MISSION STATEMENT

The mission of the Pocono Mountain School District is to prepare all students for tomorrow's challenges and opportunities.

VISION STATEMENT

The vision of the Pocono Mountain School District is to create a culture of achievement, improve student performance, maintain safe schools, and promote strong character.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students: We believe that… All students have value and share in the responsibility for their success in the educational process. All students possess unique strengths and needs. All students are to be respectful and respected. All students need the opportunity to learn in an educational program that maximizes their potential.

STAFF

Teachers: We believe that… Teachers foster futuristic thinking and learning among all students. Teachers and parents are strategic partners in the success of the student. Teachers continue to grow in their professional development. Teachers recognize individual differences in each child and help each to meet his or her potential. Teachers are humanistic and flexible in their styles and approaches.

ADMINISTRATION

Administrators: We believe that… Administrators utilize community resources and input in the decision-making process. Administrators make decisions consistent with the mission statement of the district. Administrators take a visionary and proactive role in the operation of the district. Administrators are committed to personal and professional growth and development. Administrators plan and implement a safe and positive learning environment. Administrators encourage excellence and innovation as they assist teachers in implementing the district curriculum. Administrators focus on positive communication between families and schools. Administrators maintain a sound fiscal operation.

PARENTS

Parents and Guardians: We believe that… Parents and guardians provide continuous positive involvement in the educational process. Parents and guardians support educators in educational programs and district discipline to enable students to be in a safe environment conducive to learning. Parents and guardians communicate with students and educators.

COMMUNITY

School Community: We believe that... The school community must be respectful and responsive to its diverse composition. The school community creates an environment that supports each student at his or her individual level. The school community is apprised of the inherent worth and financial value of a vibrant public school system.

OTHER (OPTIONAL)

School Board: We believe that... The School Board is accountable to the community for providing a public forum and considering community input in decision making to ensure solutions to educational issues. The School Board pursues all available avenues to encourage longevity among district personnel for the purpose of educational consistency. The School Board develops the educational process to its highest standards by providing the necessary resources needed to promote a fair and equitable learning environment. The School Board develops short and long range plans to provide financial security for the district's future growth and development. The School Board investigates all avenues of funding to increase revenue for public education.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kathleen Smith	Director of Human Resources	Pocono Mountain SD
Dr. Catherine Sweeney	Asst. Superintendent of Curriculum and Instruction	Pocono Mountain SD
Amy Swingle	Director of Curriculum, Mathematics and Science	Pocono Mountain SD
Amy Buffington	Director of Curriculum, Social Studies and Humanities	Pocono Mountain SD
Stacy Kulics	Director of Curriculum, ELA and Reading	Pocono Mountain SD
Dr. Beth DeLay	Director of Curriculum, Guidance, Health and Phys. Ed	Pocono Mountain SD
Dr. Stephen Spengler	Director of Technology	Pocono Mountain SD
Dr. Mark Wade	Administrator	Pocono Mountain SD
Michael Jones	Administrator	Pocono Mountain SD
Dr. Eric Vogt	Principal WJHS	Pocono Mountain SD
Dr. Jessica Loveri	Principal WJHS	Pocono Mountain SD
Dr. Ann Marie Vaughn	Principal CRIS	Pocono Mountain SD
Kris Kunsman	Principal SIS	Pocono Mountain SD

Name	Position	Building/Group
Dr. Anatasia Dangelo	Principal TEC	Pocono Mountain SD
Krislin Ofalt	Principal SEC	Pocono Mountain SD
Tamara Toleno	Principal SEC	Pocono Mountain SD
Heidi Donohue	Principal CREC	Pocono Mountain SD
Karen Doughton	Principal CREC	Pocono Mountain SD
Ashley Dickinson	Administrator	Pocono Mountain SD
Carol Star	Administrator	Pocono Mountain SD
Jonathan Reifer	Administrator	Pocono Mountain SD
Dr. Marsha Kloss	Administrator	Pocono Mountain SD
Amy Haynes	Administrator	Pocono Mountain SD
Nora Wandalowski	Administrator	Pocono Mountain SD
Jeffrey Stoner	Community Member	Business Owner
Megan Dunlap	Parent	community member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Professional development needs to be offered in variety of formats (face to face, virtually, evening or weekends) to better meet teachers' time availability. Topics should be specific to needs of teachers and content specific when appropriate. PD needs to be engaging to provide teachers with opportunities to get hands-on experience designing and practicing new teaching strategies.	Professional learning
Frequent observations provide more accurate data and give the most accurate understanding of how frequently specific teaching practices are used in the classroom. Administrators will conduct 5 minute informal classroom observations as a strategy to drive a cycle of continuous improvement by focusing on the effects of instruction and the effectiveness of professional development sessions.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Prioritizing tasks is the foundation of using time effectively and working more efficiently. Priorities can be determined by responses to the following guiding questions: Strategic Alignment: How will this initiative support a variety of strategic priorities? Student Impact: How might this initiative directly drive outcomes with our students? Return on Investment: How will this initiative provide benefits beyond those directly impacted? Flexibility: Are we able to adjust our course with new information?	Essential Practices 2: Empower Leadership

