

**Trinity Area School District  
Comprehensive Plan: 2021-2024  
An Overview**

Introduction

A draft of Trinity Area School District's Comprehensive Plan for 2021 through 2024 was presented to the School Board and public on October 21, 2021 at the regularly scheduled board meeting. The Board will vote to approve the Plan on November 18, 2021. This document presents as a reader-friendly overview of the Plan. For public inspection and comment, a copy of the Plan in its entirety remains available in Trinity Area's Central Administrative Office.

Goals

Trinity Area School District's Comprehensive Plan for 2021 through 2024 consists of six, overarching and interconnected goals:

1. To increase students' achievement in English Language Arts;
2. To increase students' achievement in Mathematics;
3. To ensure students master essential, Twenty-First Century skills through their engagement in a rich, interdisciplinary, STEM-based curricula;
4. To use the Understanding by Design framework to map rigorous courses of study;
5. To strengthen teachers' day-to-day instructional practices; and
6. To foster fluid, purposeful communication among staff members.

Action Plan

*The following information details the specific actions Trinity Area School District will take to meet the aforementioned goals.*

To increase students' achievement, develop a rigorous curriculum, and help teachers improve their professional practice, a comprehensive, district-wide curriculum audit will be conducted. Throughout the 2021-2022 school year, the District will audit curriculum thoroughly by engaging a formalized process. Using the *Understanding by Design* framework, the Director of Curriculum and Instruction will unpack every Standard, K-12, by analyzing the language as published by PDE and translating the information into teacher-friendly language to emphasize exactly what students must know and do in order to achieve mastery. Inherent in every Standard are core concepts and essential skills, and the unpacked Standards will inform teachers of the exact content and skills they are required to teach. This information will be documented in the form of tables and shared with teachers, respectively.

As an initial step, teachers will code the information based on how comprehensively *they* believe they teach the Standards. Teachers will consider their curriculum maps, unit and lesson plans, and day-to-day facilitation of instruction to determine how thoroughly they teach each Standard as unpacked. By the end of the 2021-2022 school year, administrators will gather data by asking teachers to submit their coded tables for review. By the beginning of the 2022-2023 school year, data will be analyzed to note gaps and areas of overlap in the curriculum. Based on the analysis of data, teachers will update their curriculum maps accordingly to ensure each map clearly presents the content and skills to be taught. On the maps, content and skills derived from unpacked Standards will be presented in the form of Big Ideas,

Enduring Understandings, and Essential Questions to provide a foundation for teachers as they build their units of study.

Once curriculum maps are revised to ensure all Standards are taught as mandated by the State, teachers will develop common benchmark assessments to administer as a means of determining whether their students are achieving mastery as expected. Throughout the 2023-2024 school year, teachers will be provided with targeted professional development to learn how to analyze student achievement data gleaned from their administration of common benchmark assessments, and use the analysis of the data to inform their instructional practices. Specifically, teachers will learn how to differentiate their daily instruction according to students' individualized learning needs so all achieve mastery in ELA and STEM. In sum, this data driven approach will help the District to fulfill its mission of preparing students to reach their fullest potential and become contributing members of society.

In addition to unpacking the exact content and skills students must master, identifying students struggling to achieve mastery, and adapting instruction to meet those students' specific learning needs, the District will continue to partner with local colleges, businesses, and organizations to ensure that technology used for teaching and learning is current and practical. For example, the District will enhance students' computational thinking and problem-solving skills by working with experts who suggest the most meaningful ways to infuse coding and robotics into the curriculum. Furthermore, the District will continue to grow the Esports program as a means of providing modern students with instruction that resonates with them.

Lastly, the District will promote a culture of collegiality and professionalism by redesigning the New Employee Induction Program, offering employees the opportunity to select professional development that interests them, and empowering department chairpersons to act as instructional leaders. Targeted professional development will be provided to department chairs and mentors who support and encourage colleagues through their actions as teacher-leaders. New employees will participate in a rigorous induction program to learn the Understanding by Design framework and other, research-based, best practices to employ as they plan for and facilitate instruction. Finally, all employees will be invited to access information contained within an online space specifically designed to house recent literature, videos, and podcasts detailing the most effective ways to educate a new generation of learners.

### Conclusion

The Trinity Area School District is excited to implement the Comprehensive Plan as it provides clear direction for the next five academic years. All administrators and staff members have been informed of the District's path to progress, and all look forward to providing for students a safe, nurturing learning environment in which their independence, creativity, and leadership are promoted.