Hello all Western Pennsylvania Learning 2025 Districts. It would be really helpful if everyone could contribute to this spreadsheet to share their plans and even spark ide

Please complete the first four columns as soon as possible; the ASU/GSV and Learning 2025 Summit columns can be completed after those conferences.

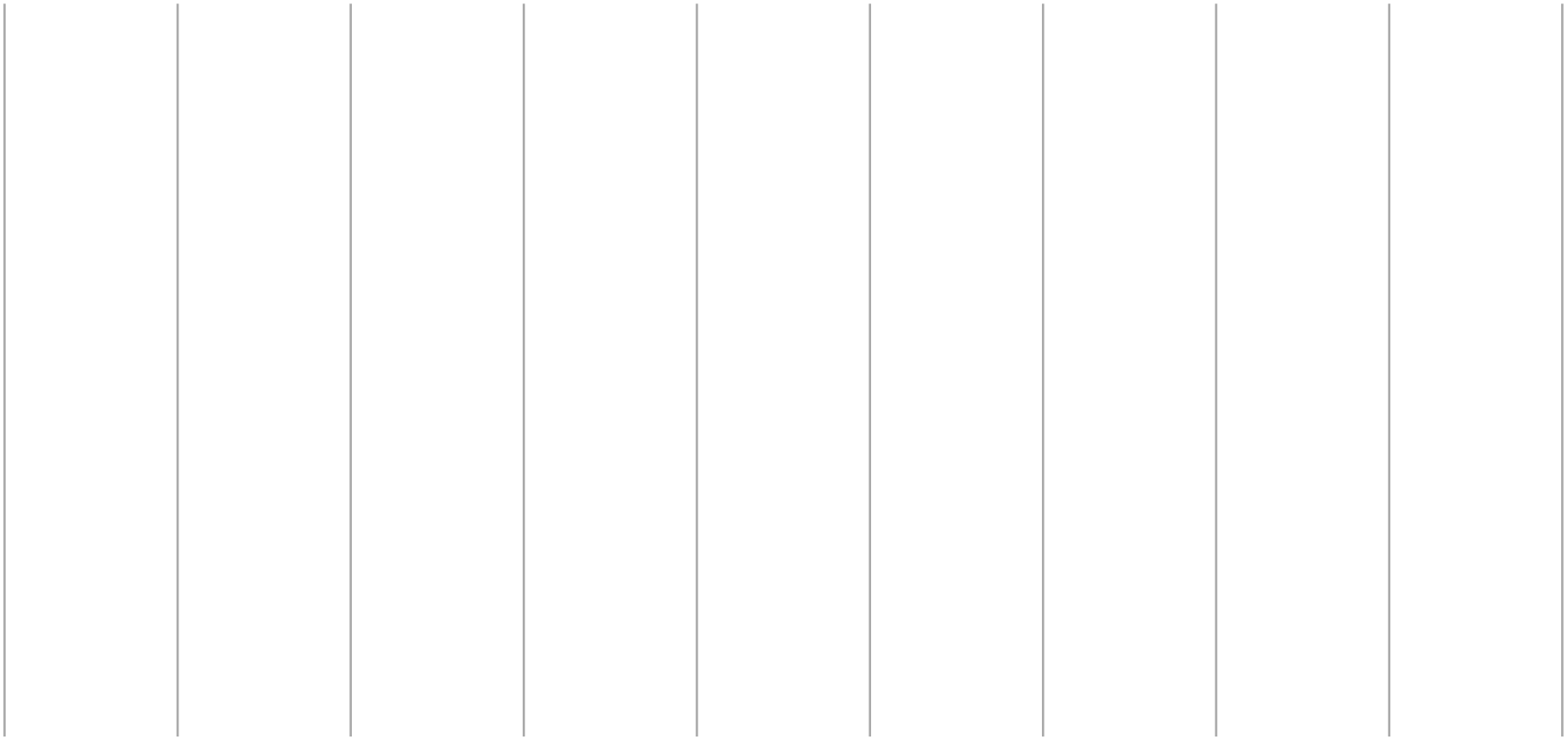
This document will automatically save all your responses, and other users will be able to see the responses as well. You can come back and add to the document at any

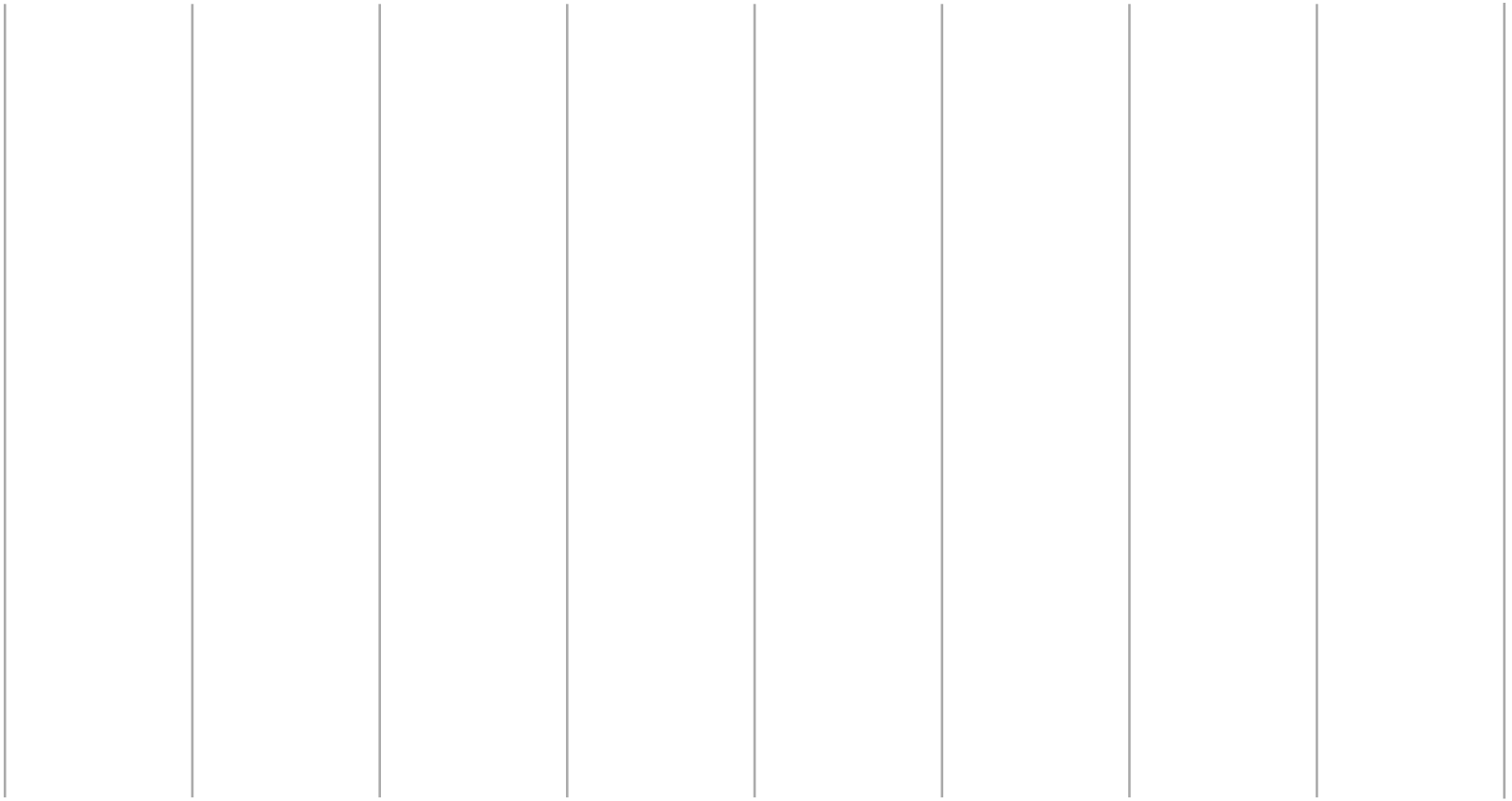
School District	What is *one "Little Bet*" you're going to try arising from an idea sparked during **NCE** in San Antonio?	What is one *"Little Bet"* you're going to try based on an idea from AASA monthly calls or a cohort that you have joined.	What *"Little Bets"* are you making with the $3,000 provided to support *"Lttle Bets"* for 3-6 different district administrators, teachers, or staff members?	What is your best *"Little Bet"* or takeaway from one of the deep dive sessions that you attended this past year?
Allegheny Valley	AVSD is interested in developing The Portrait of a Dynamo.	Redevelopment of the senior year experience	Looking at teams to staff to participate in the Portrait of a Dynamo to develop a vision grade level bands	The deep dive sessions have provided our team with time to discuss how to approach future work with Portrait of a Graduate/ Learner and is fueling the redevelopment of the senior year experience
Avonworth				

What is one "Little Bet" you're going to try arising from an idea sparked during ASU/GSV?	What is one *"Little Bet"* you're going to try arising from an idea sparked during the Learning 2025 Summit in Washington D.C.?	Any comments or suggestions?			
Attending PLTW and LEADS the embedded cross curricular skills and standards will assist in retinking the skills and characteristics of the Portrait of a Dynamo.					

Baldwin-Whitehall	We partnered with Michelle Miller to create a proposal for Trust and Inspire. We are hoping to bring the Franklin Covey team to Pittsburgh to support the professional growth of leaders in Western PA, as well as our own district.		1. Our K-1 principal is using the grant funding to support her belief in the use of imaginative play. During imaginative play, children may take on different roles or characters, use objects in unconventional ways, and engage in make-believe situations. This type of play is important for children's cognitive, social, and emotional development, as it helps them to develop creativity, problem-solving skills, empathy, and self-regulation. 2. Our K-6 principal is using her funding to support the school's Kindness Club. The Kindness Club is dedicated to promoting kindness and empathy among students, staff, and faculty members. With this funding, the club has organized activities and events that encourage students to show kindness to their peers and community. Examples of projects include anti-bullying campaigns, volunteer projects, and random acts of kindness throughout the school.	One of the areas that we are going to explore is badging. Next year, our district is moving to elementary centers which will be comprised of the following: K Center, Grades 1-2 and Grades 3-5. Our goal is to begin working with the Kindergarten Center to engage in the beginning stages of badging with the goal of full implementation for the 2024-2025 school year.

