Blackhawk SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		127041603
Address 1		
500 Blackhawk Rd		
Address 2		

City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		**Chief School Administrator Email**
Dr Johannah Vanatta		vanattaj@bsd.k12.pa.us
Single Point of Contact Name		
Johannah Vanatta		
Single Point of Contact Email		
vanattaj@bsd.k12.pa.us		
Single Point of Contact Phone Number		
7248462100		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Johannah Vanatta	Administrator	Blackhawk School District	vanattaj@bsd.k12.pa.us
Carol Sprinker	Board Member	Blackhawk School District	sprinkerc@bsd.k12.pa.us
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Rob Puskas	Parent	Blackhawk Parent	puskasr@bsd.k12.pa.us
Rick Ford	Administrator	Blackhawk Community member	fordr@bsd.k12.pa.us
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Jamie Martin	Parent	Blackhawk Community Member	
Amanda Livingston	Parent	Blackhawk Community Member	
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Mark Zachewicz	Board Member	Blackhawk School District	zachewicz@bsd.k12.pa.us
GL	Student	Blackhawk School District	

LEA Profile

Blackhawk School District: Excellence in Education, Strength in Community

Nestled in the northwestern part of Beaver County, Pennsylvania, Blackhawk School District serves a vibrant and diverse community across Chippewa Township, Darlington Borough, Darlington Township, Enon Valley Borough (Lawrence County), Patterson Heights, Patterson Township, South Beaver Township, and West Mayfield Borough. Covering 70.6 square miles with a population of over 17,891 residents, the district blends both suburban and rural landscapes, creating a close-knit yet dynamic learning environment.

Strategically located near the Pennsylvania Turnpike (Exit 1A & Exit 2) and the Beaver Valley Expressway (Route 376), the district offers convenient access to Pittsburgh International Airport and downtown Pittsburgh. Within Blackhawk's boundaries, residents enjoy local businesses, retail shops, restaurants, medical services, places of worship, parks, a public library, a municipal sports center, and other essential community resources. The area is supported by dedicated local police and fire departments, ensuring safety and well-being for all.

The district serves approximately 2,600 students across four schools:

- Blackhawk High School (Grades 9-12)
- Highland Middle School (Grades 5-8)
- Blackhawk Intermediate School (Grades K-4)
- Patterson Primary School (Grades K-2)

With a dedicated staff of 162 teachers, 42 paraeducators and support personnel, 32 cafeteria staff, and 30 maintenance/custodial staff, Blackhawk provides a comprehensive educational experience that supports students of all abilities, strengths, and interests.

At the heart of the district's mission is a commitment to academic excellence, innovation, and community engagement. Blackhawk fosters strong partnerships with families and local organizations, ensuring that students receive the support they need to succeed. Whether pursuing higher education, entering the workforce, or engaging in service opportunities, students graduate prepared for the next step in their journey.

Proudly rooted in tradition yet focused on the future, Blackhawk School District is more than a school system—it is a cornerstone of the community, empowering students to achieve, grow, and lead.

Mission and Vision

Mission

To empower all students to achieve their best every day in preparation for tomorrow.

Vision

To be a model of excellence in a global community where our students thrive, our educators inspire, and our community grows stronger together.

Educational Values

Students

Cougar Core Values: C – Community – Support and give back to your community O – Ownership - Take responsibility for your actions and learning. U – Unity - Work together and support each other as a team. G – Growth - Strive to learn and improve every day. A – Achievement - Aim high and celebrate your accomplishments. R – Respect - Treat yourself, others, and the environment with care. S – Service - Give back to your school and community.

Staff

Cougar Core Values: C – Community – Support and give back to your community O – Ownership - Take responsibility for your actions and learning. U – Unity - Work together and support each other as a team. G – Growth - Strive to learn and improve every day. A – Achievement - Aim high and celebrate your accomplishments. R – Respect - Treat yourself, others, and the environment with care. S – Service - Give back to your school and community.

Administration

Cougar Core Values: C – Community – Support and give back to your community O – Ownership - Take responsibility for your actions and learning. U – Unity - Work together and support each other as a team. G – Growth - Strive to learn and improve every day. A – Achievement - Aim high and celebrate your accomplishments. R – Respect - Treat yourself, others, and the environment with care. S – Service - Give back to your school and community.

