

YORK CITY SD

31 N Pershing Avenue

Comprehensive Plan | 2022 - 2025

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LEA Profile

The School District of the City is a public school district comprised of 10 Pre-K through 12 schools which serves approximately 6,000 students. Our demographics include the following:

Students

100% qualify for free and reduced lunch

24% Special Education

23.5% English Language Learners

9% White

34% Black or African American

49% Hispanic

< 5% Other

Teachers

377

Mission and Vision

Mission

As a professional learning community, we educate the whole child by providing an engaging and challenging learning environment to ensure each student receives a premier education.

Vision

IF Central Office engages in the continuous development of principal capacity, if we create conditions of bold change, transformation, and educational justice, and if we create systems and structures of accountability through strong performance management, THEN we will generate a sense of urgency to emerge from Recovery which will result in positive student outcomes for each and every learner.

Educational Value Statements

Students

All students can learn.

Staff

Teaching matters; teachers matter.

Administration

Effective leaders build effective teams.

Parents

Trust and respect are the foundation for success.

Community

Everyone (students, families, teachers, administrators, and staff) is responsible for student success.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Essential Practice #3: Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
PSSA Math Growth: In 2018, grades 4, 6, 7, & 8 had moderate to significant evidence that the LEA exceeded the growth standard. In 2019, grades 5, 6, & 8 had moderate to significant evidence that the LEA exceeded the growth standard. In 2021, 6, 7, & 8 grade had moderate to significant evidence that the LEA exceeded the growth standard.	No
PSSA ELA Growth: In 2018, grades 5, 6, & 7 had moderate to significant evidence that the LEA exceeded the growth standard. In 2019, grades 5 & 6 had moderate to significant evidence that the LEA exceeded the growth standard. In 2021, grades 7 & 8 grade had moderate to significant evidence that the LEA exceeded the growth standard.	No
PSSA Science Growth: In 2021, grades 8 grade had moderate to significant evidence that the LEA exceeded the growth standard.	No
Keystone Algebra 1: In 2018, there was moderate to significant evidence that the LEA exceeded the growth standard.	No
Undertook & completed K-8 curriculum writing in ELA during the 2021-2022 school year	No
Initiated curriculum support and writing for grades 9, 10 & 11 for the 2022-2023 school year	No
Undertook and completed curriculum writing for K-8 math in the 2020-2021 school year	No
Undertook and completed curriculum writing in geometry, virtual geometry, trigonometry, and algebra II in the 2021-2022 school year	No
Scheduled professional learning to support teachers in Understanding by Design within the subject of math for the 2022-2023 school year	No
Undertook and completed curriculum writing reboot in K-8 science in the 2021-2022 school year	No
Secured professional learning schedule to transition to new science standards and best practices in teaching science for the 2022-2023 school year	No
Career Standards Benchmark (FRPAI): Davis Elementary (98.9%), Devers Elementary (98.4%), STEAM Elementary (99.1%),	No

Ferguson Elementary (98.1%), Goode Elementary (97.1%), Hanna Penn Elementary (98.5%), Jackson Elementary (98.9%) exceeded the performance standard for percentage of students who completed the career standards benchmark in 2020-2021.	
Specific student groups will not be identified specifically in this plan.	No

Challenges

Challenge	Consideration In Plan
Essential Practice #6: Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Yes
Essential Practice #8: Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Yes
Essential Practice #9: Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
PSSA Math Growth: In 2019, grade 7, there was moderate to significant evidence that the LEA did not meet the growth standard.	No
PSSA Science Growth: In 2018 & 2019 for grade 4, there was moderate to significant evidence that the LEA did not meet the growth standard.	No
PSSA ELA Growth: In 2018, grade 8, there was moderate to significant evidence that the LEA did not meet the growth standard.	No
Keystone Biology: In 2018, 2019, & 2021 there was moderate to significant evidence that the LEA did not meet the growth standard.	No
Keystone Literature: In 2019 & 2021 there was moderate to significant evidence that the LEA did not meet the growth standard.	No
Career Standards Benchmark (FRPAI): McKinley Elementary (92.3%) and William Penn (67.2%) did not meet the performance standard for percentage of students who completed the career standards benchmark in 2020-2021.	No
There is a need to collectively shape the vision for continuous improvement of teaching and learning.	No

There is a need to use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	No
There is a need to align curricular materials and lesson plans to the PA Standards.	No
Specific student groups will not be identified specifically in this plan.	No
Aligning common interim assessments to K-8 ELA curriculum and high school ELA curriculum	No
Leveraging PLCs to analyze common interim assessment data	No
There is a need for curriculum support and writing for grades 9, 10 & 11	No
Leveraging PLCs to analyze common interim assessment data and create action plans	No
Administering common interim assessments with fidelity at the high school level	No
Create common interim assessments at the K-8 and high school levels, aligned to new science standards	No
Transition to new science standards and best practices in teaching science for the 2022-2023 school year	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Essential Practice #3: Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Essential Practice #6: Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		Yes	If a vision is developed around district and building-level instructional leadership that is operationalized through an administrator professional development plan, then building leaders will be better equipped to provide high-quality supervision/formative feedback to teachers around instructional practices.
Essential Practice #8: Partner with local businesses, community organizations, and other agencies to meet the needs of the district		Yes	If The district has a plan for building and strengthening partnerships with local businesses, employers, community organizations, and other agencies that explicitly outlines the role of community partners in helping to achieve specific results Then community partners will better understand the needs of our students and. our students will succeed academically and/or socially/emotional; at higher levels.
Essential Practice #9: Recruit and retain fully credentialed, experienced and high-quality leaders and teachers		Yes	If SDCY increases racial consciousness and cultural responsiveness of district staff positions responsible for talent management and provides resources for professional learning and action... Then...SDCY will transform and implement policies, structures, and practices that ensure equity and results in equitable hiring practices and increase access to diverse educators for all students...and students will achieve academically and possess qualities needed for success in an increasingly diverse world.