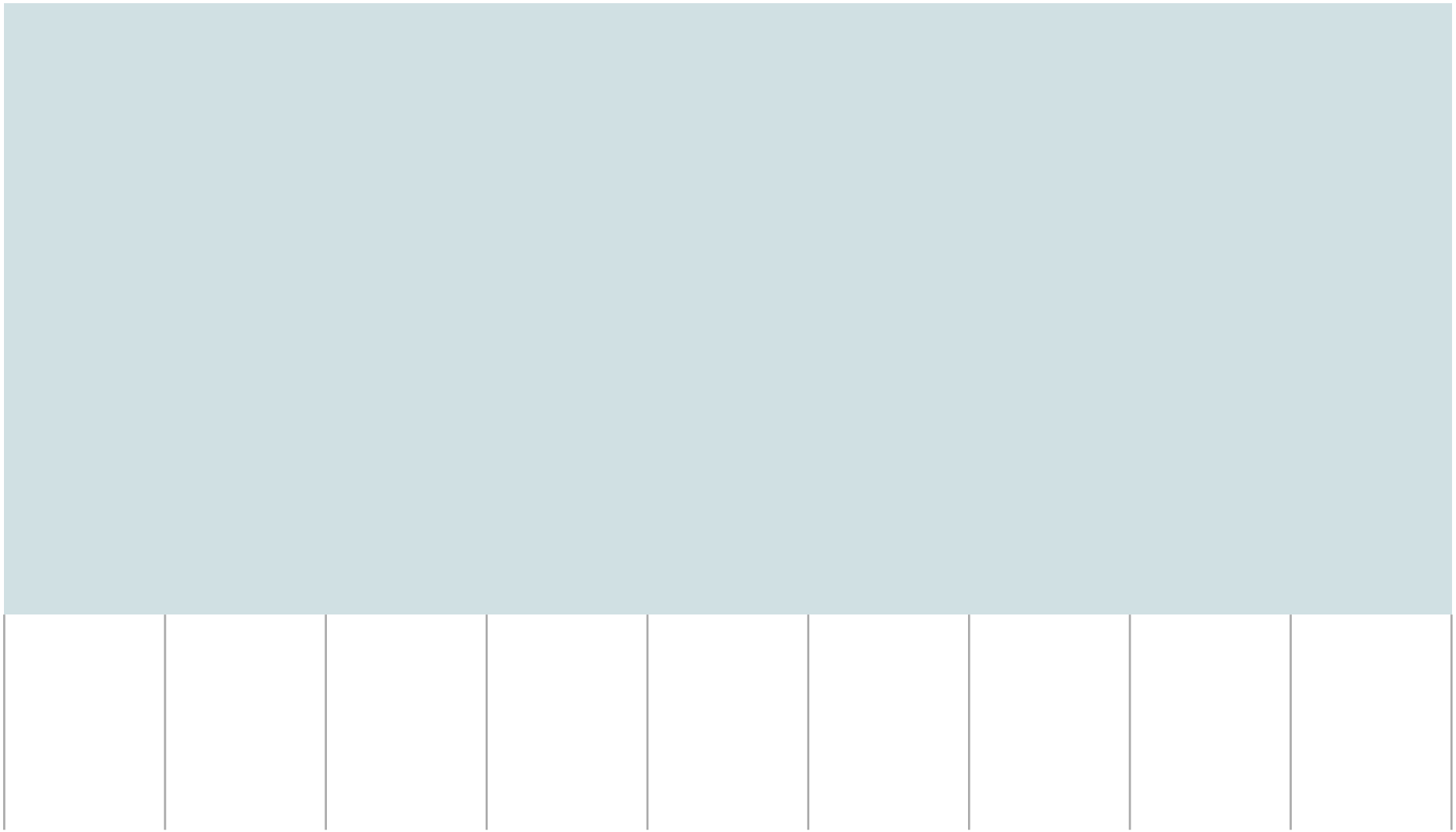
Artificial intelligence was at the forefront of many conversations and presentations at ASU/GSV. We will explore ways to leverage AI technologies to enhance teaching and learning experiences for students. Specifically, how might AI-powered tools be used to personalize learning experiences by adapting to individual student needs and learning styles? How can AI algorithms analyze student data to provide insights into learning patterns and help educators develop targeted interventions to support struggling students? How can we use AI chatbots to provide immediate support to students and parents with routine questions and inquiries to allow educators and staff to focus on more complex issues?						

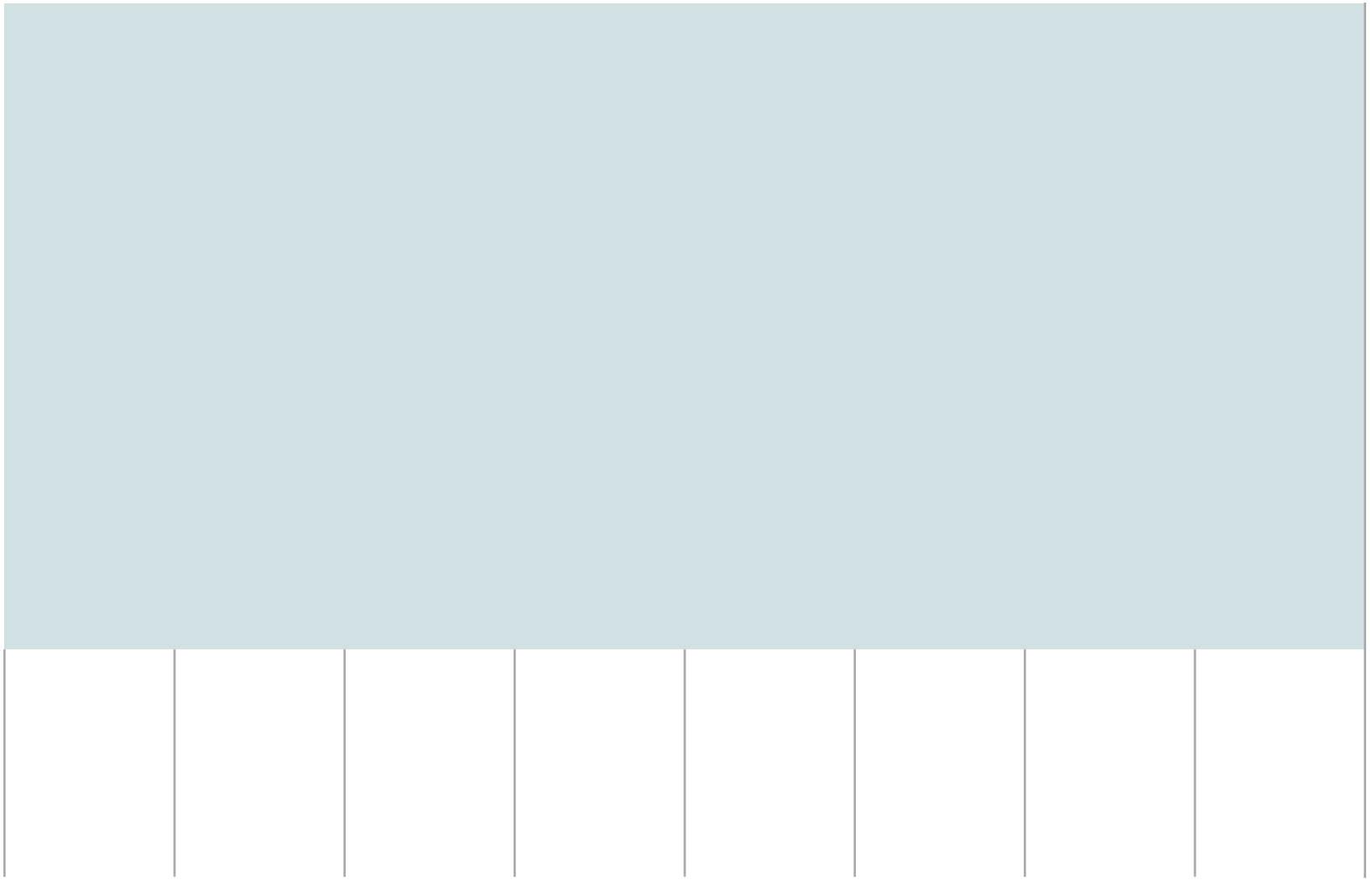




Beaver Area	We are interested in exploring cyber security not only as a future course in the high school but exploring partnerships in the industry. We were inspired by Matt Miller and the work he is doing with Paradigm Cyber Ventures and helping schools develop industry partnerships and experiences for students. We plan to reach out to some regional schools that are already implementing cyber security programs for students and we are adding industry-based learning experiences as a graduation requirement.	Focusing on Personalized Learning Framework as we begin to move the district into a more future-driven system. Bill Dagget's talks about what it takes to engage students as co-authors we need to re-engineer and re-imagine learning journeys and the educational system. We feel by implementing personalized learning and STEAM/STEM learning into our schools, we will be able to better support our students and prepare them for their future not our past.	1) A 4th grade science teacher attended an innovative space design workshop and was given $1,000 to purchase flexible seating to try out some new ideas to help personalize learning. 2) Our elementary computer/STEM teacher is starting an Esports club ini 5th and 6th grade and was given $1,000 to purchase equipment and redesign his learning space. 3) MS-HS librarian wants to try "making" and "designing" in the library. She was given $1,000 to implement a project called "Design is Lit". She will be using money for equipment and supplies for Cricut making.	We have several bets that we are acting on that have been takeaways from our deep dive sessions. 1) After the SEL session, we have been discussing adding social worker, added a therapy dog, and looking for funding for the Chill project or Mindfulness programming 2) After learning about the World of Work and RIASEC model, our MS principal is excited to learn more from our regional schools who are doing the work this year. He also is planning a first ever career day with the RIASEC model in mind This will be interactive with parents attending along with students. 3) After hearing Avonworth share about the Wisdom Corridor with Project Fuel, our elementary prinicipal is joinging this initiative and our students and teachers are so excited to pilot it this year.
Brownsville Area	Restorative Aproaches to address social, Behavioral, and attendance Issues	Ensure equitable access to high quality learning opportunites and permits sudent vision and voice to inspire continuous improvement	Each district level building will be implementing WIN (student centered activities/ mentoring/ academic needs) initiatives and the money will be distributd equally among elementary, middle school, and high school for materials and resources.	Through partnering with SPN and distributing and collecting surveys on school culture, profile of a learner, and future readiness, we realized that we needed to reassess the readiness of our teachers and community. because people can only move as fast as trust.