Essential Practices 5: Allocate Resources Strategically |

Priority Statement	Outcome Category
	and Equitably

ACTION PLAN AND STEPS

Evidence-based Strategy

Effective Teacher Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional development for teaching staff	Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process.
5-minute Classroom Observations	Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices.
Prioritizing initiatives and promoting school leadership	Administrators, district curriculum directors and supervisors will review school and district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct a district-wide needs assessment of instructional practices, and programs related to content specific background knowledge and awareness of resources	2021-10-30 - 2022-06-30	Dr. Kathleen Smith, Executive Director of Human Resources	Google Survey, Data Analysis; Content Curriculum Directors Work Group
Establishment of schedule for PD based on content and specific topics identified in needs assessment	2022-01-15 - 2024-06-30	Dr. Kathleen Smith, Executive Director of Human Resources	Directors of Content Areas, district administrators, iu 20 training staff
Implement the agreed upon schedule of professional development training	2022-01-15 - 2024-06-30	Dr. Kathleen Smith, Executive Director of Human Resources	Content specific training resources, presenters, platform for virtual trainings (Zoom)
Evaluate effectiveness of PD Sessions in terms of increased skill or knowledge and overall teacher participation in trainings	2022-01-15 - 2024-06-30	Dr. Kathleen Smith, Executive Director of Human Resources	Post training survey, classroom observations, discussion groups, attendance records

Anticipated Outcome

1. Attendance at trainings will reflect 50% of eligible teachers. 2. Classroom Observations will indicate effective implementation of Professional Development focus areas. 3. Student achievement and growth will be positively impacted by attendance in PD sessions.

Monitoring/Evaluation

Building administrators, directors, and supervisors will conduct informal observations, student data will be reviewed quarterly by data teams, attendance at PD sessions will be monitored in relationship to teachers invited vs. teachers attending

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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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.

School Board Minutes or Affirmation Statement	2021-10-20

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Dr. Elizabeth Robison	2022-01-24

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elective and AP courses offered have increased opportunities for all students to explore courses related to college and career redadiness

Students from all subgroups have been strongly encouraged to enroll in higher level classes. Course requirements have been revised to all increased opportunities for interested students.

All programs have active leadership and engage a variety of school stakeholders in the planning and implementation process

Relationships between staff and administration are positive with the common goal of supporting student learning while providing a positive learning environment

Ample resources are made available throughout the district to meet the needs of staff and students.

Effective Professional Development and Personalized Learning Opportunities

Formation of building data teams, data and results driven department and faculty meetings

Challenges

Student scheduling needs to allow for more flexibility in individual schedules.

Prioritizing district needs can be a challenge when faced with several areas requiring a good deal of effort and resources.

The recruitment and retention of fully credentialed, experienced and high-quality staff is an ongoing area of difficulty for district.

The ability to provide staff professional development during the school day has been severely limited due to lack of substitute teachers.

Increased content knowledge and implementation of effective teaching strategies for struggling staff members

Additional student interventions to address academic and social emotional issues

More instructional time for math at the secondary level

Continuing professional development for teachers

Ability to hire additional secondary math certified teachers.

Strengths	Challenges
Implementation of CDT's, benchmark assessments, common grade level assessments, formative assessments	Currently, the teacher shortage in the area of math greatly impacts the district's ability to hire additional math support staff or appropriate state certified substitutes to cover classes for Math teachers on leave.
Continuous Curriculum review and revisions, consistent implementation of positive school-wide behaviors programs, MTSS, and SEL	Offer additional professional development for science teachers
Professional development focused on specific math programs	Increase number of informal and formal observations to ensure standards aligned curriculum is being taught
Data from assessments (common assessments, CDTs, Formative and Diagnostic) used to drive instruction Data review meetings	Increasing Professional development to support strategies specific to the needs of students with disabilities
Observations and post conferences based on the Danielson Model	Increasing student attendance by offering student incentives
Professional development specific to science concepts	Consistent daily attendance for students with disabilities is a significant concern that impact academic growth and achievement.
Data from assessments (common assessments, CDTs, Formative and Diagnostic) used to drive instruction Data review meetings	Secondary schools need to implement a consistent approach to MTSS.
Consistent implementation of Positive Behavioral Interventions and Support program, Social and Emotional Learning (SEL) , multi-tiered systems of support (MTSS).	Grade 7 Mathematics- PVAAS continues to show significant evidence that the WJHS school did not meet the standard for PA academic growth (red)
Increased communication with parents regarding the importance of regular attendance	Grade 4 ELA all schools - PVAAS continues to show significant evidence that the school did not meet the standard for PA
Additional support for students with disabilities including	