Goal Setting

Priority: If a vision is developed around district and building-level instructional leadership that is operationalized through an administrator professional development plan, then building leaders will be better equipped to provide high-quality supervision/formative feedback to teachers around instructional practices.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	By June 30, 2025, district and building administrators will research, design, and implement individualized professional learning plans for 100% of veteran and novice administrators targeting strengthening of instructional leadership capacity leading to an increase in student proficiency as evidenced by a 10% increase in CDT data in ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school.	Instructional Leadership	By June 30, 2023, an instructional leadership vision will be developed and shared with 100% of all SDCY district administrators. By June 30, 2023 a New Leader Academy Onboarding Protocol & Playbook, as well as an Instructional Leadership PD Plan will be established. By June 30, 2023, 100% of building administrators will have developed school-based PD plans using school-specific data leading to an increase in student proficiency as evidenced by at least a 2-3% increase in CDT data in ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school.	By June 30, 2024, 100% all new leaders will have engaged in the New Leader Academy Onboarding Protocol & Playbook and 100% of all building leaders will engage in work outlined in the Instructional Leadership PD Plan. By June 30, 2024, 100% of building administrators will have developed school-based PD plans using school-specific data leading to an increase in student proficiency as evidenced by at least a 3-4% increase in CDT data in ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school.	By June 30, 2025, district and building administrators will research, design, and implement individualized professional learning plans for 100% of veteran and novice administrators targeting strengthening of instructional leadership capacity leading to an increase in student proficiency as evidenced by a 10% increase in CDT data in ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school.

Priority: If The district has a plan for building and strengthening partnerships with local businesses, employers, community organizations, and other agencies that explicitly outlines the role of community partners in helping to achieve specific results Then community partners will better understand the needs of our students and. our students will succeed academically and/or socially/emotional; at higher levels.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By the end of the 24-25 SY, 100% of all newly established community partnerships (as of the 23-24 SY) and 50% of previously established community partners will meet SDCY's Community Partnership metrics aligning them to SDCY's Community Partnership Mission & Vision. By the end of the 24-25 SY, 100% of all newly established community partnerships (as of the 23-24 SY) and 50% of previously established community partners will have completed the established requirements / protocols to be officially identified as a valid community partner for SDCY.	Community Partnerships	By the end of 2022-2023 SY, there will be a board approved Community Partnership Mission and Vision aligned to student needs. By the end of the 2022-2023 SY, there will be a board approved set of requirements and established protocols for any interested community partner.	By 2023-2024, there will be a board approved set of metrics aligned to district vision to evaluate community partnerships. By the end of the 23-24 SY, 60% of all newly established community partnerships (as of the 23-24 SY) and 25% of previously established community partners will have completed the established requirements / protocols to be officially identified as a valid community partner for SDCY.	By the end of the 24-25 SY, 100% of all newly established community partnerships (as of the 23-24 SY) and 50% of previously established community partners will meet SDCY's Community Partnership metrics aligning them to SDCY's Community Partnership Mission & Vision. By the end of the 24-25 SY, 100% of all newly established community partnerships (as of the 23-24 SY) and 50% of previously established community partners will have completed the established requirements / protocols to be officially identified as a valid community partner for SDCY.

Priority: If SDCY increases racial consciousness and cultural responsiveness of district staff positions responsible for talent management and provides resources for professional learning and action... Then...SDCY will transform and implement policies, structures, and practices that ensure equity and results in equitable hiring practices and increase access to diverse educators for all students...and students will achieve academically and possess qualities needed for success in an increasingly diverse world.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	By the end of the 2024-2025 SY, of all professional staff employed by the District, the number of professional staff of color will increase by 5% (from baseline data). By the end of the 2024-2025 SY, the number of individuals with diverse backgrounds who are interviewed by the district for professional positions will make up at least 25% of all candidates interviewed and 20% of all candidates hired for the year.	Qualified Staff	By the end of the 2022-2023 SY, the District will complete a demographic profile and determine baseline numbers which include information about current staff and for recruitment, interviewing, and hiring. By the end of the 2022-2023 SY, the SDCY will have reviewed and revamped all hiring procedures when considering recruitment , interviewing, and hiring for the 2023-2024 school year.	By the end of the 2023-2024 SY, of all professional staff employed by the District, the number of professional staff of color will increase by 5%. By the end of the 2023-2024 SY, the number of individuals with diverse backgrounds who are interviewed by the district for professional positions will make up at least 20% of all candidates interviewed and 10% of all candidates hired for the year.	By the end of the 2024-2025 SY, of all professional staff employed by the District, the number of professional staff of color will increase by 5% (from baseline data). By the end of the 2024-2025 SY, the number of individuals with diverse backgrounds who are interviewed by the district for professional positions will make up at least 25% of all candidates interviewed and 20% of all candidates hired for the year.

Action Plan

Action Plan for: Develop clear goals and metrics for continuous improvement of community partnerships anchored in an aligned vision that centers students needs.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
1. Community Partnerships		Community Partnership Mission & Vision Community Partnership Statement Community Partnership Goals & Action Steps Established Committee			Comprehensive Planning Monitoring Committee	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify key committee members and appoint a committee lead to champion oversight of all community partnership work.	09/01/2022	10/31/2022	Supervisor of Student Services	Email, flyers, incentives	No	Yes
Summarize data on student social, emotional, and academic needs.	10/31/2022	12/01/2022	Supervisor of Student Services	PAYS data, student growth & achievement data, attendance data, discipline data	No	No
Use data to identify student social, emotional, and academic needs and include those needs in the development of a community partnership mission and vision.	12/01/2022	04/01/2023	Supervisor of Student Services	Data summary, district mission & vision	No	Yes
Develop community partnership statement, goals & action steps to be included in community partnership plan, anchored in mission/vision of community partnership	07/01/2023	05/01/2024	Supervisor of Student Services	Community Partnership Mission/Vision	No	Yes
Convene committee members monthly to oversee community partnership work	07/01/2024	06/30/2025	Supervisor of Student Services	Zoom, incentives, Community Partnership Mission/Vision/Goals/Actions Steps (Plan), Agendas	No	No