Parents

Cougar Core Values: C – Community – Support and give back to your community O – Ownership - Take responsibility for your actions and learning. U – Unity - Work together and support each other as a team. G – Growth - Strive to learn and improve every day. A – Achievement - Aim high and celebrate your accomplishments. R – Respect - Treat yourself, others, and the environment with care. S – Service - Give back to your school and community.

Community

Cougar Core Values: C – Community – Support and give back to your community O – Ownership - Take responsibility for your actions and learning. U – Unity - Work together and support each other as a team. G – Growth - Strive to learn and improve every day. A – Achievement - Aim high and celebrate your accomplishments. R – Respect - Treat yourself, others, and the environment with care. S – Service - Give back to your school and community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary growth arrows are pointing the upward direction.	Although the growth is in the "red" the arrows are pointing up indicating growth is beginning to occur. Hopefully, a revisit in our curricular resources will assist in continual gains
The middle is seeing indicators of student growth in ELA	It appears that Covid really impacted the districts educational trajectory and we are struggling to rebound
The high school is at 100 percent for growth in the biology keystone	The biology keystone exam is out performing all other exams
The high school Algebra keystone is showing growth	Although the Algebra Keystone is in the "green" performance growth range the arrows are point down indicating a potential negative trajectory

Challenges

Indicator	Comments/Notable Observations
The elementary growth measure ela is 6 points below the state average	Although growth is improving the indicators are still very much below where they need to be
The elementary growth measure math is 18 points below the state average	Although the growth arrows are point upward, the indicators are still very much below where they need to be
The middle school math and ela growth measures are 20 to 25 points below the state average	There needs to be intensive intervention and evaluation of the lack of growth in the middle school grades
The High School Keystone Literature exam is 25 points below the state average	This lack of growth is a newer issue for the high school. The data needs to be looked at more closely at to where the issue are

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

Strengths

Indicator 76% prof or advanced on 8th grade keystone Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

8th grade	
Indicator ELA growth is tremendous **Grade Level(s) and/or Student Group(s)** 3rd grade	**Comments/Notable Observations** Proficiency and advanced are strong, but what is most telling the decrease in below basic. This indicates tremendous growth in ELA

Challenges

Indicator 5th grade Geometry section is showing 70% low with performance **Grade Level(s) and/or Student Group(s)** 5th grade	**Comments/Notable Observations**
Indicator 8th grade pssa math scores are 80% basic or below basic **Grade Level(s) and/or Student Group(s)** 8th grade	**Comments/Notable Observations** Is this because the majority of our students are in an algebra section that does not cover PSSA standards?

Summary

Strengths

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

Elementary growth arrows are pointing the upward direction.
The high school is at 100 percent for growth in the biology keystone
ELA growth is tremendous
76% prof or advanced on 8th grade keystone

Challenges

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

8th grade pssa math scores are 80% basic or below basic

5th grade Geometry section is showing 70% low with performance
The elementary growth measure is 6 points below the state average
The middle school math and ela growth measures are 20 to 25 points below the state average
The elementary growth measure math is 18 points below the state average

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Dibles	At the elementary level we are noticing growth in student learning
CDT	This year we had a k-12 focus on understanding CDT scores and how to read the data for instructional decisions

English Language Arts Summary

Strengths

Science of Reading
Using Data to drive instruction
Focus on curricular alignment

Challenges

Growing our students academics at all levels

Mathematics

Data	Comments/Notable Observations
CDT	This year we had a k-12 focus on understanding CDT scores and how to read the data for instructional decisions
No data benchmarking or tool	We lack a data tool to dive deeply into student learning in mathematics

Mathematics Summary

Strengths

A staff willingness to look at new resources and accept challenges
A supportive administrative team which understands that resources are needed to assist learning

Challenges

A reliable data tool

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

CDT	We utilize the science CDT for instructional decisions

Science, Technology, and Engineering Education Summary

Strengths

The staff at the high school level uses the CDT to guide instruction

Challenges

The STEELS standards have created some questions within our curricula and needs for revision