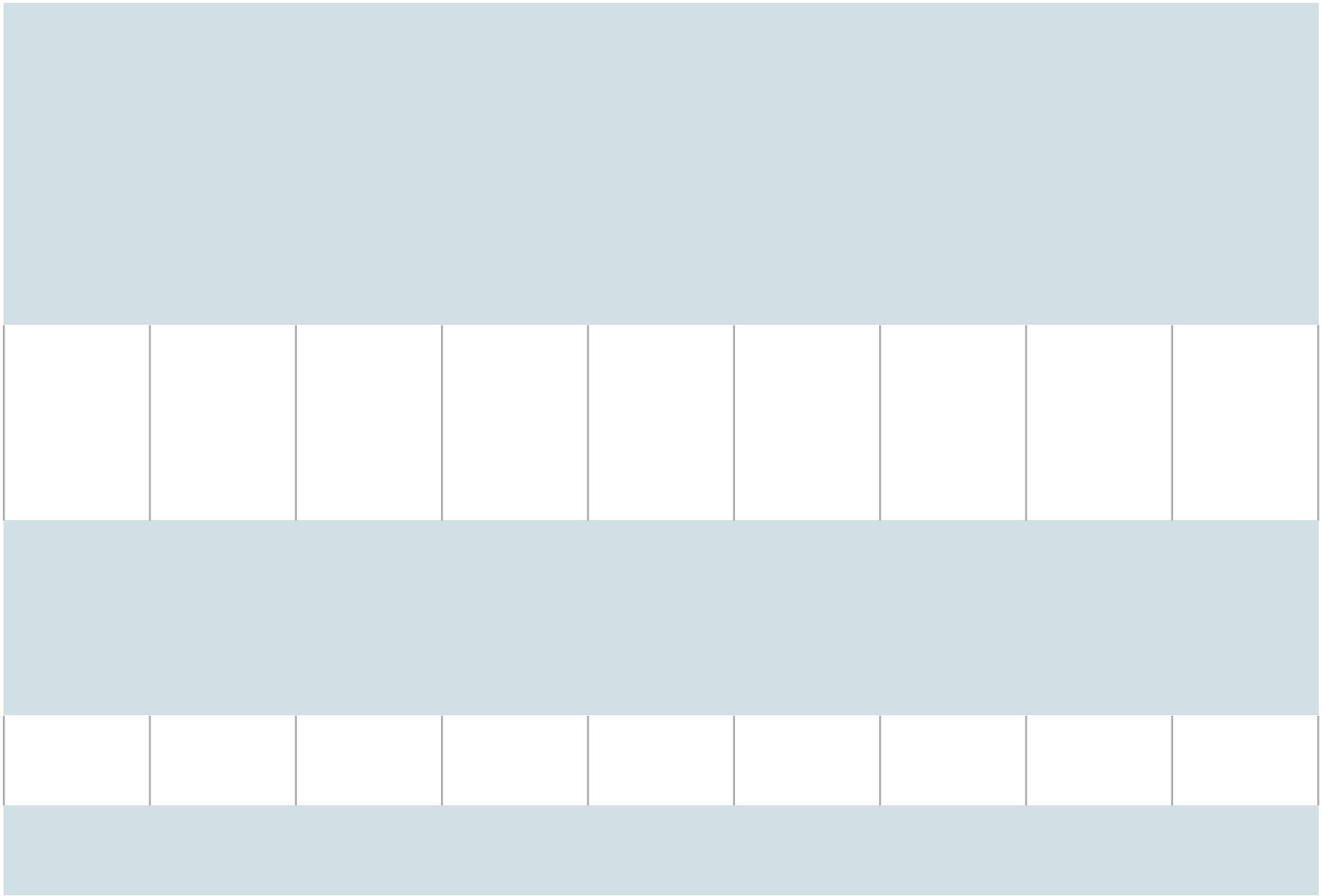
We are going to be working on several ideas that we brought back from ASU/GSV. 1) The school tour to Design39 allowed us to begin thinking how we could better utilize open/collaborative spaces that our elementary schools have that no one currently uses. This would include flexible seating, upgraded technology, outdoorspaces, safe and calming spaces, maker learning. Their concept of Minds in Motion caught our attention too. 2). We brought back a lot of ideas on AI from tools (Photomath) to help support students, to prompt engineering strategies to help teachers learn how to make AI work for them, to AI ethics and cybersecurity. 3) Next Gen careers and how to start making work based learning and industry-based credentials a focus for our students. We would love to work with RIASEC PGH districts next year in some capacity.					
We plan to partner with the IU to begin the process of researching our ability to provide an educational setting similar to the one we observed at Mesa County Community College and Big Picture.					

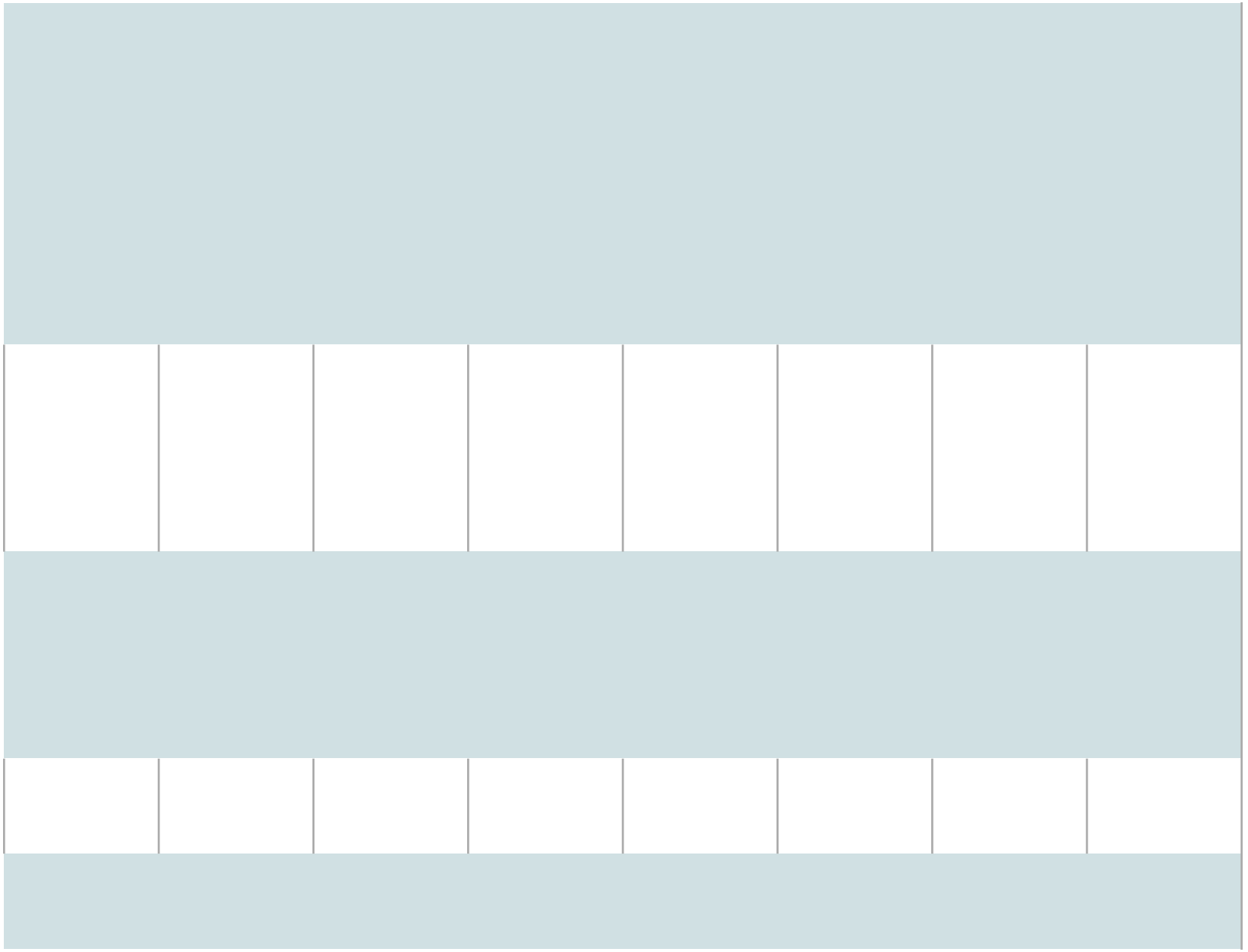




Butler Area	Our little bet is to implement a series of offerings for students, parents and staff through CARON. They have tremendous digital assets for combatting nicotine use and substance abuse by youth. They also offer facilitator programming for staff. We have already had multiple meetings with CARON, Butler County and our SAP provider. CARON is funded by various grants and government subsidies, so there will not be a cost to the school district for the services.	Through the redefining Ready Cohort, we learned many ideas regarding Career Education. We have borrowed many of those ideas and now have two co-op teachers working with our students, teachers and businesses.	Each of our elementary schools is developing a unique theme for their school. This serves as an overlay to the district wide curriculum. Three of our school have been offered funds for a little bet to help with the development of their school themes. The school themes that have been offered funds focus on careers, STEAM and creativity.	The Mineola Badge books have resonated with our team. We are not to the point of committing to badging, but we are making a little bet by taking a team to Mineola to look at their badging program and the Mineola Grows program.
California Area	We took the most from the Covey Trust and Inspire Framework. We looked as a team how we may communicate "mist trust" and how we can better communicate our trust in our staff.	The IDEALCohort focuses on individual / personalized learning. We are betting on improving our personalized learning approach. We are improving the parent communication without grades and the framework for adjusting throughout the school year with personalized learning.	Because we do not have grades in our cohort, we needed a different approach to transcripts. We partnered with Mastery Transcript to redefine how our transcript looks and communicates student acheivement.	We agree with Butler above with Mineola's Badge Books. We have digital badging in place, but do not have a comprehensive curriculum on how our badges correlate with the assessments of skills. We are going to use the digital badges to reduce the reliance on grades and develop a K-12 framework.
Carlynton	Exploring opportunities using a student run business model with screen printing, investigating how to use podcasting to provide information/professional development to community and staff, and work with the Franklin Covey team for professional growth and learning.	Examine the high school experience, especially in grades 11 and 12, for engagement and career connections.	We are in the process of reviewing the "Little Bets" submitted by our staff and will make announcments in May regarding awards.	Portrait of a Graduate will be embedded into our comprehensive planning model. RIASEC will be refined with World of Work and partnership with Partner4Work.
Chartiers Valley	Restorative Conversations and Practices utilizing an RJ Framework	World of Work	The Little Bets will be used to support outdoor classrooms in our upper elementary and middle school	The Riasec model is a top takeaway
Clairton				I want to further pursue an emotional check in system that each teacher can implement without losing instructional time