Action Plan for: Develop clear goals and metrics for continuous improvement of community partnerships anchored in an aligned vision that centers students needs.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
2. Community Partnerships		Summarize data on student social, emotional, and academic needs.			Supervisor of Student Services	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify key committee members and appoint a committee lead to champion oversight of all community partnership work.	09/01/2022	10/31/2022	Supervisor of Student Services	Email, flyers, incentives	No	Yes

Action Plan for: Identify the definitions and protocols that will guide how community partnerships are collected, accessed, and monitored.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
3. Community Partnerships		- Collated list of district community partnerships - Protocol for soliciting community partnerships and vetting potential partnerships - Protocol for assessing effectiveness of community partnerships and how they will be monitored			- Quarterly updates on community partnerships to Comprehensive Planning Monitoring Committee	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Research/Develop protocol for soliciting community partnerships and vetting potential partnerships	04/01/2023	06/30/2023	Supervisor of Student Services	Community Partnership Mission/Vision	No	Yes
Research/Develop protocol for assessing effectiveness of community partnerships and how they will be monitored	04/01/2023	06/30/2023	Supervisor of Student Services	Community Partnership Mission/Vision	No	Yes
Assess and qualify current community partnerships' alignment to student needs and vision	04/01/2023	05/30/2023	Supervisor of Student Services	Collated list of current district community partnerships Community Partnership Mission/Vision	No	Yes
Monitor community partnerships' alignment to student needs and vision through process for monitoring and assessment	07/01/2024	06/30/2025	Supervisor of Student Services	Protocol for assessing and monitoring community partnerships Community Partnership Mission & Vision Community Partnership Goals & Action Steps	No	Yes

Action Plan for: Create formal agreements and common protocols to ensure agreed upon expectations of partnerships are met

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
4. Community Partnerships		- Updated processes for communicating emergency protocols and points of contact - Updated processes for collecting and maintaining required clearances, MOUs, and facilities agreements			Quarterly updates on progress to Comprehensive Planning Monitoring Committee	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Audit current processes for collecting and maintaining required clearances, MOUs and facilities agreements	10/31/2022	06/01/2023	Assistant Superintendent of Student Services	Current MOUs Current facilities requests Current protocol for collection of clearances	No	No
Audit current emergency protocols and processes for sharing/updating them including points of contact	10/31/2022	06/01/2023	Assistant Superintendent of Student Services	Current emergency protocols Process for sharing emergency protocols & points of contact	No	No
Revise/Develop common processes for collecting and maintaining required clearances, utilization of a standard MOU and facilities agreements	07/01/2023	06/30/2024	Assistant Superintendent of Student Services	Current MOUs Current facilities requests Current protocol for collection of clearances	No	Yes
Revise/Develop common emergency protocols and process for sharing/updating them including points of contact	07/01/2023	06/30/2024	Assistant Superintendent of Student Services	Current emergency protocols Process for sharing emergency protocols & points of contact	No	Yes
Implement formal agreements and common protocols to ensure agreed upon expectations of partnerships are met	07/01/2024	06/30/2025	Assistant Superintendent of Student Services	Updates protocols/forms/agreements	No	Yes

Action Plan for: Creating and monitoring a district profile

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
5. Qualified Staff		Dashboard of Openings Data Report that has Information about hired staff: Current Certifications, Ethnicity (if shared), Years of Service (in education and with District) Committee working on the Dashboard will produce minutes.			Semesterly reporting to the Comp Planning Oversight Committee	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Use the District Demographic Diversity Profile to know your current talent pool- include certifications, diversity, years of service/experience	09/01/2022	12/01/2022	Human Resources & Talent Management (FIT) Coach	Human Resources records, Frontline reports, Google Surveys	Yes	Yes
Identify Short/Mid/Long Term outcomes and create a detailed action plan for dashboard usage (talent management)	12/01/2022	06/30/2023	Human Resources & Talent Management (FIT) Coach	Human Resources records, Frontline reports, Google Surveys	No	Yes
Utilize personnel dashboard to monitor & balance openings district-wide	06/01/2023	06/30/2024	HR Department Lead/FIT Coach	Frontline	No	Yes
Utilize personnel dashboard to monitor & balance openings district-wide	06/01/2024	06/30/2025	HR Department Lead/FIT Coach	Frontline	No	Yes

Action Plan for: Review and Revise hiring Practices, making them more equitable and culturally responsive

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
6. Qualified Staff		Meeting Minutes Revised Policy and Recruitment Manual Changes in the Dashboard			Semesterly reporting to the Comp Planning Oversight Committee Calculate percentages of recruitment, interviewing, and hiring for personnel of color	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a diverse hiring team responsible for reviewing and revising policies	08/01/2022	09/30/2022	FIT Coach	Policy Manual Hiring Procedures (process, Interview Questions, etc.)	No	Yes
Engage in Root Cause Analysis & Identify Priority Needs	09/01/2022	11/30/2022	FIT Coach	Monthly Running Agenda Set schedule for protected meeting time Policy Manual Hiring Procedures (process, Interview Questions, etc.)	No	No
Revise protocols for application & interviewing: Allow applicants to apply for the district, not a building. Building to be assigned upon hire	12/01/2022	05/31/2023	HR Dept Head/FIT Coach	Frontline	No	Yes
Develop recruitment manual with protocols including creation of year long recruitment process	07/01/2023	05/31/2024	FIT Coach, NaTasha Mathis	Revised Policies and practices Regular meetings with Running Agenda to monitor process, HBCU contacts	No	Yes
Operationalize recruitment process	07/01/2024	05/31/2025	FIT Coach, NaTasha Mathis	Recruitment Manual Regular meetings with Running Agenda to monitor progress HBCU contact list	No	Yes

