

## **DUQUESNE CITY SD**

300 Kennedy Ave

Comprehensive Plan | 2023 - 2026

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### **MISSION STATEMENT**

Duquesne K-8 school will provide rigorous instruction and personalized learning opportunities for all learners. We will foster academic achievement and be intentional in supporting all social and emotional needs. We will provide career readiness opportunities that will connect to real world experiences and capitalize on each students' strengths. We will maximize student success in all learning environments through our vested partnerships and our school community. We aim to empower and cultivate excellence in which adults and students will grow. We will meet the needs of our school community through positive relationships that will inspire trust, emotional safety and respect while providing high quality instruction and tailored learning experiences.

### **VISION STATEMENT**

Duquesne K-8 is committed to: Future Focused Learners; Maximizing Education; Vested Partners; Rigor in Action

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students will use their own data to develop goals for themselves in order to gain academic success. They will also work at developing relationships with their teachers and peers while using Restorative Practices as needed.

### **STAFF**

The teachers and staff will use each student's data to create a learning path that is unique to each student's learning needs. They will utilize the MTSS process for students who are falling behind as well as use Restorative Practices to help mend and build relationships.

### **ADMINISTRATION**

The administration will work collaboratively with the students, teachers, staff, parents, and community members to ensure that each student is getting what they need academically and emotionally. They will support Restorative Practices, build relationships in and out of the school building and help teachers work through the MTSS process as needed.

### **PARENTS**

The parents will work with their child to support them academically as well as emotionally. Parents who need support will be able to talk to the student's teacher and/or administrator in order to help their child be supported on all areas.

### **COMMUNITY**

The community will support the school district by working collaboratively with the K-8 to support the students and their families.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

| Name                | Position   | Building/Group |
|---------------------|--|----------------|
| Jamie Schmidt       | Director of Curriculum, Instruction and Assessment | Duquesne K-8   |
| Celeste Rudge       | Director of Literacy and Innovation                | Duquesne K-8   |
| Eric Harper         | Elementary Principal                               | Duquesne K-8   |
| George Little       | Asst. Elementary Principal                         | Duquesne K-8   |
| Sue Mariani         | Administrator                                      | Duquesne K-8   |
| Rachel Butler-Pardi | Staff Member                                       | Duquesne K-8   |
| Alison DeMarco      | Administrator                                      | Duquesne K-8   |
| Salvator Castro     | Parent   | Duquesne K-8   |
| David Marks         | Community Member                                   | Duquesne K-8   |
| Erica Slobodnik     | Staff Member                                       | Duquesne K-8   |
| Isabella Condie     | Staff Member                                       | Duquesne K-8   |
| Pam Zackel          | Administrator                                      | Duquesne K-8   |
| Terrance McDonnell  | Parent   | Duquesne K-8   |

**Name**

**Position**

**Building/Group**

Ashli Detweiler

Administrator

Duquesne K-8



## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

The district will implement a K-8 career framework that will support the formal plan for Guidance that is to be written that will support all students.

Career  
Standards  
Benchmark  
  
Parent and  
family  
engagement

As the district moves towards personalized learning, students will have better access to not only their goals that they are working on through their IEP's but also grade level standards. Regular education and special education teachers will work more closely together to make sure students with disabilities are getting direct instruction on grade level while providing them with the scaffolding needed to complete classwork and work towards mastery.

Essential  
Practices 1:  
Focus on  
Continuous  
Improvement of  
Instruction  
  
English  
Language  
Growth and  
Attainment  
  
Parent and  
family  
engagement

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Career Assessments

### Measurable Goals

| Goal Nickname    | Measurable Goal Statement (Smart Goal)   |
|------------------|--|
| Career Awareness | Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. |

| Action Step  | Anticipated Start/Completion | Lead Person/Position                       | Materials/Resources/Supports Needed |
|--|------------------------------|--|-------------------------------------|
| Students in grades K-8 will take the RIASEC survey | 2023-08-28 - 2027-06-30      | Ashli Detweiler/ World of Work Coordinator | Computer; and wifi                  |

### Anticipated Outcome

Students will identify their strengths and interests from the RIASEC survey and match them to a possible career.