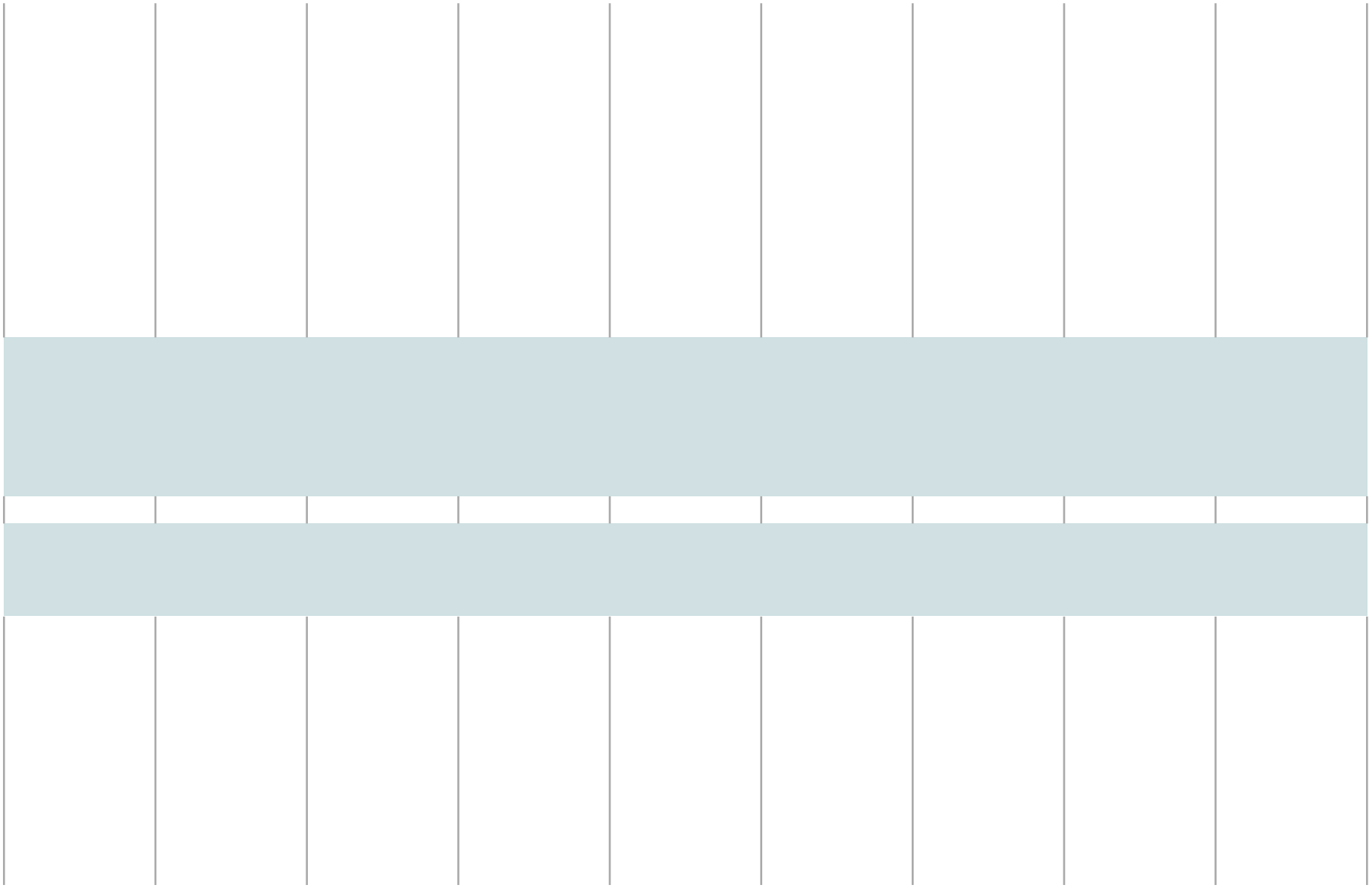
We would like to collaborate with John Watkins on redesigning high school instruction.					
During the school visit with SD MET, we saw the incredible collaboration between the high school and the college. With Penn West within our school district, we are betting on improving our collaborations to eliminate the "dublication of services" between two entities.					
Elements from World of Work, leveraging AI to enhance enrichment and intervention, and implementing strategies to better serve our ELL population.		This experience was extremely valuable for our team. A sincere thank you for your efforts in planning these events and to the Grable Foundation for their financial support.			
The Riasec model is a top takeaway					
The Riasec model					

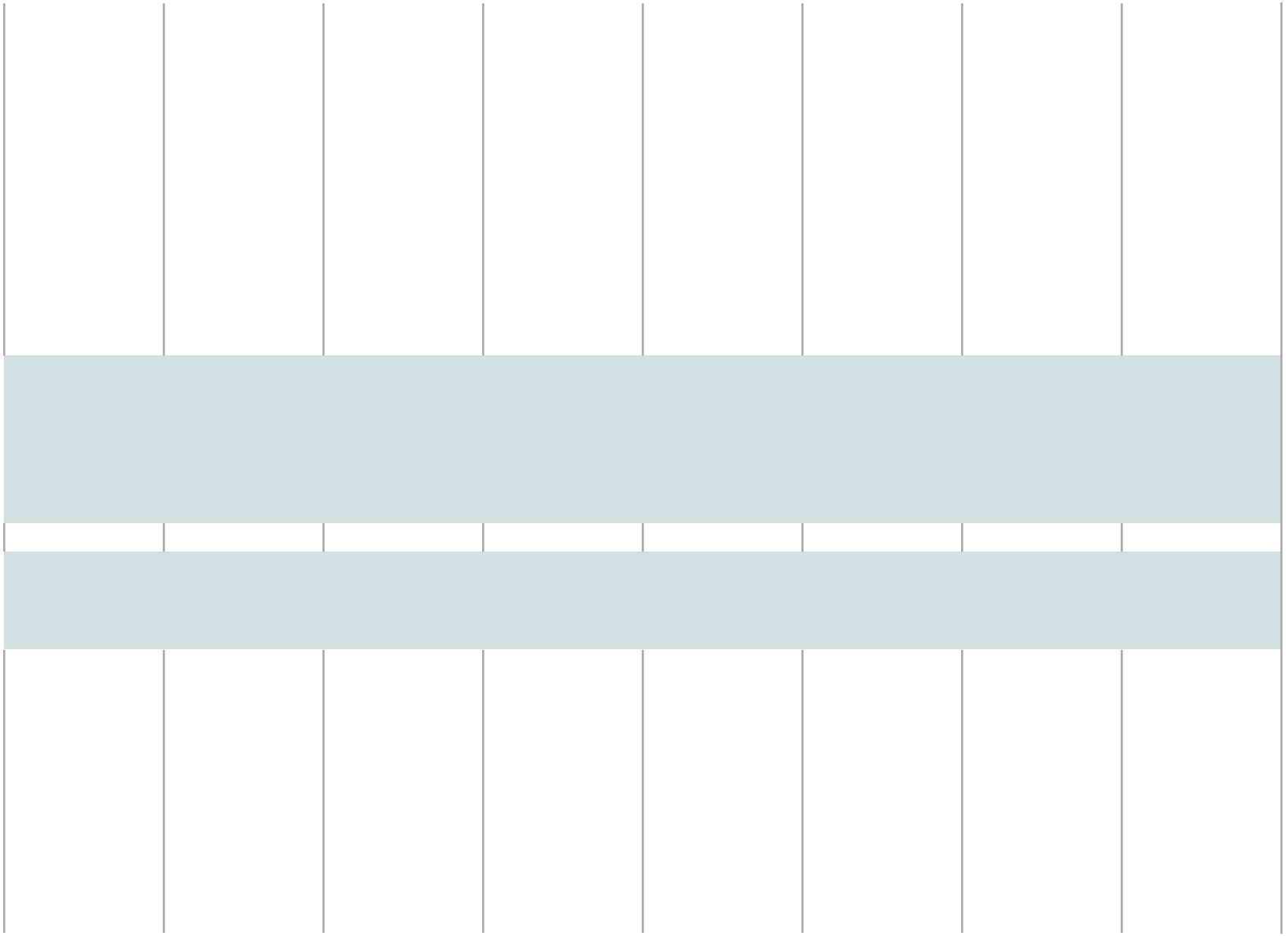




Cornell	The two biggest takeaways were the Baldwin Public Schools and the importance of telling our story. Numbers are important, of course, but stories move people. The other was Stephen Covey and building a culture that creates the right conditions for your school to flourish and grow.	We have began work planning out Portrait of a Learner/Graduate. We are also doing quite a bit of work on college and career readiness and creating pathways for students starting in 9th grade but explored in 7th and 8th grades.	Currently asking teacher to submit proposals and treating it as a "mini-grants" process.	Looking into the possible implementation of the RIASEC model. We have also discussed quite a bit our culture, what are we proud of and what action items can we implement to strengthen and build upon our culture. Our storytelling is also a focus for us. We are trying to control our narrative by promoting all the positive work that is being done. We want to drown out any negativity with all the positivity we are sharing about the work being down by faculty and students.
Crawford Central	One little bet is to strenghten our family engagement using the Virginia Beach Framework that was shared.			From Dr. Malloy's session, we will ask to see evidence in lessons where student are creating, collaborating and communicating. Another important statemnt we took away was that "Culture holds on to what it needs to survive."
Deer Lakes				
Duquesne	Reimagining what high school will look like	Personalized learning	Teachers are finalizing plans as we speak	We are creating an early childhood World of Work area within our building that is dedicated to play.
Elizabeth Forward	Due to the fire at our high school, our team was unable to attend the meeting in San Antonio.	While we are working diligently on our World of Work inititative at the elelmentary level, we recognize the need for authentic and valuable experiences at the high school levle that match the concepts behind World of Work. Developing a K-12 continuum of career education is a goal for upcoming years.	Currently asking teacher to submit proposals and treating it as a "mini-grants" process.	Our team appreciated the manner in which Dr. Nagler and Dr. Troop have packaged and presented their district's vision. Through the use of graphics, videos and publications, each district has made their vision clear to all stakeholders. They also spoke to the value of the process of creating their messages and how that work continues to keep the district focused.

Artifical Intelligence continues to be a topic of interest. However we are still in the "understanding" phase and looking for how this technology can be used in the classroom. The school tour I went on spotlighted a high school who prioritized internships and that idea is very appealing to us. Lastly, just continuing to exam, "how we do school" has been a topic we are constantly thinking about.	Seeing and learning about the "Lighthouse" districts was very interesting and worthwhile. Great representation from Western Pennsylvania that's for sure! Very nice sections that really opened my eyes around AI and GPT possibilities. These only grew throughout the school year of course. This conference really allowed me to "future-think" and ask some good questions to my team when I came back about what we are doing and what we can be doing in the future.				
Surveying our parents and teachers to get the Duquesne data that is aligned to the Brookings data from Western PA.					
One of the main areas of focus at the ASU/GSV Conference was the use of AI and tools like ChatGPT. The information regarding the power of these tools along with the consequences of their use caused our district to provide introductory training to our staff. We recognize that this is a constantly eveloving field and we are searching additional resources to supporty our staff and studnets.					