Action Plan for: Revise onboarding procedures & develop retention processes

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
7. Qualified Staff		Meeting agendas & meeting minutes Evaluations of induction activities Lesson plans with culturally relevant components			Semesterly reporting to the Comp Planning Oversight Committee	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Complete the Recruitment, Hiring, and Selection Self-Assessment and complete Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool	09/01/2022	10/01/2022	Dr. Danielle Miles, Project Director & Alynne Hanson	Recruitment, Hiring, and Selection Self-Assessment and complete Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool (PDF p. 67-70)	No	Yes
Strategize equity policy work through equity committee: Create an HR Equity Plan that includes book studies, classroom practices, field experts	10/01/2022	12/31/2022	Dr. Danielle Miles, Project Director & Alynne Hanson	Amber Sessoms, Books, Agenda & Minutes	No	No
Implement Year 1 of established HR Equity Plan with hiring committee	01/01/2023	06/30/2023	Dr. Danielle Miles, Project Director & Alynne Hanson	HR Equity Plan, Amber Sessoms, Books, Agenda & Minutes	Yes	No
Make changes to induction program content to strategically include principals, mentors, and supervisors	09/01/2022	06/30/2023	Dr. Danielle Miles, Project Director, FIT Coach, Ms. Kelly Koerner, Principal & LaShaunda Haynes	Existing induction plan	No	Yes
Implement Year 2 of established HR Equity Plan with hiring committee	07/01/2023	06/30/2024	Alynne Hanson	HR Equity Plan, Amber Sessoms, Books, Agenda & Minutes	Yes	No
Onboard new HR and/or hiring committee members to the HR Equity Plan	07/01/2023	09/30/2023	Dr. Danielle Miles, Project Director, FIT Coach		Yes	No
Establish an affinity group to support retention of	09/01/2023	08/30/2024	Dr. Danielle Miles, Project Director, FIT Coach	Monthly schedule, running agendas	No	Yes

teachers of color, set meeting structure and dates for 2024-2025 school year						
Implement changes to induction program content to strategically include principals, mentors, and supervisors	09/01/2023	08/30/2024	Dr. LeTrecia Gloster, Assistant Superintendent	Existing induction plan	No	No
Convene affinity group to support retention of teachers of color (monthly)	09/01/2024	06/30/2025	Dr. Danielle Miles, Project Director, FIT Coach	Monthly schedule, meeting agenda, minutes	No	Yes

Action Plan for: Strengthening central office structures to support and sustain changes in the principal supervisor's role

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
8. Instructional Leadership		Mission/Vision for Instructional Leadership Common Language			Semesterly Comprehensive Plan Monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop principal leadership team meetings that prioritize instructional leadership	07/01/2022	09/20/2022	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	District calendar Simmons Advantage	No	Yes
Create a vision and mission statement around instructional leadership.	07/01/2022	09/30/2022	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	UVA workshops	No	No
Engage building leaders in a process to develop common understanding of instructional leadership practices (and definitions) around instructional leadership practices.	11/01/2022	01/31/2023	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	Insight Education structures (will update) UVA training materials (will update)	Yes	No
Review/Revise Instructional Leadership Vision/Mission and Common Language to make sure they are operational and clearly articulated	08/01/2023	10/01/2023	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	Instructional Leadership Mission/Vision	No	Yes

Action Plan for: Reducing principal supervisors' span of control (the number of principals they oversee) and changing how supervisors are assigned to principals

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
9. Instructional Leadership		List of which central office administrator supervises which building administrator(s)			Semesterly Comprehensive Planning Monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Determine instructional leadership team members	08/01/2022	09/30/2022	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	List of all district administrators	No	Yes
Identify district central office administrators that will participate in supporting building administrators in instructional leadership	08/01/2022	09/01/2022	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	Leadership team roster	No	Yes
Review supervision lists and make adjustments as necessary	08/01/2023	09/01/2023	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	Leadership team roster	No	Yes
Review supervision lists and make adjustments as necessary	08/01/2024	09/01/2024	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	Leadership team roster	No	Yes

Action Plan for: Training supervisors and developing their capacity to support principals

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
10. Instructional Leadership		Instructional Leadership PD Plan for Supervisors of Principals			Semesterly Comprehensive Planning Monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Audit/asset mapping of current professional development opportunities for leadership team members	08/01/2022	09/30/2022	Dr. Danielle Miles, Project Director	Previous year's PD calendar, chart, conferences attended in 21-22	No	No
Develop Instructional Leadership PD Plan for principals & supervisors	09/01/2022	10/30/2023	Dr. Danielle Miles, Project Director	School year calendar, supervision list, Danielson Framework for Leadership, Current asset mapping from July 2022 and UVA	No	No
Hold monthly/bimonthly meetings with principals & supervisors	11/01/2022	06/30/2023	Dr. Danielle Miles, Project Director	School year calendar, supervision list	No	Yes
Engage building leaders in a process to develop common understanding of instructional leadership practices	09/01/2022	06/30/2023	Dr. Danielle Miles, Project Director	UVA training for central office supervisors and building principals	Yes	No
Implement Instructional Leadership PD Plan for Principals & Supervisors	09/01/2023	06/30/2024	Dr. Danielle Miles, Project Director	Instructional Leadership PD Plan for Principals & Supervisors	Yes	Yes
Develop Instructional Leadership PD Plan for Principals & Supervisors for Year 3	12/01/2023	06/30/2024	Dr. Danielle Miles, Project Director	Instructional Leadership PD Plan for Principals & Supervisors (Year 1), Danielson Framework for Leadership	No	No
Develop Instructional Leadership PD Plan for Principals & Supervisors for Year 4	12/01/2024	06/30/2025	Dr. Danielle Miles, Project Director	Instructional Leadership PD Plan for Principals & Supervisors (Years 1 & 2), Danielson Framework for Leadership	No	No