Related Academics

Career Readiness

Data	Comments/Notable Observations
339 Plan	Use of SMART curriculum to assist with the 339 plan
World of Work	The district has implemented the World of Work model as a form to introduce students to the careers starting as early as kindergarten

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Nocti	We have an outstanding agricultural program which students gather access to a variety of career and technical education skills

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Community College of Beaver County

Agreement Type

Local Articulation

Program/Course Area

Advanced Microsoft Applications

Uploaded Files

Partnering Institution

Community College of Beaver County

Agreement Type

Program/Course Area

Public Speaking

Uploaded Files

Partnering Institution

Community College of Beaver County

Agreement Type

Local Articulation

Program/Course Area

Psychology

Uploaded Files

Partnering Institution

Community College of Beaver County

Agreement Type

Local Articulation

Program/Course Area

Sociology

Uploaded Files

Partnering Institution

Community College of Beaver County

Agreement Type

Local Articulation

Program/Course Area

Statistics

Uploaded Files

Partnering Institution

Robert Morris University

Agreement Type

Local Articulation

Program/Course Area

AP Biology

Uploaded Files

Partnering Institution

Robert Morris University

Agreement Type

Local Articulation

Program/Course Area

AP Economics

Uploaded Files

Partnering Institution

Robert Morris University

Agreement Type

Local Articulation

Program/Course Area

AP Environmental Science

Uploaded Files

Partnering Institution

University of Pittsburgh

Agreement Type

Local Articulation

Program/Course Area

AP Language and Composition

Uploaded Files

Partnering Institution

Community College of Beaver County

Agreement Type

Local Articulation

Program/Course Area

AP Physics 1 & 2

Uploaded Files

Partnering Institution

University of Pittsburgh

Agreement Type

Local Articulation

Program/Course Area

Calculus

Uploaded Files

Partnering Institution

University of Pittsburgh

Agreement Type

Local Articulation

Program/Course Area

Chemistry

Uploaded Files

Partnering Institution

Robert Morris University

Agreement Type

Local Articulation

Program/Course Area

Human Anatomy and Physiology

Uploaded Files

Partnering Institution

University of Pittsburgh

Agreement Type

Local Articulation

Program/Course Area

Statistics

Uploaded Files

Partnering Institution

Community College of Allegheny County

Agreement Type

Local Articulation

Program/Course Area

Welding Fundamentals and Advanced Welding

Uploaded Files

Summary

Strengths

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

CDT training
Implementing a curriculum cycle
Researching a data resource tool

Challenges

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

Learning to utilize data to drive instruction
Ensuring commitment to curricular alignment

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

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

Investment in staff for students of all needs
Willingness to invest in instructional practices and data

| |
| |

Challenges

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

| Ensuring that the district is meeting the needs of all of its learners at all levels |
| Understanding compliance for identified students |
| |
| |
| |

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Our special education population tends to be increasing and we are looking into various processes that we have in place that may be contributing factors
Title 1 Program	Our title one program is targeted and not whole school. We would like to see if a whole school model would be beneficial to the district along with MTSS models to support growth at all levels
Student Services	Mental health is a focus within the district and we are fortunate to partner with services that assist our students, staff, and families
K-12 Guidance Plan (339 Plan)	The district looks forward to incorporating programs such as world of work and the "Portrait of a Graduate" into our 339 plan
Technology Plan	This plan will need to go through a needs assessment
English Language Development Programs	Although our EL population is quite small it is our focus to assist all of our students to the fullest capacity

Strengths

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

Staff and administrative willingness to research best practices
Staff and administrative willingness to implement opportunities for growth

Challenges

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

Increased special education population
Decreased special education funding
Financial funding to support these services

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Investment in intentional professional development for academic growth for all students
Administrative professional growth to develop and continue to growth our educational leaders