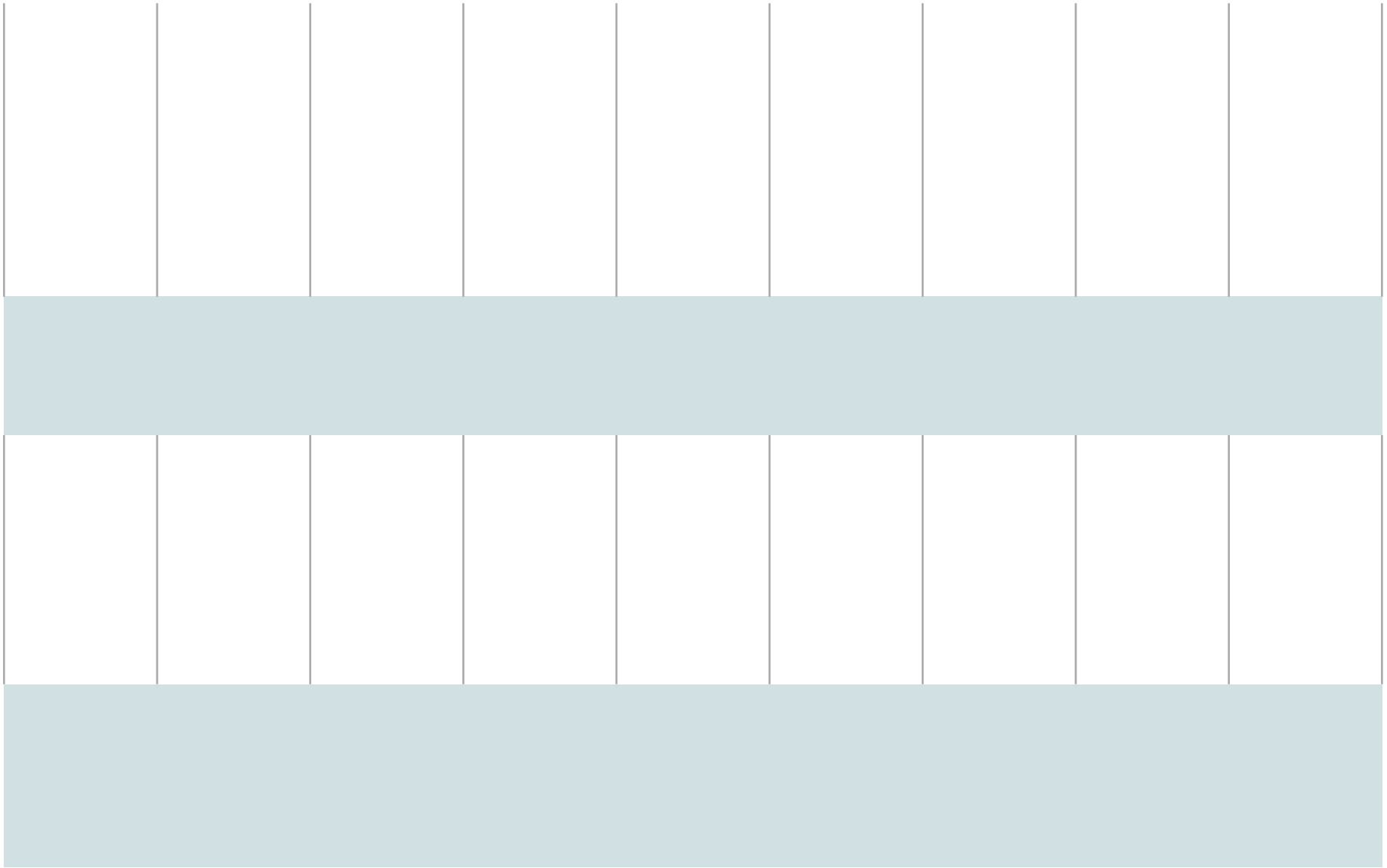


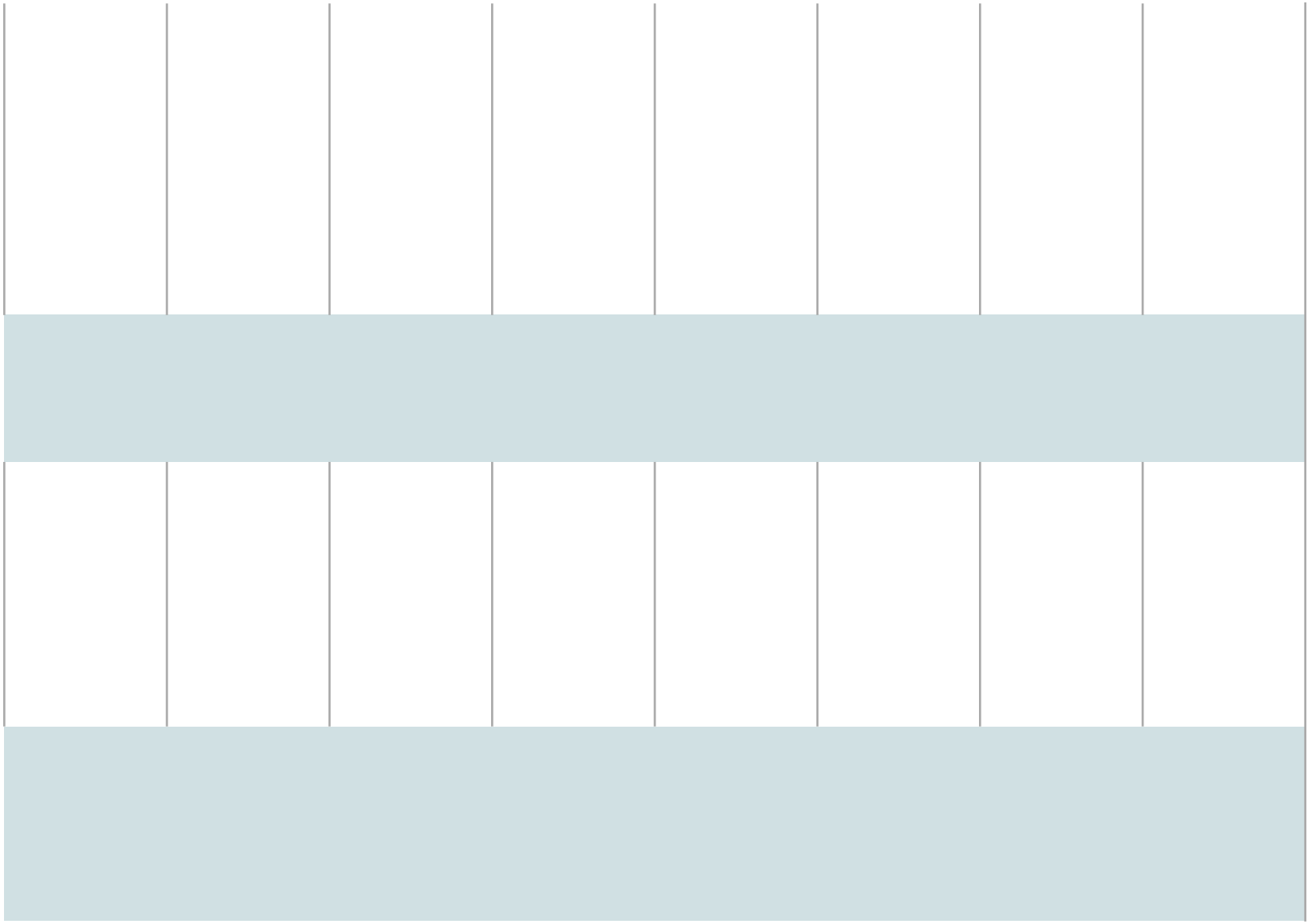
Fox Chapel	I attended a session that highlighted how a school district and its local religious leaders were working together to support public education and to weather the "controversies" that are erupting in the political and social sphere. Having been part of a collaborative network of public school/religious leaders before, I remembered the power of that collaboration and how it assisted our community. I am interested in exploring that kind of a collaboration for our district, especially in light of some community dialogue over the last few years.	We are focusing on enhancing and purposefully charting career opportunities and project-based learning.	Because of some strong applications that supported larger district goals, FCASD supplemented the $3,000 from the grant with additional local funds. As a result, the total exceeds $3,000. The "Little Bet" grants include: $200 for a high school social studies teacher to create an environment for Constitutional Conversations and Civil Dialogue in a welcome, open, comfortable environment for students to share diverse thoughts and opinions on current and constitutional (not political) topics; $1,120 for a high school technology education teacher to create future-driven projects that introduce students to Industry 4.0 through autonomous and interconnected "smart" automation; $1,000 for a high school librarian to create a Bibliotheraphy Club to create a safe place for students to heal through books and building a safe community; $1,200 for an elementary math support teacher to create an in-house store to provide studenets with real life math experiences and business experiencces and to develop a repository of replicable lessons to be used as an extension to standards-based instruction in other classrooms; $1,174 for a high school art teacher to purchase supplies to display student artwork in new areas and new ways throughout the district's schools; $825 for an elementary special education teacher to develop sensory paths (a series of guided movements for students to follow throughout the school building to engage different parts	The deep dive sessions have provided our team with time to discuss how to approach future work with Portrait of a Graduate in conjunction with some visioning that we are completing as a district. The team has had overwhelmingly positive feedback on all of the deep dive sessions.

Our district is going to try using some of the discussion topics regarding AI and EdTech in our planning for next year. We plan to open larger dialogue within the community to help us to chart a path forward.			

Franklin Regional	I had the opportunity to attend a presentation about a District in Texas that is working with its local ministers, rabbis, clerics, etc to deal with the current book banning, CRT, culture war issues. Additionally, through this relationship they are gaining the support and trust of these groups and their members. We are exploring the creation of this type of group.	Personalized Learning/PBL/ enrichment for students during our QRT/Panther Power times during the day.	$1,000 to FR Primary School- Environmental Education Grant to support the development of a master gardening program. $1,000 to FR Intermediate School to support environmental education programming... Trout in the Classroom, Butterfly Gardens, Water Ecosystem Studies. $1000 to FRMS to support the development of flexible spaces in the school.	Personalized Learning/ Enrichment/PBL for all students during QRT/Panther Power Times
Frazier	Through the AASA membership, we have attended online training and hav utylized materials to improve our administrative team and address some areas at the high school/ middle school.	We are focusing on peronalized learning in the high school by revising our schedule to provide individualized learning opportunities as well as supports that will be built into our regularly scheduled day.	Offestting someo of the start up costs for two e-Sports teams in the high school and middle schools. Providing start up funds to support PLT at the high school.	Student should have a choice and voice in their learning.
Greater Latrobe	We will continue to use Dr. Daggett's presentation and knowledge and we transform education for the students that we are currently serving. This included the data he shared, AI, and assessing the important skills.	Target-based learning and other alternate grading styles	Implementing career ready and relevant courses (electives) at the junior high level (Drones, Digital Art, Flight and Space, Engineering Design Challange).	Dr. Michael Nagler, Superintendent of Mineola School District and Dr. Brian Troop, Superintendent of Ephrata School District discussed district transformations and developing cultures of future forward thinking and learning. Through this event, we have utilized their ideas and VIDEOS to help with our initiatives.
Hampton	We plan on using Covey's Trust and Inspire work to serve as the foundation for our summer adminstrative retreat with our district leadership team.	We have been investigating ways to redesign the high school experience, including scheduling, career pathways, and externships.	We are engaging with a film team to capture the Hampton story including the work surrounding teh Portrait of a Talbot. Each of the five schools will have the opportunity to highlight our competencies and innovative teaching and learning.	Last summer, we developed our district's Portrait of a Talbot and strategic plan. We have started working on developing learning progressions for each of the grade bands (K-2, 3-5, 6-8, 9-12) that will articulate the Portrait of a Talbot competencies for each level.