Strengths

academic small groups

Grade 6 Math and Keystone Algebra I (all schools)- PVAAS showed significant evidence that the school exceeded the standard for academic growth (dark blue)

ELA grades 5 and 8 PVAAS showed significant evidence that all school exceededs the standard for academic growth (light and dark blue)

EJHS grades 7 and 8 Black, Economically Disadvantaged, Lowest Performing 33%, GIEPs, Students with IEPs and White subgroups showed moderate to significant evidence that the school exceeded the standard for academic growth (light and dark blue)

Challenges

academic growth (red)

WJHS grades 7 and 8: Black, Economically Disadvantaged, Lowest Performing 33%, GIEPs, students with IEPs and White subgroups- PVAAS shows moderate evidence that school did not meet the standard for PA academic growth (YELLOW)

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Increased content knowledge and implementation of effective teaching strategies for struggling staff members	Teachers need to understand subject matter deeply and flexibly so they can help students with content. Effective instruction strategies allow students to better comprehend content	
Continuing professional development for teachers	Time for PD, coverage during PD, prioritizing topics (including topics specific to meeting the needs of struggling staff members and students with disabilities) format of PD sessions, mandated vs. voluntary,	
Increase number of informal and formal observations to ensure standards aligned curriculum is being taught	Who conducts observations, purpose of observation (drive program or evaluate teacher), data collection, review from observational data, format for observation	
Increasing Professional development to support strategies specific to the needs of students with disabilities	Time for PD, coverage during PD, prioritizing topics, format of PD sessions, mandated vs. voluntary	
Prioritizing district needs can be a challenge when faced with several areas requiring a good deal of effort and resources.	What criteria would be used to determine priorities? How to get stakeholder buy in once priorities are determined	

ADDENDUM B: ACTION PLAN

Action Plan: Effective Teacher Professional Development

Action Steps	Anticipated Start/Completion Date
Conduct a district-wide needs assessment of instructional practices, and programs related to content specific background knowledge and awareness of resources	10/30/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Building administrators, directors, and supervisors will conduct informal observations, student data will be reviewed quarterly by data teams, attendance at PD sessions will be monitored in relationship to teachers invited vs. teachers attending	1. Attendance at trainings will reflect 50% of eligible teachers. 2. Classroom Observations will indicate effective implementation of Professional Development focus areas. 3. Student achievement and growth will be positively impacted by attendance in PD sessions.

Material/Resources/Supports Needed	PD Step	Comm Step
Google Survey, Data Analysis; Content Curriculum Directors Work Group	yes	yes

Action Steps	Anticipated Start/Completion Date
Establishment of schedule for PD based on content and specific topics identified in needs assessment	01/15/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building administrators, directors, and supervisors will conduct informal observations, student data will be reviewed quarterly by data teams, attendance at PD sessions will be monitored in relationship to teachers invited vs. teachers attending	1. Attendance at trainings will reflect 50% of eligible teachers. 2. Classroom Observations will indicate effective implementation of Professional Development focus areas. 3. Student achievement and growth will be positively impacted by attendance in PD sessions.

Material/Resources/Supports Needed	PD Step	Comm Step
Directors of Content Areas, district administrators, iu 20 training staff	yes	yes

Action Steps	Anticipated Start/Completion Date
Implement the agreed upon schedule of professional development training	01/15/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building administrators, directors, and supervisors will conduct informal observations, student data will be reviewed quarterly by data teams, attendance at PD sessions will be monitored in relationship to teachers invited vs. teachers attending	1. Attendance at trainings will reflect 50% of eligible teachers. 2. Classroom Observations will indicate effective implementation of Professional Development focus areas. 3. Student achievement and growth will be positively impacted by attendance in PD sessions.

Material/Resources/Supports Needed	PD Step	Comm Step
Content specific training resources, presenters, platform for virtual trainings (Zoom)	yes	yes

Action Steps	Anticipated Start/Completion Date
Evaluate effectiveness of PD Sessions in terms of increased skill or knowledge and overall teacher participation in trainings	01/15/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building administrators, directors, and supervisors will conduct informal observations, student data will be reviewed quarterly by data teams, attendance at PD sessions will be monitored in relationship to teachers invited vs. teachers attending	1. Attendance at trainings will reflect 50% of eligible teachers. 2. Classroom Observations will indicate effective implementation of Professional Development focus areas. 3. Student achievement and growth will be positively impacted by attendance in PD sessions.