Challenges

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

Fiscal resources to fund programs, staff and facilities

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Elementary growth arrows are pointing the upward direction.	True
The high school is at 100 percent for growth in the biology keystone	True
ELA growth is tremendous	True
76% prof or advanced on 8th grade keystone	True
Science of Reading	True
Using Data to drive instruction	True
Focus on curricular alignment	True
A staff willingness to look at new resources and accept challenges	True
A supportive administrative team which understands that resources are needed to assist learning	False
The staff at the high school level uses the CDT to guide instruction	True
CDT training	True
Implementing a curriculum cycle	True
Researching a data resource tool	False
Investment in staff for students of all needs	True
Willingness to invest in instructional practices and data	True
Staff and administrative willingness to research best practices	False
Staff and administrative willingness to implement opportunities for growth	True
Investment in intentional professional development for academic growth for all students	True
Administrative professional growth to develop and continue to growth our educational leaders	True

Challenges

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

Strength	Check for Consideration in Plan

8th grade pssa math scores are 80% basic or below basic	False
5th grade Geometry section is showing 70% low with performance	False
The elementary growth measure is 6 points below the state average	False
The middle school math and ela growth measures are 20 to 25 points below the state average	True
The elementary growth measure math is 18 points below the state average	True
Growing our students academics at all levels	False
A reliable data tool	True
The STEELS standards have created some questions within our curricula and needs for revision	True
Learning to utilize data to drive instruction	True
Ensuring commitment to curricular alignment	True
Ensuring that the district is meeting the needs of all of its learners at all levels	False
Understanding compliance for identified students	False
Increased special education population	False
Decreased special education funding	True
Financial funding to support these services	True
Fiscal resources to fund programs, staff and facilities	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The willingness to come together as a community, the importance of focusing on instruction, the willingness to utilize data

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The middle school math and ela growth measures are 20 to 25 points below the state average	Curricular alignment and fidelity to said curriculum	True
The elementary growth measure math is 18 points below the state average	Curricular alignment and fidelity to said curriculum	True
A reliable data tool		False
The STEELS standards have created some questions within our curricula and needs for revision		False
Learning to utilize data to drive instruction	By incorporating a data system that teachers have access it will assist them in utilizing data to drive their instruction and curricular alignment	True
Ensuring commitment to curricular alignment		False
Decreased special education funding		False
Financial funding to support these services		False
Fiscal resources to fund programs, staff and facilities		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Elementary growth arrows are pointing the upward direction.	The focus on science of reading has been helpful
The high school is at 100 percent for growth in the biology keystone	The biology instructors use CDT data well to drive instruction
ELA growth is tremendous	The focus on science of reading has been helpful
76% prof or advanced on 8th grade keystone	Solid alignment to math goals
Science of Reading	
Using Data to drive instruction	
Focus on curricular alignment	
A staff willingness to look at new resources and accept challenges	
The staff at the high school level uses the CDT to guide instruction	
CDT training	
Implementing a curriculum cycle	Will help to keep our curriculum aligned and true to what is being

	taught
Investment in staff for students of all needs	
Willingness to invest in instructional practices and data	
Staff and administrative willingness to implement opportunities for growth	
Investment in intentional professional development for academic growth for all students	Growing our teacher leaders and administrative team is essential to a solid instructional foundation
Administrative professional growth to develop and continue to growth our educational leaders	Growing our teacher leaders and administrative team is essential to a solid instructional foundation

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By focusing on k-8 math curricular alignment, professional resources, we will better support educators, students, parents/guardians, and our community.
	By focusing on math curricular alignment and practices we hope to see student growth increase
	By implementing a data system where all teachers have access to assess student growth and data we are refocusing on intentional learning to better our students growth outcomes.

Goal Setting

Priority: By focusing on k-8 math curricular alignment, professional resources, we will better support educators, students, parents/guardians, and our community.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By the end of our comprehensive planning cycle we will enhance K-8 math curricular alignment by providing targeted professional development, implementing high-quality instructional resources, and fostering collaboration among educators. This initiative will improve instructional consistency, strengthen educator support, and enhance student learning outcomes. Success will be measured by teacher feedback, student performance data, and increased engagement from parents/guardians and the community in math-related initiatives.