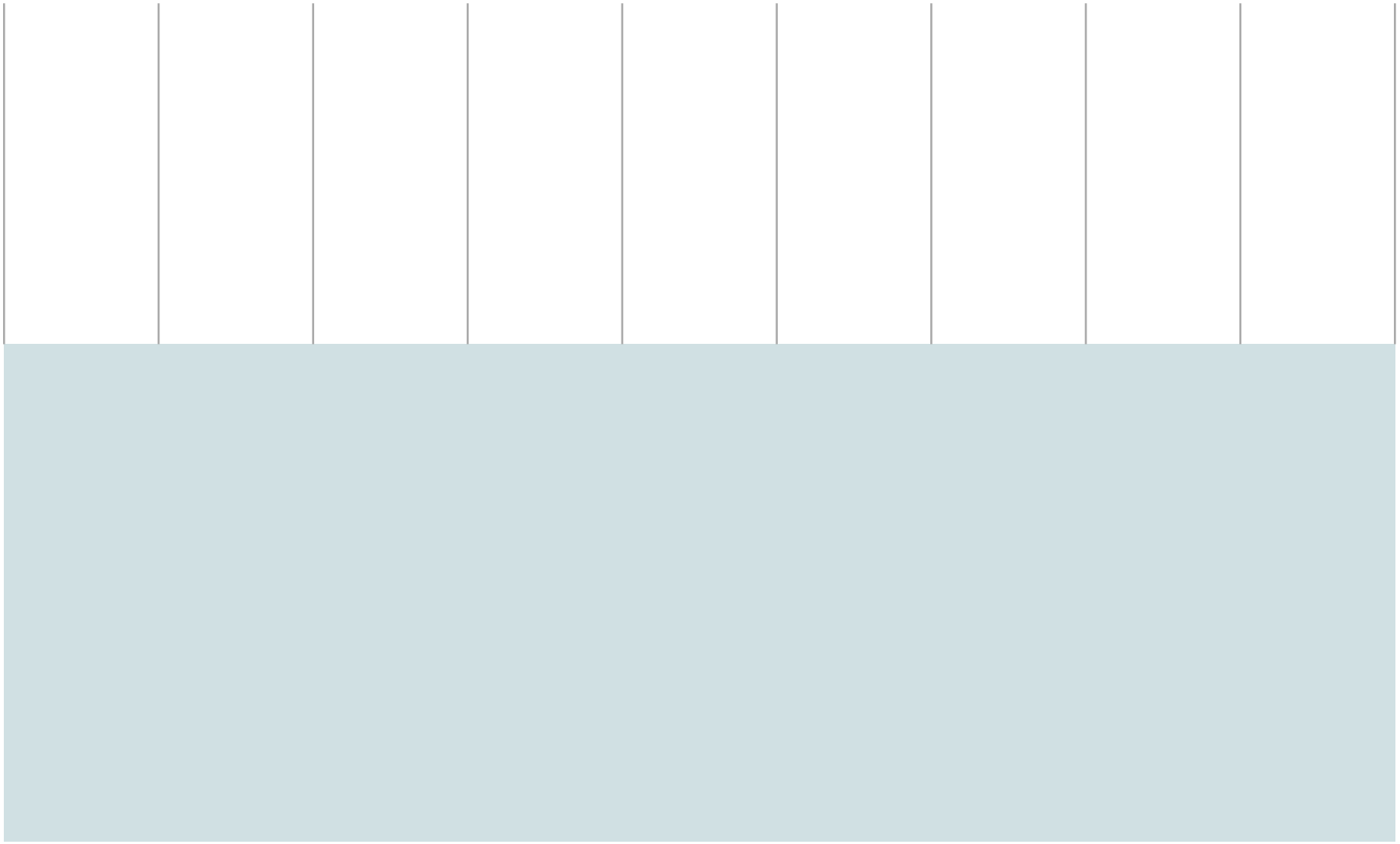
During the visit at to SD MET High School on the campus of Mesa Community College, they detailed their internship program and advisory periods. Though we have most of the programs and components listed at this high school, we are looking to create advisory groups during our Quality Resource Time and shift from a final exam system to an LTI project program (Learning through Internships/interest).					
We were not able to attend.					
Due to scheduling conflicts, the team was not able to attend.					

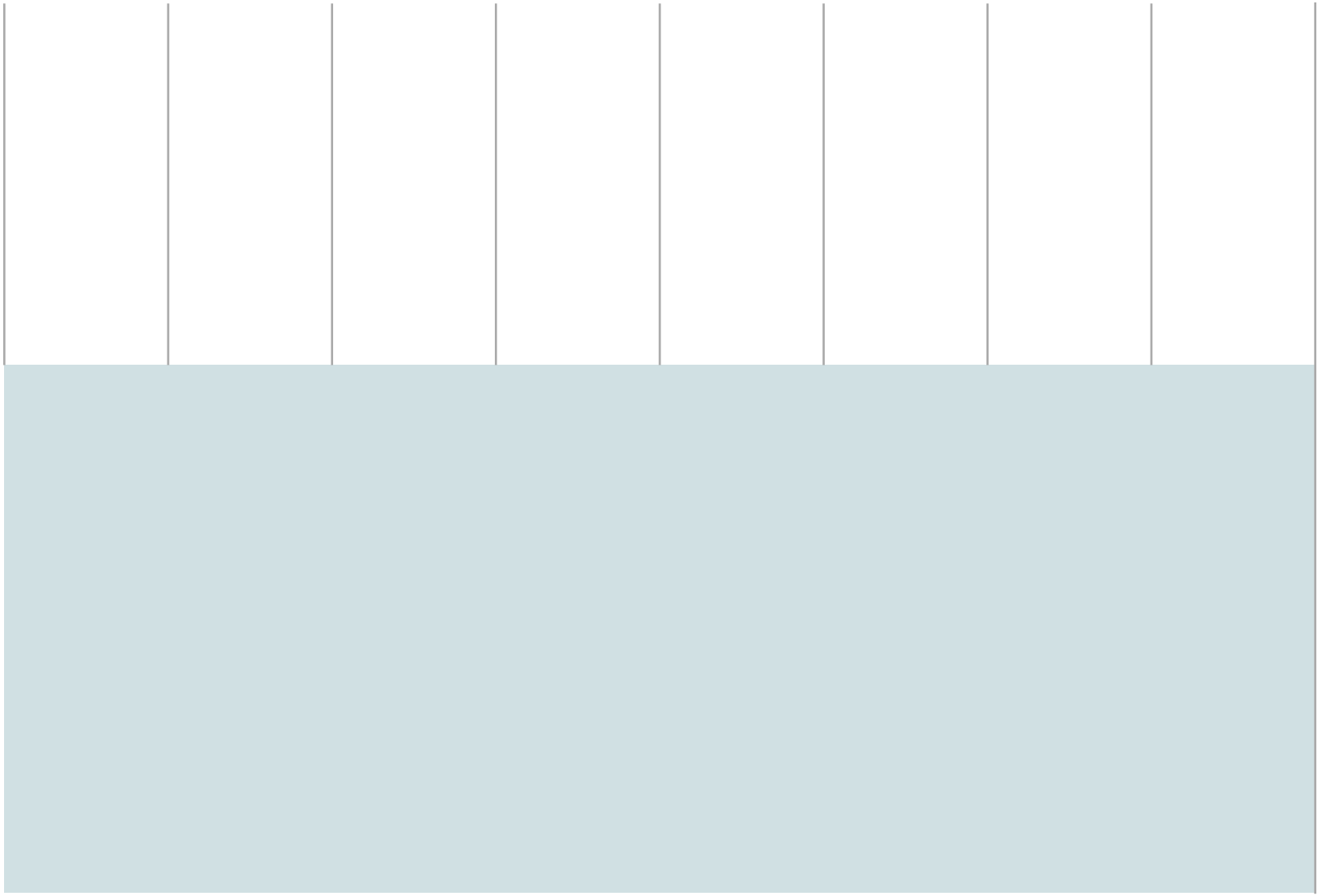




Highlands	Our team has used the AASA Canvas Portal to access many resources. We are also incorporating many ideas learned through attending various workshops specific to Career & Workforce Readiness	The district is in the process of designing a Career & Workforce Readiness Program K-12 and creating Post-secondary pathways at the high school. The information shared at the many conferences has provided our building level teams with many ideas and concepts for their grade levels. AASA has been a wealth of information in helping the district plan a meaningful program.	$1,000 each will be contributed to the elementary, middle, and high schools to support the development of a Greenhouse. The greenhouse will be available to students, teachers, administrators, etc., in grades K-12 to teach concepts, grow vegetables and plants, etc., and eventually open these products up to the community. It will also be used as part of the district's Career & Workforce Readiness and Post-Secondary Pathways programs.	Personalized learning for all students, and how we can connect the district's Career & Workforce Readiness & Post-Secondary Pathways to that idea.
Hollidaysburg	In Hollidaysburg Area SD, we are going to implement Golden Tiger Pride updates during the upcoming school year. The idea came from Anthony Godfrey, superintendent of Jordan School District. Their presentation was called “The Power of Podcasting.” Over the past few years, as in many school districts, the perception of the district has been very negative due to the actions of a small group of vocal community members attempting to enforce their political will upon the school district, often through angry tirades at school board meetings. Our goal is to change the narrative by publicly highlighting, on a weekly basis, the many positive things happening within the district with brief video postings.	Three of our “Little Bets” center around collaborative learning spaces at all levels. After hearing other member districts talk about the importance of collaborative spaces and the power it gives to students, we were excited to act on this in our own district. All collaboration spaces are in areas that benefit all students - libraries and STEAM labs.	Foot of Ten Elementary, Charles W. Longer Elementary, and our Senior High School all submitted “Little Bets” for their buildings that focus on collaborative learning spaces. The elementary schools are focusing on the library and STEAM labs to enhance the existing spaces. Currently, these spaces are not able to be used as collaboration centers due to the industrialized configuration. The purchase of new furniture will foster engagement and collaboration for our K-6 students. At the high school, the goal is to make the existing space more welcoming and inviting for students’ cognitive and academic growth.	Though being used for our “Tugboat Grant” rather than a “Little Bet”, we are working with Batelle for Kids to develop our Portrait of a Golden Tiger. After attending the presentation by Karen Garza in the fall, we initiated discussions with a number of fellow Western PA Learning 2025 Alliance members regarding the Portrait of a Graduate process and the benefits they have seen as a result of completing this project in their districts. We begin the process next week.