### Monitoring/Evaluation

Ashli Detweiler, teachers and Administration will support the students taking the survey 3x a year on the computer.

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### Evidence-based Strategy

Interviews with professionals

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Career Awareness

Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Students will have an opportunity to "Meet a Pro" and interview them about their career.

2023-08-28 -  
2027-06-30

Ashli Detweiler/World of Work Coordinator  
George Little/Principal  
Jamie Schmidt/Director of Curriculum  
Eric Harper/Principal

Phone plus any supplies the "Pro" would need

### Anticipated Outcome

Students will have the opportunity to meet a professional in designated career that may be of interest to that student in the future.

### Monitoring/Evaluation

Administration team will support the teachers in bringing in the "Pro" six times a year.

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### Evidence-based Strategy

Internship opportunities

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Career Awareness

Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

### Anticipated Outcome

### Monitoring/Evaluation

### Evidence-based Strategy

Career Fair

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Career Awareness

Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan.

| Action Step  | Anticipated Start/Completion | Lead Person/Position   | Materials/Resources/Supports Needed  |
|--|------------------------------|--|--------------------------------------|
| The K-8 and high school counselor will put together a career fair for students and families. | 2024-05-01 - 2027-05-31      | Monica Walker/K-8 Guidance Counselor TBD/High School Counselor | tables, chairs, wifi, advertisements |

#### Anticipated Outcome

The students in grades 5-8 will research a career aligned to their strengths and interests and then create a presentation to demonstrate their learning to their parents and communities.

#### Monitoring/Evaluation

Monica Walker/Guidance Counselor; Teachers; Administration

#### Evidence-based Strategy

Exit tickets as formative assessments

#### Measurable Goals

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Personalized Learning

All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year.

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

Teachers will create exit tickets after lessons and use the data to drive their instruction and learning paths.

2023-09-18 -  
2027-06-30

Jamie Schmidt/Director of Curriculum  
George Little/K-8 Principal  
Eric Harper/High School Principal

computer, wifi

**Anticipated Outcome**

Teachers will use the data collected from the exit tickets to identify where students are based on grade level standards as well as if they need remediation and/or acceleration.

**Monitoring/Evaluation**

Principals and Director of Curriculum

**Evidence-based Strategy**

Personalized Learning/Student voice and choice

**Measurable Goals**

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Personalized Learning

All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year.

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

Teachers will create learning paths that include student voice and choice for how they want to learn a specific standard and/or demonstrate their learning.

2024-09-03 -  
2027-06-30Jamie Schmidt/Dir of Curriculum  
George Little/K-8 Principal Eric  
Harper/High School Principal Alison  
DeMarco/Dir of Technology

computers; wifi

Teachers will create personalized learning paths for every student.

2024-09-03 -  
2027-06-30Jamie Schmidt/Dir of Curriculum  
Alison DeMarco/Dir of Technology  
George Little/K-8 Principal Eric  
Harper/High School Principal

computer, wifi, time

**Anticipated Outcome**

Teachers will create paths that will lead to better student engagement and demonstration towards mastery.

**Monitoring/Evaluation**

Principals and Director of Curriculum



## Evidence-based Strategy

Use of technology

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Personalized Learning

All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning.

2023-09-18 -  
2027-06-30

Alison DeMarco/Dir of  
Technology  
Jamie Schmidt/Dir of  
Curriculum

computers; wifi

## Anticipated Outcome

Teachers will have a wide variety of different apps and/or websites where students can demonstrate their mastery of their learning.

## Monitoring/Evaluation

Administration

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### Evidence-based Strategy

Data-Driven Instruction

### Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Personalized Learning

All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

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### Anticipated Outcome

### Monitoring/Evaluation

### Evidence-based Strategy

Parent Engagement

### Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Career Awareness

Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan.

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

The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths and interests.