Action Plan for: Developing systems to identify and train new supervisors (succession planning)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
11. Instructional Leadership		New Leader Onboarding & Playbook Annual Building Level PD Plans			Semesterly Comprehensive Planning Monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop New Leader Academy Onboarding Protocol & Playbook	08/01/2022	06/30/2023	Dr. LeTrecia Gloster, Assistant Superintendent	PD Plan Template, all district plans, supervision and evaluation forms, HR forms, etc.	No	Yes
Building Principals use student data and staff evaluation results to develop PD plans for their buildings that center student and staff needs	07/01/2023	09/01/2023	Dr. Danielle Miles, Project Director	PD Plan Template	No	Yes
Revise New Leader Academy Onboarding & Playbook	06/01/2023	08/01/2023	Dr. LeTrecia Gloster, Assistant Superintendent	New Leader Academy Onboarding Playbook	No	Yes
Hold New Leader Academy Sessions	08/01/2023	08/30/2023	Dr. LeTrecia Gloster, Assistant Superintendent	New Leader Academy Onboarding & Playbook	Yes	Yes
Building Principals use student data and staff evaluation results to develop PD plans for their buildings that center student and staff needs	07/01/2024	09/01/2024	Dr. Danielle Miles, Project Director	PD Plan Template	No	Yes
Revise New Leader Academy Onboarding Playbook	06/01/2024	09/01/2024	Dr. LeTrecia Gloster, Assistant Superintendent	New Leader Academy Onboarding Playbook	No	Yes
Hold New Leader Academy Sessions	08/01/2025	08/30/2025	Dr. LeTrecia Gloster, Assistant Superintendent	New Leader Academy Onboarding & Playbook	Yes	Yes

Action Plan for: Make Data Part of an Ongoing Cycle of Improvement

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
12. Instructional Leadership		CDT results, building level professional development plans, data protocol			Report out at milestone meetings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish data protocol and expectations for use during quarterly milestone meetings to measure progress using CDT data.	10/01/2022	11/01/2022	Dr. Danielle Miles, Project Director	Data protocol	No	Yes
Administer CDTs: ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school	10/01/2022	06/30/2025	Dr. Danielle Miles, Project Director	CDTs, 1:1 devices	No	Yes
Revise/Develop building level professional development plans based on student and teacher data	05/15/2023	08/01/2023	Dr. Danielle Miles, Project Director	CDT data, walkthrough & evaluation data	No	No
Revise/Develop building level professional development plans based on student and teacher data	05/15/2024	08/01/2024	Dr. Danielle Miles, Project Director	CDT data, walkthrough & evaluation data	No	No
Revise/Develop building level professional development plans based on student and teacher data	05/15/2025	08/01/2025	Dr. Danielle Miles, Project Director	CDT data, walkthrough & evaluation data	No	No
Employ two classroom teachers with salaries and benefits to help meet the need of the students efficiently.	08/15/2022	06/02/2023	Kristi Kauffman, Teacher Alexandra Sikora, Teacher	Salaries and benefits equaling \$208,996 per year	Yes	No
To reward students for meeting the building's expectations that encompass behavior and academics.	08/15/2022	06/02/2023	Alexandra Sikora, Teacher Kris Woody, PBIS Consultant Aja Gray, Social Worker	Live School Program \$4,090.00	Yes	Yes
Provide after-school opportunities for learning and enrichment for the students.	08/15/2022	06/02/2023	After School Program Director	\$31,500 per year	No	Yes

Provide differentiated intervention in Math and Reading in a small group setting to improve assessment results.	08/15/2022	06/02/2023	2 Literacy Interventionists 1 Math Interventionist	\$48,106 per year \$26,187 per year	No	Yes
To explore/implement evidence-based strategies through PD to enhance the classroom practice to improve assessment results.	08/15/2022	06/02/2023	Ferguson PD & DL Committees	Remaining allocation to support SIP Goals \$154,690 Total Building Allocation eGrant \$473,569.00	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Creating and monitoring a district profile	13. Use the District Demographic Diversity Profile to know your current talent pool-include certifications, diversity, years of service/experience
Revise onboarding procedures & develop retention processes	14. Implement Year 1 of established HR Equity Plan with hiring committee 15. Implement Year 2 of established HR Equity Plan with hiring committee 16. Onboard new HR and/or hiring committee members to the HR Equity Plan
Strengthening central office structures to support and sustain changes in the principal supervisor’s role	17. Engage building leaders in a process to develop common understanding of instructional leadership practices (and definitions) around instructional leadership practices.
Training supervisors and developing their capacity to support principals	18. Engage building leaders in a process to develop common understanding of instructional leadership practices 19. Implement Instructional Leadership PD Plan for Principals & Supervisors
Developing systems to identify and train new supervisors (succession planning)	20. Hold New Leader Academy Sessions 21. Hold New Leader Academy Sessions
Make Data Part of an Ongoing Cycle of Improvement	22. Employ two classroom teachers with salaries and benefits to help meet the need of the students efficiently. 23. To reward students for meeting the building's expectations that encompass behavior and academics. 24. To explore/implement evidence-based strategies through PD to enhance the classroom practice to improve assessment results.

Professional Development Activities

Empowering Leaders to Excel training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
25. Engage building leaders in a process to develop common understanding of instructional leadership practices (and definitions) around instructional leadership practices.	All Building Leaders & Central Office Leadership Team	Instructional Leadership practices	Agendas, Slidedecks	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	11/01/2022	01/30/2023
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Seminar(s)	Monthly	26. 4e: Growing and Developing Professionally				

Instructional Leadership Practices Sessions

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
27. Engage building leaders in a process to develop common understanding of instructional leadership practices	Principals & Supervisors	Domains and components of the Danielson Framework for Leadership	Agenda Items, meeting invites	Dr. Danielle Miles, Project Director	09/01/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly		28. 3c: Engaging Students in Learning			

Instructional Leadership PD Plan

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
29. Implement Instructional Leadership PD Plan for Principals & Supervisors	Principals & Supervisors	Domains and components of the Danielson Framework for Leadership, UVA Trainings	Agenda Items, Meeting Invites	Dr. Danielle Miles, Project Director	09/01/2023	06/30/2024
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Professional Learning Community (PLC)	Monthly	30. 3c: Engaging Students in Learning				

New Leader Academy

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
31. Hold New Leader Academy Sessions	District administrators hired between 09/01/2023-08/30/2024	TBD in New Leader Onboarding & Playbook	Assignment/Task Completion, Agendas	Dr. LeTrecia Gloster, Assistant Superintendent	08/01/2023	08/30/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Book study	TBD	32. 4e: Growing and Developing Professionally	

