average, the ideal would be for every student to graduate.

Rigorous courses of study score is below the state average. Decline since 2021.

Students with disabilities have very low proficiency levels.

Growth for students with disabilities is below the all-student group in growth measures- 5th and 6th-grade math, 4th and 6th grade ELA.

Economically disadvantaged students scored below the growth standard in 5th-grade math, and 7th-grade ELA.

Curriculum is incomplete and not guaranteed or viable.

The district is not currently focused on an instructional framework.

## Strengths

exceeds the state average.

The Industry-based learning score is higher than the state average and has exceeded the state performance standard.

Economically disadvantaged students were blue (above the growth standard) in 8th-grade math, dark blue (well above) in Keystone Algebra and Literature, and 4th-grade Science.

Students with disabilities were blue (above growth standard) in Algebra, dark blue (well above) in 5th-grade ELA, and blue (above) in 8th-grade Science.

Overall, the economically disadvantaged students made growth similar to the all-student group.

The district has mental health and social-emotional supports in place for students, including a school social worker.

The district has been using APL strategies consistently K-12.

The district is nearly fully staffed with highly qualified teachers.

Area businesses are involved in Occupational Advisory Committees.

PSSA Science scores are significantly better than ELA and Math. Science scores are consistently above the state average.

## Challenges

The district does not currently have a parent advisory group other than elementary PTOs.

There is still a significant population of students with disabilities in the below basic category.

The graduation rate for students with disabilities is lower than their regular ed peers.

The professional development plan does not include teachers as presenters. The district will need to better encourage teachers to lead professional development.

## Strengths

DASD Induction is a two-year plan designed to promote the growth of teachers new to the profession. They are assigned a qualified mentor for ongoing, job-embedded support.

DASD Inductees are provided a Schoology course to complete asynchronously, and the course serves as a warehouse for information.

The Professional Development Plan is focused on the Comprehensive Plan goals and meets state training requirements.

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## Most Notable Observations/Patterns

Achievement and growth levels are inconsistent from building to building and grade level to grade level. Basic and Below Basic students showed more growth than Proficient or Advanced students. High School percent Advanced levels are lower than the state average. The district is in need of a complete, guaranteed, and viable curriculum.

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## Challenges

## Discussion Point

## Priority for Planning

Only 5th grade ELA was blue (met growth standard)

Challenges	Discussion Point	Priority for Planning
<p>or dark blue (exceeded growth standard) in PVAAS.</p>		
<p>The percent Proficient/Advanced in ELA in grades 3,4,5, and 6 remain below pre-pandemic levels.</p>	<p>The district does not have a cohesive curriculum in these grade levels. The district does not have a literacy framework or literacy plan in place that focuses on Structured Literacy. Not all teachers have been trained in Structured Literacy.</p>	<p>✓</p>
<p>Literature has not met the state interim target.</p>		
<p>Math - Dover Elementary, Leib Elementary, and Weigelstown Elementary did not meet the interim targets.</p>		
<p>Math - Six-grade math has been the lowest since 2017 and remains well below pre-pandemic levels.</p>		
<p>Math - Proficient and Advanced groups did not all meet the growth standard.</p>		
<p>Math - Overall proficiency levels are significantly lower</p>	<p>The district has not emphasized math proficiency to the same degree as ELA. There are few intervention programs in place, and teachers have not had adequate</p>	<p>✓</p>

Challenges	Discussion Point	Priority for Planning
than ELA or science.	professional development in teaching mathematics. The curriculum has not been vertically aligned, and common assessments are not analyzed consistently. Teachers have not all been trained in the Science of Math.	
Biology scores are lower than the state average.		
Biology did not meet the state interim target.		
Rigorous courses of study score is below the state average. Decline since 2021.	The district has only begun to highlight rigorous courses and educate parents and students in the opportunities the district provides, such as AP courses, CTE programs, and dual enrollment.	✓
Students with disabilities have very low proficiency levels.		
Growth for students with disabilities is below the all-student group in growth measures- 5th and 6th-grade math, 4th and 6th grade ELA.		
Curriculum is incomplete and not guaranteed or viable.	There has been frequent turnover in leadership, which has created gaps in the completion of long-term projects. Curriculum writing was halted during the pandemic, so the curriculum cycle has been interrupted. There are courses and subjects that do	✓

**Challenges****Discussion Point****Priority for Planning**

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not have a written curriculum. There are few measures in place to ensure that the written curriculum is aligned with the taught curriculum.