2023-10-18 -  
2027-06-30

Ashli  
Detweiler/World  
of Work  
Coordinator

phone or computer; food, drinks,  
handouts related to learning the  
language of RIASEC.

**Anticipated Outcome**

The parents will walk away with familiarity with the career framework and how it is used in the classroom to help their child understand their strengths and future career possibilities as well as gain their own knowledge.

**Monitoring/Evaluation**

Administration once a year.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name   | Professional Development Step                      | Anticipated Timeline          |
|---|--------------------|--|-------------------------------|
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Career Assessments | Students in grades K-8 will take the RIASEC survey | 08/28/2023<br>-<br>06/30/2027 |



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name                      | Professional Development Step   | Anticipated Timeline          |
|---|---------------------------------------|---|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning) | Exit tickets as formative assessments | Teachers will create exit tickets after lessons and use the data to drive their instruction and learning paths. | 09/18/2023<br>-<br>06/30/2027 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name                               | Professional Development Step   | Anticipated Timeline          |
|---|--|---|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning) | Personalized Learning/Student voice and choice | Teachers will create learning paths that include student voice and choice for how they want to learn a specific standard and/or demonstrate their learning. | 09/03/2024<br>-<br>06/30/2027 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name                               | Professional Development Step                                       | Anticipated Timeline          |
|---|--|---|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning) | Personalized Learning/Student voice and choice | Teachers will create personalized learning paths for every student. | 09/03/2024<br>-<br>06/30/2027 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name  | Professional Development Step  | Anticipated Timeline          |
|---|-------------------|--|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning) | Use of technology | Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning. | 09/18/2023<br>-<br>06/30/2027 |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name  | Professional Development Step   | Anticipated Timeline          |
|---|-------------------|---|-------------------------------|
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Parent Engagement | The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths and interests. | 10/18/2023<br>-<br>06/30/2027 |

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name   | Communication Step                                 | Anticipated Timeline          |
|---|--------------------|--|-------------------------------|
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Career Assessments | Students in grades K-8 will take the RIASEC survey | 08/28/2023<br>-<br>06/30/2027 |

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| Measurable Goals  | Action Plan Name                      | Communication Step  | Anticipated Timeline          |
|---|---------------------------------------|---|-------------------------------|
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|---|--|---|-------------------------------|
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## COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name                               | Communication Step  | Anticipated Timeline          |
|---|--|---|-------------------------------|
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## COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name  | Communication Step   | Anticipated Timeline          |
|---|-------------------|--|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning) | Use of technology | Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning. | 09/18/2023<br>-<br>06/30/2027 |

## COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals  | Action Plan Name  | Communication Step  | Anticipated Timeline          |
|---|-------------------|---|-------------------------------|
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Parent Engagement | The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths and interests. | 10/18/2023<br>-<br>06/30/2027 |

## **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

All student groups met academic growth in ELA

Percent of ELL students met the target

We have dedicated 90 or 120 minutes of ELA instruction every day in grades K-6

We hired a Reading Specialist to help close the learning gaps

Teachers have been provided professional development specifically as it relates to math instruction and aligning it to the standards

All student groups increased their performance from the previous year even though they didn't meet the interim goal/improvement target

Implementing World of Work framework in grades K-8

Expanding Health/PE course offerings

Emphasis on ELA has produced positive growth

Explicit instruction has produced positive growth in ELA and Math

### Challenges

All student groups not meeting the interim goal in ELA

All student groups not meeting the Interim goal in Math

Students being explicitly taught phonics instruction

Students being explicitly taught how to use text evidence

Students struggle with word problems because they can't read the problem to truly understand what the problem is asking them to solve or find

Students often struggle with conceptual math

Teacher turnover being minimized

Students having more hands-on science experiments on a regular basis instead of just once a month

Creating additional Physical Education sections for middle school students to offer differentiation

Expanding Health/PE curriculum to include more focused health education

## Strengths

for students with disabilities

ELL students receive small group instruction from a certified ESL specialist in a pull out model