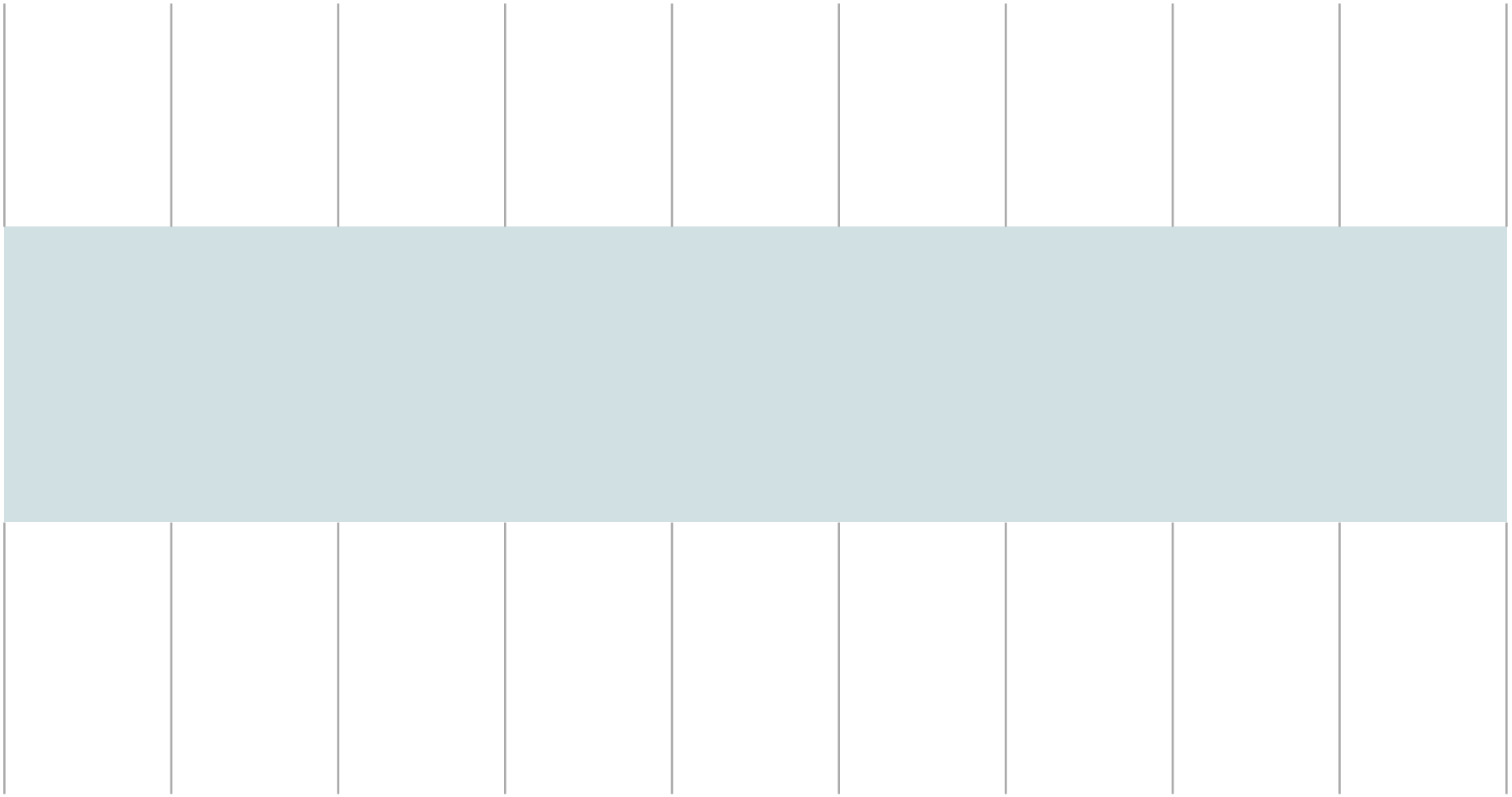
Highlands would like to connect with the World of Work as we continue to grow our Career & Workforce Readiness Program K-12 and high school Post-Secondary Pathways.					
We are in the process of infusing more real world experiences into our career pathway exploration. The visit to Cajon Valley was inspirational and provided ideas of how our program can be more student centered and engaging.					

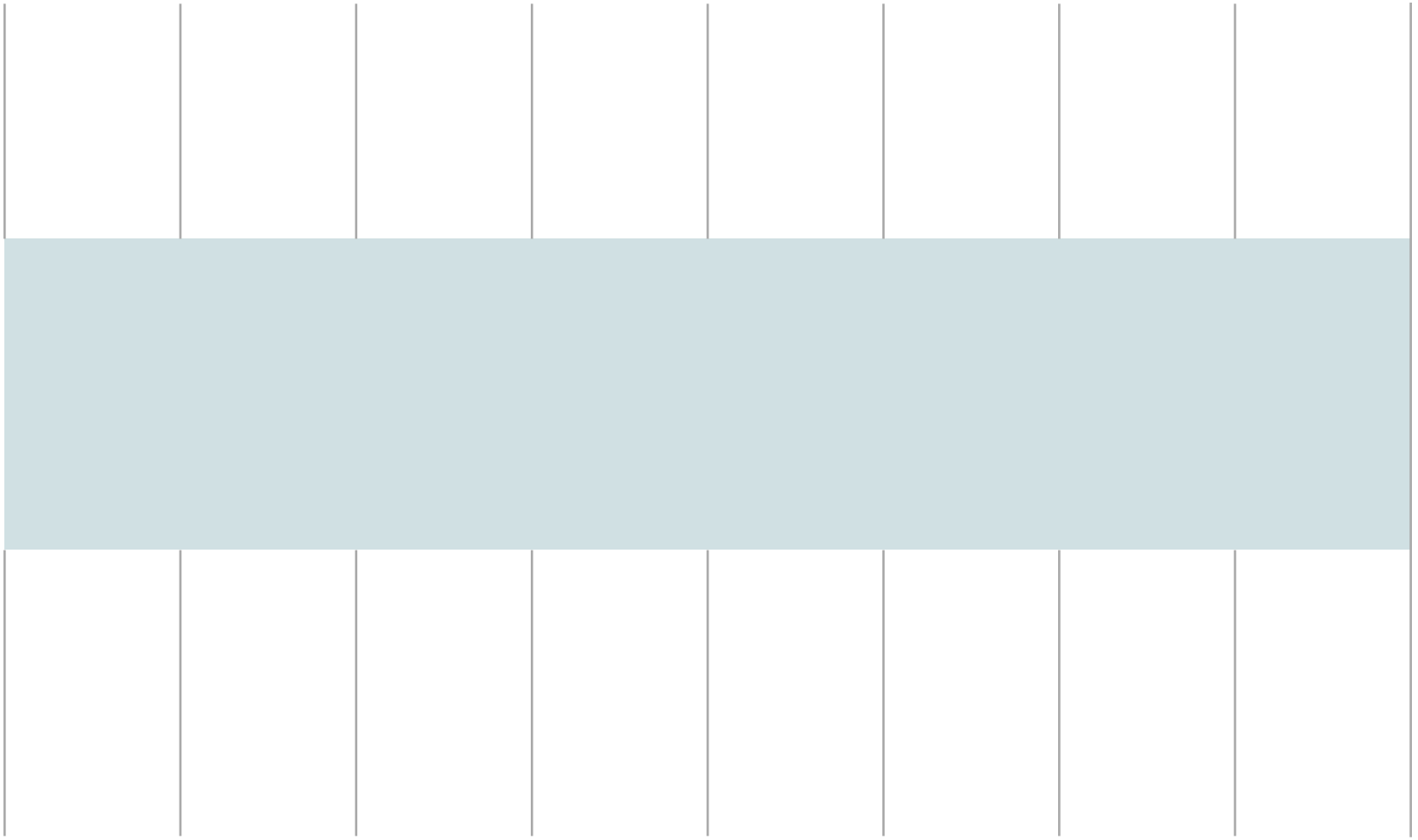




Jefferson-Morgan	We are looking into MTSS and how to use data during our personalized learning time to reach kids for remediation. I would like to find a program that aggregates all of our data to enable our teachers to make subatantial use of MTSS during this time.	Personalized Learning Time for students in grades 9-12	Our science team in grades 9-12 will be taking on beekeeping in oru district with students and then working with the Entrepreneurship teacher to sell the honey	Personalized Learning time for students in their school day to allow them to explore their interests without the pressure of an AP, Honors, or CTC courses
Keystone Oaks	At Keystone Oaks, we are going to redefine our MTSS process to better meet the needs of all our learners. This will also align very well with our Student Learner Profile that we use K-12. The focus right now will be on the MTSS process K-5. We are looking at data collection tools and systems/processes to put in place.	We are looking at redefining many of our course offerings at the high schoool level and how we can make those courses more relevant/ inspring/and meaningful for our students. We are looking to change the instructional design in our classrooms at the high school. We are starting here first and then working our way down through our middle school and elementary schools.	Each elementary princpal was given $1,000 to improve the maker space within the STEAM program within their building.	Ours came from the Tugboat grant where we have formed a partnership with the Pre-Engineering Program at RMU and have purchased materials for our Technology Education Fab Lab to bring more real world learning to these classes.
New Brighton	We were unable to attend San Antonio this year.	Looking closely at our work with Portrait of a Graduate but transferring that to look at Portrait of a 12th grader, 8th grader and then even moving to 5th grade and 2nd grade in our next steps.	Expanding some of our offerings and allowing teachers to take some risks with introduction of photography, some entrepreneurial work.	Over and over, I felt like I heard the presenters talk about moving past the noise that often consumes us and getting back to what we know makes public education shine, getting back to what our kids/communities need, and focusing on moving to a new future together and not losing focus on the noise that sometimes enters our world.

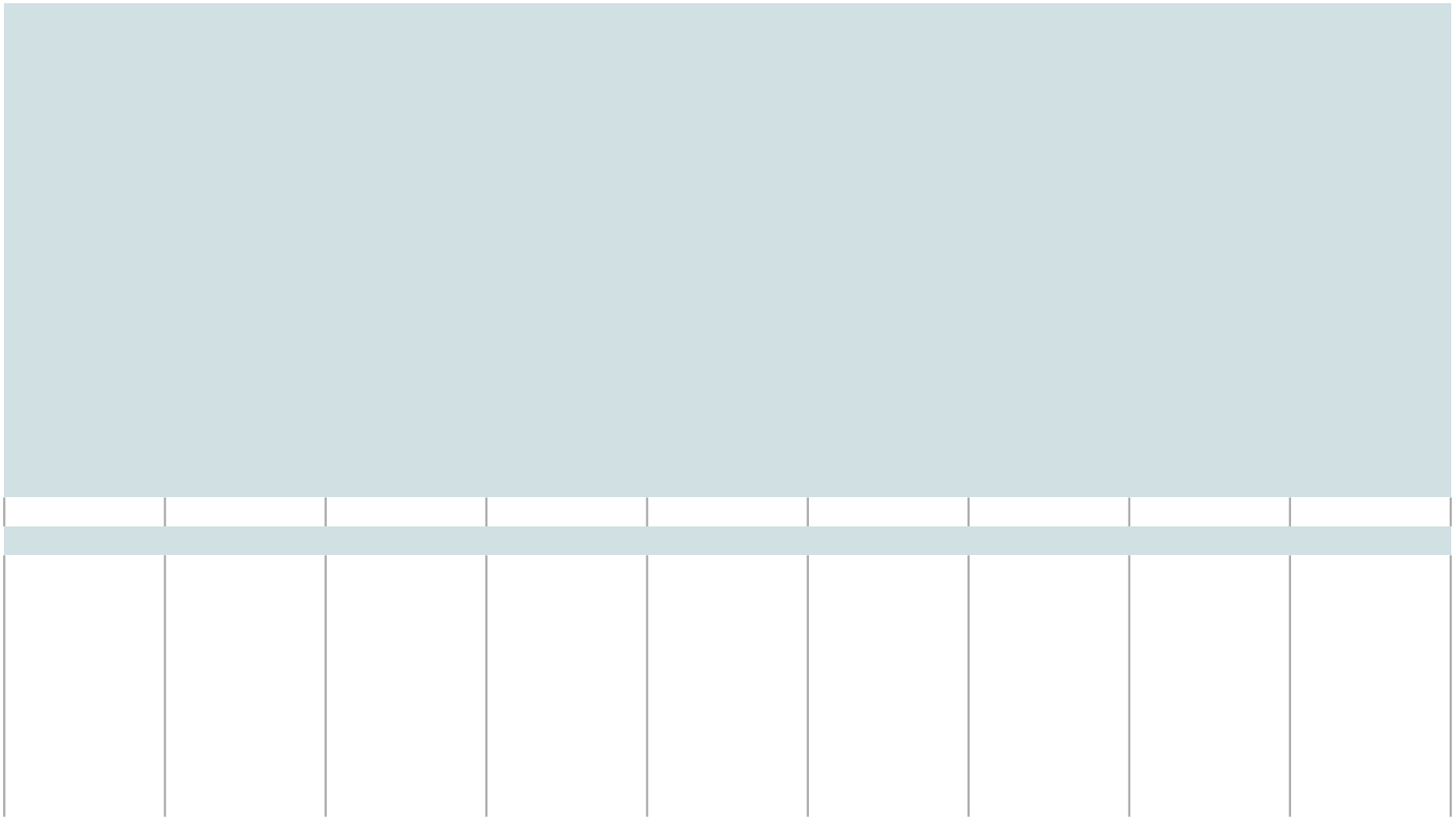
We did not attend	We will attend in June 2023.				
We are going to begin disucssoin on how we can use AI to transfrom instructional design in all classrooms for the purpose of providing more authentic lessons that are meeting the personalized educational needs of all students.					
Really looking at how AI can be used for a positive aspect in education and how it might integrate in as an "on the spot" tutoring option and even potentially serve as an in-class resource.	We were unable to attend the Summit in June 2022 but we plan to attend in June 2023.	We need to continue building this partnership across Western PA. These relationships have helped all of us and the time together is invaluable as leaders in our varoius districts across the region.			