The district is not currently focused on an instructional framework.

None of the elementary buildings met the interim target for ELA.

None of the elementary buildings except North Salem met the interim target for Mathematics.

High school Rigorous Courses of Study score was below the state average

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## ADDENDUM B: ACTION PLAN

### Action Plan: Early Literacy

Action Steps	Anticipated Start/Completion Date	
Administrators will conduct walkthroughs, observations, and data analysis to ensure the Science of Reading, Haggerty, and Foundations are practiced with fidelity consistently and pervasively.	08/22/2023 - 06/01/2024	
Monitoring/Evaluation	Anticipated Output	
Administrators will conduct walkthroughs, observations, and ongoing professional development focused on instructional practices aligned with the Science of Reading. Walkthroughs will provide feedback and data on which to determine the next steps. Diagnostic and benchmark assessment data will be used to monitor achievement and determine interventions.	Walkthroughs and observations will document a shift in instructional practices that are aligned with the Science of Reading. Data analysis using benchmark and diagnostic assessments will show increases in the number of students scoring on grade level over time. PSSA data will show an increase in the percentage of students who score Proficient or Advanced.	
Material/Resources/Supports Needed	PD Step	Comm Step
Core reading program, Heggerty, Foundations, observation look-fors	no	no



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

Ensure all reading specialists and instructional aides are trained in the Science of Reading.

08/23/2023 - 06/01/2024

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

Administrators will conduct walkthroughs, observations, and ongoing professional development focused on instructional practices aligned with the Science of Reading. Walkthroughs will provide feedback and data on which to determine the next steps. Diagnostic and benchmark assessment data will be used to monitor achievement and determine interventions.

Walkthroughs and observations will document a shift in instructional practices that are aligned with the Science of Reading. Data analysis using benchmark and diagnostic assessments will show increases in the number of students scoring on grade level over time. PSSA data will show an increase in the percentage of students who score Proficient or Advanced.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Science of Reading, Structured Literacy training, core reading program, Heggerty, Foundations,

yes

no





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

Principals, reading specialists, and interventionists will coordinate continued support and coaching in the Science of Reading/Structured Literacy.

08/25/2024 - 06/01/2025

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

Administrators will conduct walkthroughs, observations, and ongoing professional development focused on instructional practices aligned with the Science of Reading. Walkthroughs will provide feedback and data on which to determine the next steps. Diagnostic and benchmark assessment data will be used to monitor achievement and determine interventions.

Walkthroughs and observations will document a shift in instructional practices that are aligned with the Science of Reading. Data analysis using benchmark and diagnostic assessments will show increases in the number of students scoring on grade level over time. PSSA data will show an increase in the percentage of students who score Proficient or Advanced.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Core reading program, Heggerty: Foundations

yes

no



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

ELA teachers will continue to participate in training related to delivering small-group instruction. Administrators will conduct walkthroughs and formal observations to ensure small group instruction is practiced with fidelity consistently and pervasively.

08/24/2023 - 06/01/2026

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

Administrators will conduct walkthroughs, observations, and ongoing professional development focused on instructional practices aligned with the Science of Reading. Walkthroughs will provide feedback and data on which to determine the next steps. Diagnostic and benchmark assessment data will be used to monitor achievement and determine interventions.

Walkthroughs and observations will document a shift in instructional practices that are aligned with the Science of Reading. Data analysis using benchmark and diagnostic assessments will show increases in the number of students scoring on grade level over time. PSSA data will show an increase in the percentage of students who score Proficient or Advanced.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Core ELA program, book room, observation look-fors, authentic texts, decodables

yes

no



## Action Plan: Process Writing

Action Steps	Anticipated Start/Completion Date	
Teachers will pilot a core ELA program that includes a writing component.	08/24/2023 - 06/01/2024	
Monitoring/Evaluation	Anticipated Output	
Student work protocols that examine writing samples will be conducted yearly. A formal writing sample will be collected and analyzed from every student.	Students will follow the Writing Process to produce formal writing pieces each year.	
Material/Resources/Supports Needed	PD Step	Comm Step
Core writing program, consistent framework for Process Writing	yes	no

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

Teachers will participate in training to effectively integrate Process Writing into the ELA block.