ELL showed sustainable growth on WIDA/Access

The Special Education plan was just written and will also include an improvement plan based on 2023 audit

ELL plan written February 2023 and approved by the AIU

Foster a vision and culture of high expectations for success for all students, educators, and families

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

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## Challenges

Daily attendance of ESL students

Language barrier for ELLs taking the PSSA

Supporting and increasing the achievement of students with disabilities

We have a lot of support for our students in regards to MTSS, but not in a formal plan

We have polices and procedures in place for technology, but no formal plan aligned to the four pillars

No formal plan for Guidance, but we have a career framework that we follow in World of Work

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

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### Most Notable Observations/Patterns

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The overall challenges that are listed are an overarching theme also found in the school level plan.

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| Challenges  | Discussion Point  | Priority for Planning |
|---|---|-----------------------|
| Supporting and increasing the achievement of students with disabilities                     | All of our students are considered underserved. Often times, the students miss grade level content because they are being pulled to the special education classroom instead of the teacher pushing in to support the students. IEP goals are written at the students academic level not necessarily the grade level standards.  | ✓                     |
| No formal plan for Guidance, but we have a career framework that we follow in World of Work | In grades 3-5, students need to obtain two career artifacts per grade level. Each artifact will be aligned to the implementation of the World of Work framework that includes RIASEC, 6 career modules per grade, and/or meeting a professional in the career field where they interview skills are taught and reinforced. As the district continues to grow, the World of Work framework will allow each student to collect/earn an artifact that will be supported by a badge that will suffice as necessary documentation required by the state of PA. The "badges" are identified as the artifacts needed to meet PA state requirements in each grade level. Through a cross-district collaboration, a Canvas course will be created and implemented for accessibility and recording purposes. The badges will be given to students upon completion of a quiz located in the Canvas course. | ✓                     |
| Engage in meaningful  | When parents are involved, students have higher grades and test scores, better school attendance, increased motivation, and lower rates of suspension.  |                       |

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

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two-way  
communication  
with  
stakeholders to  
sustain shared  
responsibility  
for student  
learning across  
the district

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## ADDENDUM B: ACTION PLAN

### Action Plan: Career Assessments

| Action Steps                                       | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Students in grades K-8 will take the RIASEC survey | 08/28/2023 - 06/30/2027           |

| Monitoring/Evaluation   | Anticipated Output   |
|---|--|
| Ashli Detweiler, teachers and Administration will support the students taking the survey 3x a year on the computer. | Students will identify their strengths and interests from the RIASEC survey and match them to a possible career. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| Computer; and wifi                 | yes     | yes       |

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## Action Plan: Interviews with professionals

| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Students will have an opportunity to "Meet a Pro" and interview them about their career. | 08/28/2023 - 06/30/2027           |

| Monitoring/Evaluation  | Anticipated Output  |
|--|---|
| Administration team will support the teachers in bringing in the "Pro" six times a year. | Students will have the opportunity to meet a professional in designated career that may be of interest to that student in the future. |

| Material/Resources/Supports Needed           | PD Step | Comm Step |
|--|---------|-----------|
| Phone plus any supplies the "Pro" would need | no      | no        |

## Action Plan: Internship opportunities

## Action Plan: Career Fair

### Action Steps

### Anticipated Start/Completion Date

The K-8 and high school counselor will put together a career fair for students and families.

05/01/2024 - 05/31/2027

### Monitoring/Evaluation

### Anticipated Output

Monica Walker/Guidance Counselor; Teachers; Administration

The students in grades 5-8 will research a career aligned to their strengths and interests and then create a presentation to demonstrate their learning to their parents and communities.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

tables, chairs, wifi, advertisements

no

no



**Action Plan: Exit tickets as formative assessments**

| <b>Action Steps</b>   | <b>Anticipated Start/Completion Date</b> |
|---|--|
| Teachers will create exit tickets after lessons and use the data to drive their instruction and learning paths. | 09/18/2023 - 06/30/2027                  |

| <b>Monitoring/Evaluation</b>          | <b>Anticipated Output</b>   |
|---------------------------------------|---|
| Principals and Director of Curriculum | Teachers will use the data collected from the exit tickets to identify where students are based on grade level standards as well as if they need remediation and/or acceleration. |

| <b>Material/Resources/Supports Needed</b> | <b>PD Step</b> | <b>Comm Step</b> |
|---|----------------|------------------|
| computer, wifi                            | yes            | yes              |