New Leader Academy

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
33. Hold New Leader Academy Sessions	District administrators hired between 09/01/2024-08/30/2025	TBD in New Leader Onboarding & Playbook	Assignment/Task Completion, Agendas	Dr. LeTrecia Gloster, Assistant Superintendent	08/01/2025	08/30/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Book study	TBD	34. 4e: Growing and Developing Professionally	

Frontline Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
35. Use the District Demographic Diversity Profile to know your current talent pool- include certifications, diversity, years of service/experience	HR Department, FID Coach	Frontline Management System	Action Step completion: ability to run reports to balance openings district-wide and to post positions by district, not building	FIT Coach	09/01/2022	12/01/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once	36. 4e: Growing and Developing Professionally	

HR Equity, Inclusion, & Belonging Plan

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
37. Implement Year 1 of established HR Equity Plan with hiring committee	All HR team members & Hiring Committee	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations	Dr. Danielle Miles, Project Director, & Alynne Hanson	01/01/2023	06/30/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	TBD	38. 4e: Growing and Developing Professionally	

HR Equity, Inclusion, & Belonging Plan- Year 2

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
39. Implement Year 2 of established HR Equity Plan with hiring committee	All HR team members & Hiring Committee	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations	Dr. Danielle Miles, Project Director & Ms. Alynne Hanson	07/01/2023	06/30/2024

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	TBD		

Onboarding Hiring Committee Members to HR EIB Plan

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
40. Onboard new HR and/or hiring committee members to the HR Equity Plan	New HR team members & New Hiring Committee members	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations	Dr. Danielle Miles, Project Director, & Alynne Hanson	07/01/2023	09/30/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once		

Communications Action Steps

Evidence-based Strategy	Action Steps
Develop clear goals and metrics for continuous improvement of community partnerships anchored in an aligned vision that centers students needs.	41. Identify key committee members and appoint a committee lead to champion oversight of all community partnership work. 42. Use data to identify student social, emotional, and academic needs and include those needs in the development of a community partnership mission and vision. 43. Develop community partnership statement, goals & action steps to be included in community partnership plan, anchored in mission/vision of community partnership
Develop clear goals and metrics for continuous improvement of community partnerships anchored in an aligned vision that centers students needs.	44. Identify key committee members and appoint a committee lead to champion oversight of all community partnership work.
Identify the definitions and protocols that will guide how community partnerships are collected, accessed, and monitored.	45. Research/Develop protocol for soliciting community partnerships and vetting potential partnerships 46. Research/Develop protocol for assessing effectiveness of community partnerships and how they will be monitored 47. Assess and qualify current community partnerships' alignment to student needs and vision 48. Monitor community partnerships' alignment to student needs and vision through process for monitoring and assessment
Create formal agreements and common protocols to ensure agreed upon expectations of partnerships are met	49. Revise/Develop common processes for collecting and maintaining required clearances, utilization of a standard MOU and facilities agreements 50. Revise/Develop common emergency protocols and process for sharing/updating them including points of contact 51. Implement formal agreements and common protocols to ensure agreed upon expectations of partnerships are met
Creating and monitoring a district profile	52. Use the District Demographic Diversity Profile to know your current talent pool- include certifications, diversity, years of service/experience 53. Identify Short/Mid/Long Term outcomes and create a detailed action plan

	<p>for dashboard usage (talent management)</p> <p>54. Utilize personnel dashboard to monitor & balance openings district-wide</p> <p>55. Utilize personnel dashboard to monitor & balance openings district-wide</p>
Review and Revise hiring Practices, making them more equitable and culturally responsive	<p>56. Establish a diverse hiring team responsible for reviewing and revising policies</p> <p>57. Revise protocols for application & interviewing: Allow applicants to apply for the district, not a building. Building to be assigned upon hire</p> <p>58. Develop recruitment manual with protocols including creation of year long recruitment process</p> <p>59. Operationalize recruitment process</p>
Revise onboarding procedures & develop retention processes	<p>60. Complete the Recruitment, Hiring, and Selection Self-Assessment and complete Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool</p> <p>61. Make changes to induction program content to strategically include principals, mentors, and supervisors</p> <p>62. Establish an affinity group to support retention of teachers of color, set meeting structure and dates for 2024-2025 school year</p> <p>63. Convene affinity group to support retention of teachers of color (monthly)</p>
Strengthening central office structures to support and sustain changes in the principal supervisor's role	<p>64. Develop principal leadership team meetings that prioritize instructional leadership</p> <p>65. Review/Revise Instructional Leadership Vision/Mission and Common Language to make sure they are operational and clearly articulated</p>
Reducing principal supervisors' span of control (the number of principals they oversee) and changing how supervisors are assigned to principals	<p>66. Determine instructional leadership team members</p> <p>67. Identify district central office administrators that will participate in supporting building administrators in instructional leadership</p> <p>68. Review supervision lists and make adjustments as necessary</p> <p>69. Review supervision lists and make adjustments as necessary</p>
Training supervisors and developing their capacity to support principals	<p>70. Hold monthly/bimonthly meetings with principals & supervisors</p> <p>71. Implement Instructional Leadership PD Plan for Principals & Supervisors</p>
Developing systems to identify and train new supervisors (succession planning)	<p>72. Develop New Leader Academy Onboarding Protocol & Playbook</p> <p>73. Building Principals use student data and staff evaluation results to</p>

	<ul style="list-style-type: none"> 74. develop PD plans for their buildings that center student and staff needs 75. Revise New Leader Academy Onboarding & Playbook 76. Hold New Leader Academy Sessions 77. Building Principals use student data and staff evaluation results to develop PD plans for their buildings that center student and staff needs 78. Revise New Leader Academy Onboarding Playbook 79. Hold New Leader Academy Sessions
<p>Make Data Part of an Ongoing Cycle of Improvement</p>	<ul style="list-style-type: none"> 79. Establish data protocol and expectations for use during quarterly milestone meetings to measure progress using CDT data. 80. Administer CDTs: ELA & Math in grades 3 through 8, Science in grades 4 & 8, and Literature, Biology, and Algebra I in high school 81. To reward students for meeting the building's expectations that encompass behavior and academics. 82. Provide after-school opportunities for learning and enrichment for the students. 83. Provide differentiated intervention in Math and Reading in a small group setting to improve assessment results. 84. To explore/implement evidence-based strategies through PD to enhance the classroom practice to improve assessment results.