Material/Resources/Supports Needed	PD Step	Comm Step
Post training survey, classroom observations, discussion groups, attendance records	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff) Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices. (5-minute Classroom Observations) Administrators, district curriculum directors and supervisors will review school and district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school. (Prioritizing initiatives and promoting school leadership)	Effective Teacher Professional Development	Conduct a district-wide needs assessment of instructional practices, and programs related to content specific background knowledge and awareness of resources	10/30/2021 - 06/30/2022
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff)	Effective Teacher Professional Development	Establishment of schedule for PD based on content and specific topics	01/15/2022 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Assessment Needs Survey	All K-12 teachers and paraprofessionals, program specialists, curriculum directors, special education supervisors, and school administrators	Math K-2, Math 3-6, Math 7-12, ELA K-2, ELA 3-6, ELA 7-12, Science 3-6, Science 7-12, Social Studies 3-6, Social Studies 7-12, Mindfulness for educators and students, Trauma based responsiveness, Applying effective teaching strategies, Understanding Data, MTSS, Classroom Management

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observable actions in the classroom, increased student achievement and or growth, attendance in PD sessions	11/01/2021 - 11/15/2021	Dr. Smith, Executive Director of Human Resources

Danielson Framework Component Met in this Plan:

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

3e: Demonstrating Flexibility and Responsiveness

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

4c: Communicating with Families

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

2d: Managing Student Behavior

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Language and Literacy Acquisition for All Students

Trauma Informed Training (Act 18)

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff) Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices. (5-minute Classroom Observations) Administrators, district curriculum directors and supervisors will review school and district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school. (Prioritizing initiatives and promoting school leadership)	Effective Teacher Professional Development	Conduct a district-wide needs assessment of instructional practices, and programs related to content specific background knowledge and awareness of resources	2021-10-30 - 2022-06-30
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff)	Effective Teacher Professional Development	Establishment of schedule for PD based on content and specific topics	2022-01-15 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices. (5-minute Classroom Observations) Administrators, district curriculum directors and supervisors will review school and district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school. (Prioritizing initiatives and promoting school leadership)		identified in needs assessment	
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff) Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices. (5-minute Classroom Observations) Administrators, district curriculum directors and supervisors will review school and	Effective Teacher Professional Development	Implement the agreed upon schedule of professional development training	2022-01-15 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school. (Prioritizing initiatives and promoting school leadership)			
Professional development opportunities will be offered in the various formats to increase teacher participation in trainings. Topics will be based on results of teacher professional development needs survey and will be designed to actively engage teachers in the learning process. (Professional development for teaching staff) Administrators will increase the number of informal 5-min observations completed during a school year from two per week in year 1 to four per week in year 3. Observations will have a stated focus area to observe. Data on the focus areas will be analyzed by school administrators to evaluate the professional development sessions and overall instructional programs/ practices. (5-minute Classroom Observations) Administrators, district curriculum directors and supervisors will review school and district programs/initiatives and establish a list of priorities that will help school leaders focus on what really matters for their staff and students. Tasks related to priorities should be evaluated and with associated responsibilities delegated to more effectively build leadership within the school. (Prioritizing initiatives and promoting school leadership)	Effective Teacher Professional Development	Evaluate effectiveness of PD Sessions in terms of increased skill or knowledge and overall teacher participation in trainings	2022-01-15 - 2024-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate and promote the sessions identified in the Professional Development Schedule	Teachers, Paraprofessionals, and school Specialists	(Dependent upon results of needs survey) Math K-2, Math 3-6, Math 7-12, ELA K-2, ELA 3-6, ELA 7-12, Science 3-6, Science 7-12, Social Studies 3-6, Social Studies 7-12, Mindfulness for educators and students, Trauma based responsiveness, Applying effective teaching strategies, Understanding Data, MTSS, Classroom Management

Anticipated Timeframe	Frequency	Delivery Method
01/15/2022 - 06/30/2024	monthly based on PD offerings	Email Presentation Posting on district website

Lead Person/Position
Dr. Smith, Human Resources, Curriculum directors, school administrators, special education supervisors, Dr. Wade, Assistant Superintendent of Special Education, Dr. Catherine Sweeney, Assistant Superintendent of Curriculum and Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Leaders will present the plan to faculty and staff members.	Summary of District Comprehensive Plan	Meeting	School stakeholders	11/01/2021
Title I Family Engagement Meeting	Summary of District Comprehensive Plan	Meeting	Community Members	11/15/2021
Meet with PTO members during regularly scheduled meetings	Summary of District Comprehensive Plan	meeting	Parents/Guardians of district students	12/01/2021
Post Comprehensive Plan on the district Webpage	Comprehensive Plan for public review and comment	posting on webpage	Parents, Students, Community Members	11/30/21