**Action Plan: Personalized Learning/Student voice and choice**

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

Teachers will create learning paths that include student voice and choice for how they want to learn a specific standard and/or demonstrate their learning.

09/03/2024 - 06/30/2027

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

Principals and Director of Curriculum

Teachers will create paths that will lead to better student engagement and demonstration towards mastery.

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

computers; wifi

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Teachers will create personalized learning paths for every student.

09/03/2024 - 06/30/2027

**Monitoring/Evaluation**

**Anticipated Output**

Principals and Director of Curriculum

Teachers will create paths that will lead to better student engagement and demonstration towards mastery.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

computer, wifi, time

yes

yes



## Action Plan: Use of technology

### Action Steps

### Anticipated Start/Completion Date

Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning.

09/18/2023 - 06/30/2027

### Monitoring/Evaluation

### Anticipated Output

Administration

Teachers will have a wide variety of different apps and/or websites where students can demonstrate their mastery of their learning.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

computers; wifi

yes

yes

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## Action Plan: Data-Driven Instruction

**Action Steps**

**Anticipated Start/Completion Date**

01/01/0001 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

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## Action Plan: Parent Engagement

### Action Steps

### Anticipated Start/Completion Date

The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths and interests.

10/18/2023 - 06/30/2027

### Monitoring/Evaluation

### Anticipated Output

Administration once a year.

The parents will walk away with familiarity with the career framework and how it is used in the classroom to help their child understand their strengths and future career possibilities as well as gain their own knowledge.

### Material/Resources/Supports Needed

### PD Step

### Comm Step

phone or computer; food, drinks, handouts related to learning the language of RIASEC.

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals  | Action Plan Name                               | Professional Development Step   | Anticipated Timeline          |
|---|--|---|-------------------------------|
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Career Assessments                             | Students in grades K-8 will take the RIASEC survey  | 08/28/2023<br>-<br>06/30/2027 |
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Exit tickets as formative assessments          | Teachers will create exit tickets after lessons and use the data to drive their instruction and learning paths.                                   | 09/18/2023<br>-<br>06/30/2027 |
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Personalized Learning/Student voice and choice | Teachers will create learning paths that include student voice and choice for how they want to learn a specific standard and/or demonstrate their | 09/03/2024<br>-<br>06/30/2027 |

| Measurable Goals  | Action Plan Name                               | Professional Development Step  | Anticipated Timeline          |
|---|--|--|-------------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Personalized Learning/Student voice and choice | learning.<br>Teachers will create personalized learning paths for every student.   | 09/03/2024<br>-<br>06/30/2027 |
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Use of technology                              | Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning. | 09/18/2023<br>-<br>06/30/2027 |
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Parent Engagement                              | The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths   | 10/18/2023 -<br>06/30/2027    |

Measurable Goals

Action Plan Name

Professional  
Development Step

Anticipated  
Timeline

and interests.

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Professional Learning Communities

K-8 general education and special  
education teachers

Common assessment, data driven instruction,  
unpacking standards

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

personalized learning paths, exit ticket mastery

09/18/2023 - 06/09/2023

Dr. Schmidt

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Teaching Diverse Learners in Inclusive Settings