Communications Activities

District Demographic Diversity Profile development					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All district staff	Notification of comprehensive plan goal and action step. Request for voluntary, anonymous Google survey response for dashboard data	Dr. Andrea Berry, Superintendent of Schools	09/01/2022	09/30/2022
Communications					
Type of Communication			Frequency		
Email			Once		

Notification of Action Plan and Purpose for Personnel Dashboard

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
85. Identify Short/Mid/Long Term outcomes and create a detailed action plan for dashboard usage (talent management)	All district leadership, School Board of Directors	Notification of action plan (for personnel dashboard) and its contents	FIT Coach	06/01/2023	06/30/2023
Communications					
Type of Communication			Frequency		
Presentation			Once		

How to Access Personnel Dashboard

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All District Leadership	Dashboard access with up-to-date openings district-wide	FIT Coach	01/01/2023	06/30/2024
Communications					
Type of Communication			Frequency		
Email			Once		

How to Access Personnel Dashboard #2

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
86. Utilize personnel dashboard to monitor & balance openings district-wide	District Leadership	Dashboard access with up-to-date openings district-wide	FIT Coach	06/01/2024	06/30/2025
Communications					
Type of Communication			Frequency		
Email			Once		

Establishment of Diverse Hiring Team

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
87. Establish a diverse hiring team responsible for reviewing and revising policies	Potential Committee Members	Invitation to be part of the team reviewing and revising hiring practices and policies	FIT Coach	08/01/2022	09/30/2022
Communications					
Type of Communication			Frequency		
Other			Once		

Updates to Application & Interview Protocols

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
88. Revise protocols for application & interviewing: Allow applicants to apply for the district, not a building. Building to be assigned upon hire	All district leadership	Updates to application & interview protocols	FIT Coach	06/01/2023	06/30/2023

Communications

Type of Communication	Frequency
Email	Once

Recruitment Manual Notification

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
89. Develop recruitment manual with protocols including creation of year long recruitment process	All district leadership	Creation of recruitment manual to be implemented in 2023-2024 SY.	FIT Coach, NaTasha Mathis	06/01/2024	06/30/2024

Communications

Type of Communication	Frequency
Email	Once

Recruitment Manual

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
90. Operationalize recruitment process	All district leadership	Updates to recruitment process & creation of manual	FIT Coach, NaTasha Mathis	06/01/2023	06/30/2024

Communications

Type of Communication	Frequency
Brief	Once

Completion of Self-Assessment

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
91. Complete the Recruitment, Hiring, and Selection Self-Assessment and complete Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool	All district leadership	Notification of Comprehensive Plan Action Step & need to complete self-assessments	Dr. Danielle Miles, Project Director, & Alynne Hanson	09/01/2022	10/30/2022

Communications

Type of Communication	Frequency
Brief	Once

Changes to Induction Program

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
92. Make changes to induction program content to strategically include principals, mentors, and supervisors	Principals, mentors, supervisors, HR department	Updated induction program content, expectations for stakeholders	Dr. Danielle Miles, Project Director, FIT Coach, Ms. Kelly Koerner, Principal & LaShaunda Haynes	07/01/2023	07/30/2023

Communications

Type of Communication	Frequency
Email	Once

Affinity Group Establishment

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
93. Establish an affinity group to support retention of teachers of color, set meeting structure and dates for 2024-2025 school year	All district leadership	Notification of committee, meeting schedule, purpose	Dr. Danielle Miles, Project Director, & FIT Coach	09/01/2023	08/30/2024

Communications	
Type of Communication	Frequency
Brief	Once

Community Partnership Committee

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
94. Identify key committee members and appoint a committee lead to champion oversight of all community partnership work.	Principals, Communities in Schools personnel, social workers, school counselors, parent liaisons, ESL teachers	Communicate committee formation to all district leadership and district and school community/parent liaisons	Supervisor of Student Services	09/01/2022	10/31/2022
Communications					
Type of Communication			Frequency		
Email			Once		

Community Partnership Mission/Vision

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
95. Use data to identify student social, emotional, and academic needs and include those needs in the development of a community partnership mission and vision.	All district staff, community partners, district families	Community Partnership Mission & Vision	Supervisor of Student Services	04/01/2023	04/30/2023
Communications					
Type of Communication			Frequency		
Email			Once		

Community Partnership Plan

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
96. Develop community partnership statement, goals & action steps to be included in community partnership plan, anchored in mission/vision of community partnership		Present Community Partnership Plan, Statement of goals and action steps	Board of School Directors, all district leadership, community partners	05/01/2024	06/30/2024

Communications

Type of Communication	Frequency
Brief	Once

Community Partnership Protocols for Potential Partners

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
97. Research/Develop protocol for soliciting community partnerships and vetting potential partnerships	Building Leaders & Community Liaisons	Communicate protocol for soliciting/vetting potential partnership	Supervisor of Student Services	06/30/2023	08/31/2023
Communications					
Type of Communication			Frequency		
Brief			Once		

Protocol for Assessing Effectiveness of Community Partnerships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
98. Research/Develop protocol for assessing effectiveness of community partnerships and how they will be monitored	All District Leadership	Protocol for assessing & monitoring effectiveness of community partnerships	Supervisor of Student Services	06/30/2023	08/31/2023
Communications					
Type of Communication			Frequency		
Brief			Once		

Assessment/Qualification of Community Partnerships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
99. Assess and qualify current community partnerships' alignment to student needs and vision	All district leadership	Report of Assessment/Qualification of current community partnerships	Supervisor of Student Services	05/30/2023	06/30/2023
Communications					
Type of Communication			Frequency		
Brief			Once		