Measurable Goal Nickname (35 Character Max)
Math Realignment

Target Year 1	Target Year 2	Target Year 3
Pilot and implement new curricula	Write curricula and gather data on effectiveness	By the end of our comprehensive planning cycle we will enhance K-8 math curricular alignment by providing targeted professional development, implementing high-quality instructional resources, and fostering collaboration among educators. This initiative will improve instructional consistency, strengthen educator support, and enhance student learning outcomes. Success will be measured by teacher feedback, student performance data, and increased engagement from parents/guardians and the community in math-related initiatives.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)

Target Year 1	Target Year 2	Target Year 3

Priority: By focusing on math curricular alignment and practices we hope to see student growth increase

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)		
By the end of our planning cycle, we will improve K-8 math curricular alignment and instructional practices through targeted professional development, resource implementation, and collaborative planning. This initiative aims to enhance instructional consistency and effectiveness, leading to a measurable increase in student growth. Success will be assessed through benchmark assessments, standardized test scores, and teacher feedback on instructional improvements.		
Measurable Goal Nickname (35 Character Max)		
math growth		
Target Year 1	**Target Year 2**	**Target Year 3**
We will identify specific gaps and deficits in our curricula and resources	We will make intentional revisions in our instructional practices and curricula to address these gaps	By the end of our planning cycle, we will improve K-8 math curricular alignment and instructional practices through targeted professional development, resource implementation, and collaborative planning. This initiative aims to enhance instructional consistency and effectiveness, leading to a measurable increase in student growth. Success will be assessed through benchmark assessments, standardized test scores, and teacher feedback on instructional improvements.

Priority: By implementing a data system where all teachers have access to assess student growth and data we are refocusing on intentional learning to better our students growth outcomes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of our planning cycle we will implement a centralized data system that provides all teachers with access to student growth and performance data. This system will support intentional, data-driven instruction to enhance student learning outcomes. Success will be measured by 100% teacher utilization of the system, increased data-informed instructional practices, and measurable student growth as reflected in formative and summative assessments.		
Measurable Goal Nickname (35 Character Max)		
Data Sources		
Target Year 1	**Target Year 2**	**Target Year 3**
Research and implement appropriate data system	Implement and train teachers and admin how to utilize data system for instructional practices and curricular alignment.	By the end of our planning cycle we will implement a centralized data system that provides all teachers with access to student growth and performance data. This system will support intentional, data-driven instruction to enhance student learning outcomes. Success will be measured by 100% teacher utilization of the system, increased data-informed instructional practices, and measurable student growth as reflected in formative and summative

		assessments.

Action Plan

Measurable Goals

Math Realignment	
math growth	Data Sources

Action Plan For: Curricular realignment

Measurable Goals:

- By the end of our comprehensive planning cycle we will enhance K-8 math curricular alignment by providing targeted professional development, implementing high-quality instructional resources, and fostering collaboration among educators. This initiative will improve instructional consistency, strengthen educator support, and enhance student learning outcomes. Success will be measured by teacher feedback, student performance data, and increased engagement from parents/guardians and the community in math-related initiatives.

Action Step		Anticipated Start/Completion Date	
Training on Atlas/SAS, and how it should align with taught curriculum		2024-10-13	2025-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum lead/superintendent	Atlas/SAS	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers and administration will learn the importance of curriculum alignment and resources that it supports	Observations, curriculum writing checks, data reviews

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curricular realignment	Training on Atlas/SAS, and how it should align with taught curriculum

Atlas Training

Action Step		
• Training on Atlas/SAS, and how it should align with taught curriculum		
Audience		
Teachers and Administrators		
Topics to be Included		
Atlas/SAS		
Evidence of Learning		
utilization of Atlas		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum leaders	2024-10-13	2025-06-02

Learning Format

Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Curriculum Writing

Action Step
• Training on Atlas/SAS, and how it should align with taught curriculum
Audience
Teachers
Topics to be Included
Curriculum Writing with specific components
Evidence of Learning

Student growth scores in achievement		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Superintendent/curriculum leaders/assist superintendent	2025-06-02	2025-06-15

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual Early June Writing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Atlas and Curriculum Training

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	District educational staff	Curriculum cycle and process	Curriculum leaders and administration	10/13/2024	06/02/2026

Communications

Type of Communication		Frequency
Presentation		1 per year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Johannah Vanatta	2025-02-10