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

1e: Designing Coherent Instruction

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| <b>Professional Development Step</b> | <b>Audience</b>                                      | <b>Topics of Prof. Dev</b>       |
|--------------------------------------|--|----------------------------------|
| Moonshot sessions                    | K-8 general education and special education teachers | personalized learning paths, DDI |

| <b>Evidence of Learning</b>                           | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b> |
|---|------------------------------|-----------------------------|
| learning paths that address varied levels of learners | 09/11/2023 - 06/07/2024      | Mrs. DeMarco                |

| <b>Danielson Framework Component Met in this Plan:</b>  | <b>This Step meets the Requirements of State Required Trainings:</b> |
|---|--|
| 3c: Engaging Students in Learning<br>1d: Demonstrating Knowledge of Resources<br>1c: Setting Instructional Outcomes<br>2b: Establishing a Culture for Learning<br>1f: Designing Student Assessments | Teaching Diverse Learners in Inclusive Settings                      |



| <b>Professional Development Step</b> | <b>Audience</b>                              | <b>Topics of Prof. Dev</b>             |
|--------------------------------------|--|--|
| World of Work                        | K-8 general ed, special ed, and ELL students | RIASEC language and survey development |

| <b>Evidence of Learning</b>   | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b> |
|---|------------------------------|-----------------------------|
| Students and teachers will use common language around RIASEC.<br>Students and teachers will know their own RIASEC code. | 09/04/2023 - 06/07/2024      | Mrs. Detweiler              |

| <b>Danielson Framework Component Met in this Plan:</b>   | <b>This Step meets the Requirements of State Required Trainings:</b> |
|--|--|
| 3a: Communicating with Students<br><br>1b: Demonstrating Knowledge of Students<br><br>3e: Demonstrating Flexibility and Responsiveness | Teaching Diverse Learners in Inclusive Settings                      |

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| <b>Professional Development Step</b> | <b>Audience</b> | <b>Topics of Prof. Dev</b> |
|--------------------------------------|-----------------|----------------------------|
| Structured Literacy                  | Teachers        | Science of Reading         |

| Evidence of Learning   | Anticipated Timeframe   | Lead Person/Position |
|--|-------------------------|----------------------|
| Teachers will receive a certificate to print out to show that they completed the professional development. | 10/01/2023 - 06/30/2026 | Dr. Schmidt          |

| Danielson Framework Component Met in this Plan:  | This Step meets the Requirements of State Required Trainings: |
|--|---|
| 1e: Designing Coherent Instruction<br>4a: Reflecting on Teaching<br>4e: Growing and Developing Professionally<br>4d: Participating in a Professional Community<br>1c: Setting Instructional Outcomes | Structured Literacy   |

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| Professional Development Step | Audience                   | Topics of Prof. Dev   |
|-------------------------------|----------------------------|---|
| Professional Ethics           | Teachers and Support Staff | The standards of behavior, values, and principles that inform and guide professional decision-making. |

| Evidence of Learning   | Anticipated Timeframe   | Lead Person/Position                    |
|--|-------------------------|---|
| Each participant will produce a certificate that they passed the course. | 10/09/2023 - 06/30/2024 | Mrs. Celeste Rudge/Director of Literacy |

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

4f: Showing Professionalism

Professional Ethics

4e: Growing and Developing Professionally

**Professional Development Step****Audience****Topics of Prof. Dev**

Culturally Relevant and Sustaining Education

Teachers

Culturally relevant education that addresses approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Teachers will produce a certificate that they passed the course.

08/19/2024 - 06/30/2027

Mrs. Celeste Rudge/ Director of Literacy



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

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

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2a: Creating an Environment of Respect and Rapport

Common Ground: Culturally Relevant Sustaining Education

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

4f: Showing Professionalism

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

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## ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals   | Action Plan Name                                      | Communication Step   | Anticipated Timeline           |
|--|---|--|--------------------------------|
| <p>Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness)</p> | <p>Career Assessments</p>                             | <p>Students in grades K-8 will take the RIASEC survey</p>  | <p>2023-08-28 - 2027-06-30</p> |
| <p>All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)</p>   | <p>Exit tickets as formative assessments</p>          | <p>Teachers will create exit tickets after lessons and use the data to drive their instruction and learning paths.</p>                                   | <p>2023-09-18 - 2027-06-30</p> |
| <p>All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)</p>   | <p>Personalized Learning/Student voice and choice</p> | <p>Teachers will create learning paths that include student voice and choice for how they want to learn a specific standard and/or demonstrate their</p> | <p>2024-09-03 - 2027-06-30</p> |