Quarterly Updates on Community Partnerships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
100. Monitor community partnerships' alignment to student needs and vision through process for monitoring and assessment	All district leadership, community liaisons, school board of directors	Community Partnerships' alignment to student needs and vision	Supervisor of Student Services	07/01/2024	06/30/2025

Communications

Type of Communication	Frequency
Brief	Quarterly

Revision of Processes & Protocols for Community Partners

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
101. Revise/Develop common processes for collecting and maintaining required clearances, utilization of a standard MOU and facilities agreements	All district leadership, community liaisons, community partners	Updated processes for collecting and maintaining required clearances, MOUs, and facilities agreements	Assistant Superintendent of Student Services	06/01/2023	06/30/2023

Communications

Type of Communication	Frequency
Email	Once

Updated Processes for Community Partners

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
102. Revise/Develop common emergency protocols and process for sharing/updating them including points of contact	All district leadership, community liaisons, community partners	Updated processes for communicating emergency protocols and points of contact	Assistant Superintendent of Student Services	06/01/2023	06/30/2023

Communications

Type of Communication	Frequency
Email	Once

Formal Agreements with Community Partners

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
103. Implement formal agreements and common protocols to ensure agreed upon expectations of partnerships are met	All district leadership, School Board of Directors, all community partners & liaisons	Communicate common protocols & processes to all involved with community partnerships	Assistant Superintendent of Student Services	07/01/2024	09/30/2024

Communications	
Type of Communication	Frequency
Email	Once

Principal Leadership Team Meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
104. Develop principal leadership team meetings that prioritize instructional leadership	Building Administrators	Notify building administrators of meetings and priority	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	07/01/2022	09/30/2022

Communications

Type of Communication	Frequency
Email	Once

Instructional Leadership Mission/Vision

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
105. Review/Revise Instructional Leadership Vision/Mission and Common Language to make sure they are operational and clearly articulated	All district leadership	Instructional Leadership Mission/Vision	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	08/01/2023	10/01/2023

Communications

Type of Communication	Frequency
Brief	Once

Instructional Leadership Team Members

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
106. Determine instructional leadership team members	Central office administrators, building administrators	Notification of membership on instructional leadership team	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	08/01/2022	09/01/2022
Communications					
Type of Communication			Frequency		
Email			Once		

Notify Central Office Administrators of Mentor Role

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
107. Identify district central office administrators that will participate in supporting building administrators in instructional leadership	Central Office Administrators, Building Administrators	Notify central office administrators which building administrator(s) they will be supporting in instructional leadership	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	08/01/2022	09/01/2022
Communications					
Type of Communication			Frequency		
Brief			Once		

Revision of Supervision Lists

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
108. Review supervision lists and make adjustments as necessary	All central office administrators, building administrators	Updated supervision list of building administrators	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	08/01/2023	09/01/2023
Communications					
Type of Communication			Frequency		
Email			Once		

Updated Supervision Lists

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
109. Review supervision lists and make adjustments as necessary	All central office administrators, building administrators	Updated supervision list of building administrators	Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director	08/01/2024	09/01/2024
Communications					
Type of Communication			Frequency		
Email			Once		

Hold regular meetings with principals & supervisors

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
110. Hold monthly/bimonthly meetings with principals & supervisors	Principals & Supervisors	Notification of meetings to do work around the Instructional Leadership PD Plan for Supervisors of Principals	Dr. Danielle Miles, Project Director	11/01/2022	06/30/2023
Communications					
Type of Communication			Frequency		
Email			Once		

Instructional Leadership PD Plan Meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
111. Implement Instructional Leadership PD Plan for Principals & Supervisors	Supervisors of Principals, Principals	Notification of meetings around Instructional Leadership PD Plan for Principals & Supervisors	Dr. Danielle Miles, Project Director	07/15/2023	09/01/2023
Communications					
Type of Communication			Frequency		
Email			Once		

New Leader Academy Protocol and Playbook

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
112. Develop New Leader Academy Onboarding Protocol & Playbook	All District Administrators	New Leader Academy Protocol and Playbook	Dr. LeTrecia Gloster, Assistant Superintendent	01/01/2023	06/30/2024
Communications					
Type of Communication			Frequency		
Brief			Once		

Building PD Plans

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
113. Building Principals use student data and staff evaluation results to develop PD plans for their buildings that center student and staff needs	Central Office Administrators, Building Principals	Submission of Building PD plan for Approval Notification of plan to building staff	Dr. Danielle Miles, Project Director	06/01/2023	09/01/2023

Communications

Type of Communication	Frequency
Email	Once
Brief	Once

Revised New Leader Academy Onboarding & Playbook

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
114. Revise New Leader Academy Onboarding & Playbook	All District Administrators	Updated New Leader Academy Protocol and Playbook	Dr. LeTrecia Gloster, Assistant Superintendent	08/01/2023	09/01/2023
Communications					
Type of Communication			Frequency		
Brief			Once		

New Leader Academy Sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
115. Hold New Leader Academy Sessions	All District Administrators	Save the Date for New Leader Academy Sessions	Dr. LeTrecia Gloster, Assistant Superintendent	03/01/2023	04/01/2023

Communications

Type of Communication	Frequency
Email	Once

Building PD Plans #2

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
116. Building Principals use student data and staff evaluation results to develop PD plans for their buildings that center student and staff needs	Central Office Admin/All building staff	Submit for Approval Send plan to staff	Dr. Danielle Miles, Project Director	06/01/2023	09/01/2023

Communications

Type of Communication	Frequency
Email	Once
Brief	Once

Revised New Leader Academy Onboarding & Playbook

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
117. Revise New Leader Academy Onboarding Playbook	All District Administrators	Updated New Leader Academy Protocol and Playbook	Dr. LeTrecia Gloster, Assistant Superintendent	08/01/2024	09/01/2024
Communications					
Type of Communication			Frequency		
Email			Once		

New Leader Academy: Year 2

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
118. Hold New Leader Academy Sessions	All District Administrators	Save the Date for New Leader Academy Sessions	Dr. LeTrecia Gloster, Assistant Superintendent	03/01/2024	04/01/2024
Communications					
Type of Communication			Frequency		
Email			Once		