08/24/2023 - 06/01/2025

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

Student work protocols that examine writing samples will be conducted yearly. A formal writing sample will be collected and analyzed from every student.

Students will follow the Writing Process to produce formal writing pieces each year.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Writing framework, core writing program, Literacy Plan

yes



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

Teachers will integrate Process Writing into daily ELA instruction.

08/24/2024 - 06/01/2026

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

Student work protocols that examine writing samples will be conducted yearly. A formal writing sample will be collected and analyzed from every student.

Students will follow the Writing Process to produce formal writing pieces each year.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Core writing program, consistent framework for process writing, rubrics for writing scoring.

yes



## Action Plan: Reading and Writing Across the Curriculum

Action Steps	Anticipated Start/Completion Date
Teachers grades 6-12 will receive training in academic reading strategies (Before, During, and After Reading Strategies), vocabulary acquisition, and writing (Collins Writing) strategies.	08/23/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Walkthroughs will document the use of reading and writing strategies. Writing samples will be collected from every student for analysis.	Students will use academic reading strategies and participate in daily academic writing in all subject areas.

Material/Resources/Supports Needed	PD Step	Comm Step
Collins Writing, academic reading strategies, strategies for teaching vocabulary.	yes	no

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## Action Plan: High Standards and Expectations

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

Develop communication materials for parents and students to increase awareness of advanced course options.

08/24/2023 - 06/01/2024

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

Numbers will be monitored during course selection.

Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Course selection guide, course progression guides, graduation plans.

no

yes



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

Use PVAAS projections to recruit students for advanced coursework.

08/24/2023 - 06/01/2026

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

Numbers will be monitored during course selection.

Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study.

**Material/Resources/Supports Needed****PD Step****Comm Step**

PVAAS projections, student transcripts

no

yes





**Action Steps**

**Anticipated Start/Completion Date**

Students at the Middle School will meet with a supportive adult to develop a plan for high school coursework focused on including advanced courses.

08/24/2023 - 06/01/2026

**Monitoring/Evaluation**

**Anticipated Output**

Numbers will be monitored during course selection.

Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Course selection guide; Course planning template

no

yes

**Action Plan: Guaranteed and Viable Curriculum**

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

The district will develop a curriculum framework around which all curricula will be written. This will ensure a consistent curriculum aligned with standards.

08/23/2023 - 06/01/2024

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

Common assessments will be developed and analyzed to monitor alignment between the written and taught curriculum.

The district will have a written curriculum for every course. The district will have a curriculum guidebook documenting the curriculum framework, writing and revision process.

**Material/Resources/Supports Needed****PD Step****Comm Step**

SAS Website, KUD template, Unit Map Template,

yes

no



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

The curriculum will be written and posted on the district website for staff, parents, and public access.

08/23/2023 - 06/01/2026

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

Common assessments will be developed and analyzed to monitor alignment between the written and taught curriculum.

The district will have a written curriculum for every course. The district will have a curriculum guidebook documenting the curriculum framework, writing and revision process.

**Material/Resources/Supports Needed****PD Step****Comm Step**

SAS Website, KUD template, Unit Map Template,

no

yes



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

The district will develop a curriculum review cycle that includes an analysis of alignment to standards and vertical articulation.

08/23/2024 - 06/01/2026

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

Common assessments will be developed and analyzed to monitor alignment between the written and taught curriculum.

The district will have a written curriculum for every course. The district will have a curriculum guidebook documenting the curriculum framework, writing and revision process.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Curriculum cycle document

no

no



**Action Steps**

**Anticipated Start/Completion Date**

The district will develop common assessments to ensure alignment between the written and taught curriculum.

08/23/2024 - 06/01/2026

**Monitoring/Evaluation**

**Anticipated Output**

Common assessments will be developed and analyzed to monitor alignment between the written and taught curriculum.

The district will have a written curriculum for every course. The district will have a curriculum guidebook documenting the curriculum framework, writing and revision process.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Webbs Depth of Knowledge

yes

no

**Action Plan: Math Intervention**

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

The district will develop a system to provide K-8 students with math Intervention.

08/23/2023 - 06/01/2026

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

Screenings, benchmark, and diagnostic assessments at the beginning, middle, and end of the year.

Students who have identified gaps in mathematics achievement will be provided with support and intervention.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Math Intervention Program Math Assessments

no

no



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

The district will provide teachers with structured time for professional development and collaborative conversations around math instruction and achievement.