| Measurable Goals  | Action Plan Name                               | Communication Step   | Anticipated Timeline    |
|---|--|--|-------------------------|
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Personalized Learning/Student voice and choice | Teachers will create personalized learning paths for every student.  | 2024-09-03 - 2027-06-30 |
| All students will have a personalized learning path that will focus on enrichment and/or remediation that will increase their overall common assessment and/or PSSA scores by 10% a year. (Personalized Learning)   | Use of technology                              | Teachers will use technology to create learning paths for students as well as identify different types of apps or platforms where students can demonstrate their learning. | 2023-09-18 - 2027-06-30 |
| Students will be able to identify their strengths and interests using the RIASEC survey and then identify a career that is associated with their RIASEC code and create a presentation on that career that is part of the overall guidance plan. (Career Awareness) | Parent Engagement                              | The school will provide parents with a training on what RIASEC is and how we use it to identify students strengths   | 2023-10-18 - 2027-06-30 |

**Measurable Goals**

**Action Plan Name**

**Communication Step**

**Anticipated Timeline**

and interests.

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## COMMUNICATIONS PLAN

**Communication Step**

**Audience**

**Topics/Message of Communication**

Monthly Newsletter

Staff, parents and community members of Duquesne

World of Work career framework and RIASEC

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

10/19/2023 - 06/30/2026

Newsletter  
Posting on district website

**Lead Person/Position**

Sue Mariani and communication specialist

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| <b>Communication Step</b> | <b>Audience</b>           | <b>Topics/Message of Communication</b>   |
|---------------------------|---------------------------|--|
| Faculty Meetings          | Teacher and support staff | We will be communicating what will happen in PLC's: Structured literacy, personalized learning, Canvas, technology, DEI, DDI, unpacking standards, professional ethics, career standards, RIASEC, return of high school students |

| <b>Anticipated Timeframe</b> | <b>Frequency</b> | <b>Delivery Method</b> |
|------------------------------|------------------|------------------------|
| 08/16/2023 - 06/30/2026      | Once a month     | Other                  |

| <b>Lead Person/Position</b> |
|-----------------------------|
| All Administration          |

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| <b>Communication Step</b> | <b>Audience</b>               | <b>Topics/Message of Communication</b>  |
|---------------------------|-------------------------------|---|
| Parent Cafe               | Parents and community members | A variety of topics including PBIS, special education, career framework, SEL, standards and curriculum, ELL, community resources. |

| Anticipated Timeframe   | Frequency                         | Delivery Method                      |
|-------------------------|-----------------------------------|--------------------------------------|
| 09/28/2023 - 06/30/2026 | Parent Cafe's happen once a month | Other<br>Posting on district website |

| Lead Person/Position |
|----------------------|
| All Administration   |

| Communication Step | Audience                                    | Topics/Message of Communication   |
|--------------------|---|---|
| Board Meetings     | Elected board members and community members | Updates on PBIS, standards and curriculum, benchmark assessments, SEL, attendance, high school planning, career framework |

| Anticipated Timeframe   | Frequency                         | Delivery Method                                    |
|-------------------------|-----------------------------------|--|
| 09/26/2023 - 06/30/2026 | once a month (9 out of 12 months) | Other<br>Posting on district website<br>Newsletter |

| Lead Person/Position          |
|-------------------------------|
| Sue Mariani and George Little |

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**Communication Step****Audience****Topics/Message of Communication**

Mailings

Parents

Technology, standards and curriculum, RIASEC,  
career framework, SEL**Anticipated Timeframe****Frequency****Delivery Method**

08/21/2023 - 06/30/2026

one time a quarter or as needed

Email  
Letter  
Posting on district website  
Other**Lead Person/Position**

Principal

## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