08/23/2023 - 06/01/2025

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

Screenings, benchmark, and diagnostic assessments at the beginning, middle, and end of the year.

Students who have identified gaps in mathematics achievement will be provided with support and intervention.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Core math programs, math assessment data, Math Standards and Eligible Content

yes

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	Ensure all reading specialists and instructional aides are trained in the Science of Reading.	08/23/2023 - 06/01/2024
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	Principals, reading specialists, and interventionists will coordinate continued support and coaching in the Science of Reading/Structured Literacy.	08/25/2024 - 06/01/2025
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. The District will create a Literacy Plan. All ELA teachers and support staff K-5 will incorporate Structured Literacy in ELA instruction. (Elementary Literacy)	Early Literacy	ELA teachers will continue to participate in training related to delivering small-	08/24/2023 - 06/01/2026



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		group instruction. Administrators will conduct walkthroughs and formal observations to ensure small group instruction is practiced with fidelity consistently and pervasively.	
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will pilot a core ELA program that includes a writing component.	08/24/2023 - 06/01/2024
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will integrate Process Writing into daily ELA instruction.	08/24/2024 - 06/01/2026
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. DASD will develop a writing program as part of the DASD Literacy Plan, and all teachers will include explicit instruction in writing in the ELA block. (Writing )	Process Writing	Teachers will participate in training to	08/24/2023 - 06/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		effectively integrate Process Writing into the ELA block.	
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for English Language Arts. Teachers of grades 6-12 will be trained in and employ a consistent set of best practices to integrate reading and writing across the curriculum. (Reading and Writing Across the curriculum.)	Reading and Writing Across the Curriculum	Teachers grades 6-12 will receive training in academic reading strategies (Before, During, and After Reading Strategies), vocabulary acquisition, and writing (Collins Writing) strategies.	08/23/2023 - 06/01/2024
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The district will develop a curriculum framework around which all curricula will be written. This will ensure a consistent	08/23/2023 - 06/01/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		curriculum aligned with standards.	
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The district will develop common assessments to ensure alignment between the written and taught curriculum.	08/23/2024 - 06/01/2026
All DASD schools will aim to meet the PDE PSSA/Keystone interim targets for mathematics. DASD will create a system for math intervention for students K-5. (Math Intervention)	Math Intervention	The district will provide teachers with structured time for professional development and collaborative conversations around math instruction and achievement.	08/23/2023 - 06/01/2025



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading/Structured Literacy	Reading Specialists, Interventionists	Science of Reading, LETRS
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthroughs will document a shift in instructional practices that are aligned with the Science of Reading. Teachers will be observed using a set of "Look-fors" that support Structured Literacy.	08/23/2023 - 06/01/2025	Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction	Structured Literacy	
3d: Using Assessment in Instruction		
1c: Setting Instructional Outcomes		
1a: Demonstrating Knowledge of Content and Pedagogy		
3a: Communicating with Students		
3c: Engaging Students in Learning		
1f: Designing Student Assessments		

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading/Structured Literacy	ELA teachers K-5	Science of Reading,
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Training will be developed and delivered to staff during faculty meetings, collaboration periods, and professional development days.	08/23/2024 - 06/01/2026	Elementary Principal

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1f: Designing Student Assessments

Structured Literacy

1b: Demonstrating Knowledge of Students

Structured Literacy

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

3a: Communicating with Students

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

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Professional Development Step	Audience	Topics of Prof. Dev
Process Writing	All ELA teachers K-5	Process Writing Traits of Writing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
DASD will develop a writing program. All ELA teachers will include explicit instruction in writing in the ELA block. Writing samples will be collected and scored from every student.	08/23/2023 - 06/01/2026	Elementary Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Reading and Writing Across the Curriculum

All teachers grades 6-12

Close Reading, Collins Writing, Strategies for "Before, During, and After Reading", Strategies for writing across the curriculum



<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walkthroughs will document a shift in instructional practices that include reading and writing in every classroom. Teachers will be observed employing reading and writing strategies. Writing samples will be collected and analyzed from every student.	08/24/2023 - 06/01/2026	Middle School Principal, High School Principal

**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

3d: Using Assessment in Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning



Professional Development Step	Audience	Topics of Prof. Dev
Developing a Guaranteed and Viable Curriculum	All teachers K-12	Guaranteed and viable curriculum, writing KUD charts from PA Standards, developing Unit Maps, writing a good essential question

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be trained in developing KUD charts and unit maps for every course using a consistent framework and template. Teachers will be provided time to develop the curriculum.	08/24/2023 - 06/01/2025	Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources	



Professional Development Step	Audience	Topics of Prof. Dev
Math Collaboration	Teachers K-8	Math fact acquisition, Student Work Protocols, Science of Math, best practices in math instruction, vertical articulation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will participate in collegial conversations regarding best practices in math instruction. Teachers will collaborate around student achievement in math.	08/23/2023 - 06/01/2026	Elementary Principal Middle School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3a: Communicating with Students 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings





## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	High Standards and Expectations	Develop communication materials for parents and students to increase awareness of advanced course options.	2023-08-24 - 2024-06-01
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	High Standards and Expectations	Use PVAAS projections to recruit students for advanced coursework.	2023-08-24 - 2026-06-01
Dover Area High School will meet or exceed the statewide average for the percentage of students enrolled in rigorous courses of study. (Increase rigorous courses enrollment)	High Standards and Expectations	Students at the Middle School will meet with a supportive adult to develop a plan for high school	2023-08-24 - 2026-06-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		coursework focused on including advanced courses.	
The district will have a guaranteed and viable written curriculum aligned to PA state standards for every grade level/subject/course. Once completed, the district will maintain a curriculum review cycle. (Guaranteed and Viable Curriculum)	Guaranteed and Viable Curriculum	The curriculum will be written and posted on the district website for staff, parents, and public access.	2023-08-23 - 2026-06-01

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent Communication for Rigorous Courses of Study	Parents and students grades 7-11	Dual enrollment, course weighting, class rank/GPA, Advanced Placement, CTE credential programs
Anticipated Timeframe	Frequency	Delivery Method
08/23/2023 - 06/01/2025	Yearly preceding course selection	Presentation Other

**Lead Person/Position**

Middle School Principal High School Principal Direct of CTE

**Communication Step**

**Audience**

**Topics/Message of Communication**

Use PVAAS data to recruit students into rigorous courses of study

Teachers and students in grades 7-11

How to read PVAAS projection reports, course weighting, class rank/ GPA, course sequences,

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

08/23/2023 - 06/01/2025

yearly preceding course selection

Presentation

**Lead Person/Position**

Middle School Principal High School Principal Director of CTE

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Future Focused Planning for High Achieving Middle School Students	Students and parents of students in grades 7-8	Advanced Placement courses, dual enrollment, course sequencing, GPA/class rank CTE credential opportunities

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/23/2023 - 06/01/2025	Yearly presentation and parent conferences preceding course selection/assignments.	Other

<b>Lead Person/Position</b>
High School Principal, Middle School Principal Director of CTE

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Curriculum Posted	Parent, Students, and Teachers	KUDs, Unit Maps, Website

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
08/23/2023 - 06/01/2026	Annually	Posting on district website



**Lead Person/Position**

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Dr. Catherine Houck

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Board Meeting	Presentation of Comprehensive Plan priorities, goals, and action plan. Overview of the Professional Development Plan. School Board conducts a first reading of the Comprehensive Plan and State Required Plans.	In-person, Live Streamed, recorded, and posted on the district website	School Board Members, Parents, Community Members, School and District Personnel	August 2023
Comprehensive Plan Posted on District Website	Public review of the Comprehensive Plan	Website	Parents, Community Members, School and District Personnel	August 2023 through September 2023
School Board Meeting	School board Members will be asked to approve the Comprehensive Plan and state required plans	In-person, Live Streamed, recorded, and posted on the district website	School Board Members, Parents, Community Members, School and District Personnel	September 2023
Leadership Team Meeting	Review of progress toward Comprehensive Plan goals	In-person	Superintendent, Assistant Superintendent, Building Administrators.	January and June of each year.

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
School Board Meeting	Review of progress toward Comprehensive Plan goals	In-person, Live Streamed, recorded, and posted on the district website	School Board Members, Parents, Community Members, School and District Personnel	Twice a year, 2023-2026
Dover Report	Review of progress toward Comprehensive Plan goals	Email newsletter	Parents of District	Two times per year
Annual Report to the Community	Review of Progress toward Comprehensive Plan goals	Email, newsletter	Parents and Community members	Yearly