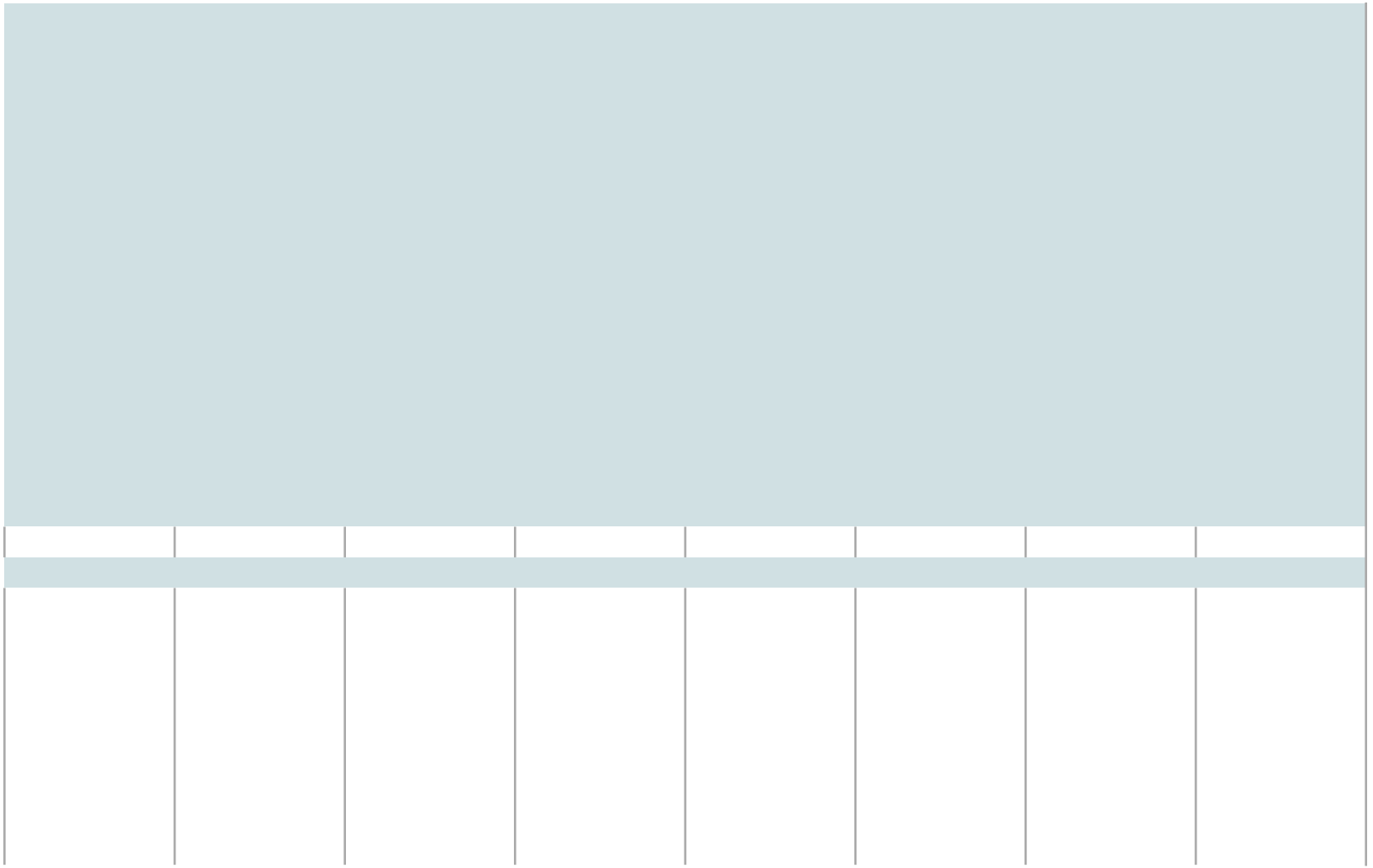




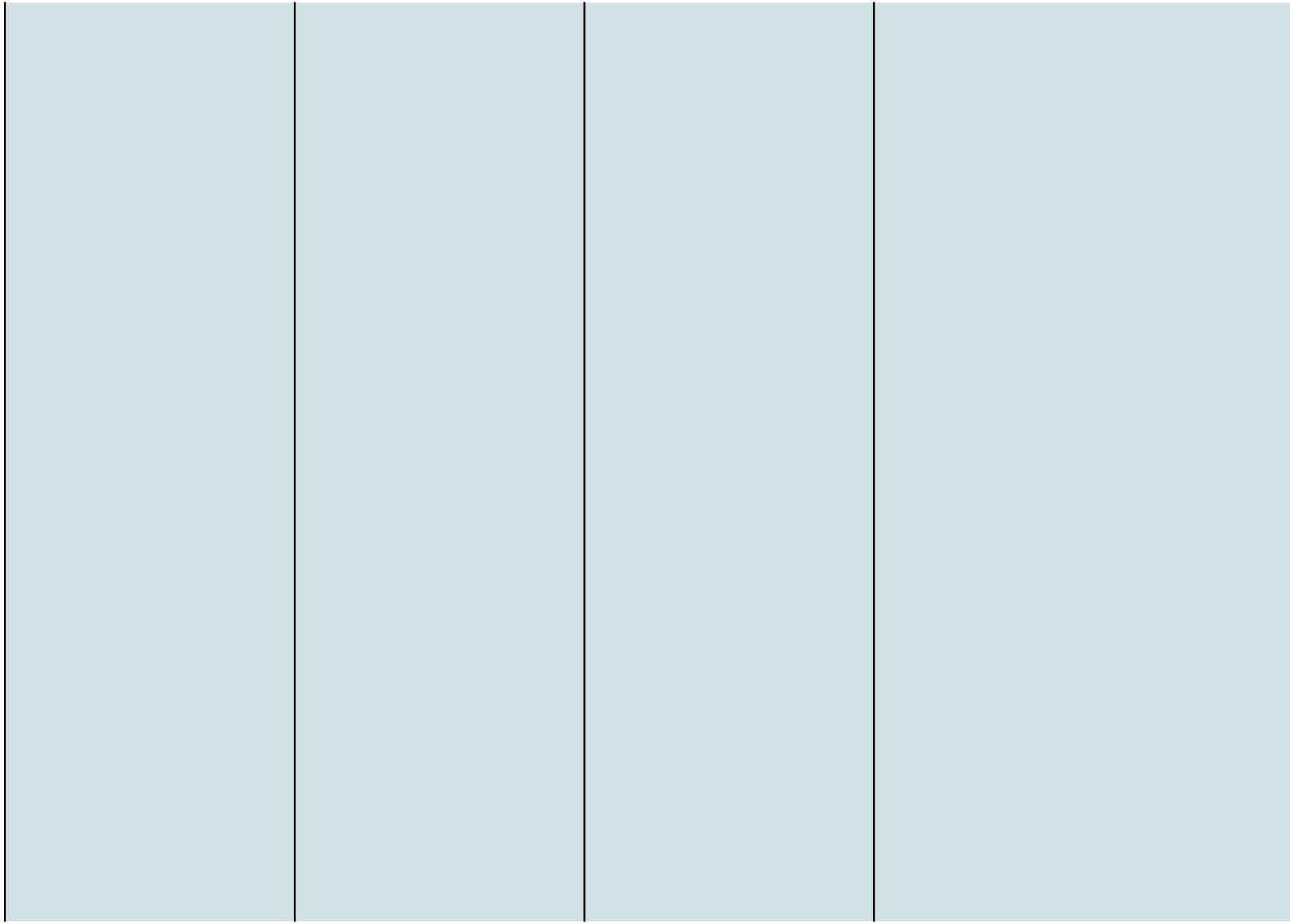
New Castle	We want to continue family/ community/school engagement-involvement opportunities. I was also inspired by the session I attended that talked about career paths for students. Since Texas, I have been communicating with local businesses and our county's school-to-work program to create a framework to implement in our district and open to county schools to utilize/tweak for their school. This one will be a larger task, but Texas inspired me to jump into exploring and building a program for our students.		This money was used to improve the climate of buildings and as an end result influence the culture. 1. 4 buildings SW-PBIS Program & SEL 2. DEI Prof development and activities for all faculty/staff	We have set the goal to remain consistent on social media to promote the positive and tell our story. Our social media presence has increased and the focus is on "what is happening in our classrooms". We want parents/ guardians/community to see the great things that our teachers do. We always include the teacher's name, so our audience can associate the positive in the classroom with our teachers and staff members. We have gained many followers on Facebook, so when we have important announcements, people see them! We want to show the community what our students and teachers are doing daily - AND IT IS ALL GOOD STUFF!
Northgate				
Pittsburgh Public				
Purchase Line	It all begins with the climate and culture. In order to move forward we have to develop a positive climate and culture. We are looking at implementing staff wellness check ins with a mental health professional along with growth mindset and a climate survey. We are exploring the Happiness Advantage Orange Frog program.	We are evaluating the current technology tools currently in place. We have a committee to look at all the tools available and decide what tools we are going to make consistent across schools and the district. In order to streamline resources to move forward with personalized learning and creating playlists for the students. STEM implementation across all classes.	Course offerings will be expanded to 9-week exposure courses to give students a chance for exposure to certain fields so they can determine where their interests and passions are before deciding on a path.	We are looking at the best way to utilize the resources we currently have in place in order to personalize learning for all of our students.

One panel discussed personalized learning, which involves tailoring instruction to meet the needs and interests of individual students. Another panel focused on AI in education, discussing topics, such as natural language processing, machine learning, and data analytics. AI can improve educational outcomes by providing personalzized feedback to students and helping educators identify areas for improvement. The NCASD has purchased HMH's Amira Artificial Intelligence. This is a voice AI based reading tutor for students. It is our hope that is will assist in the MTSS process for the district.					



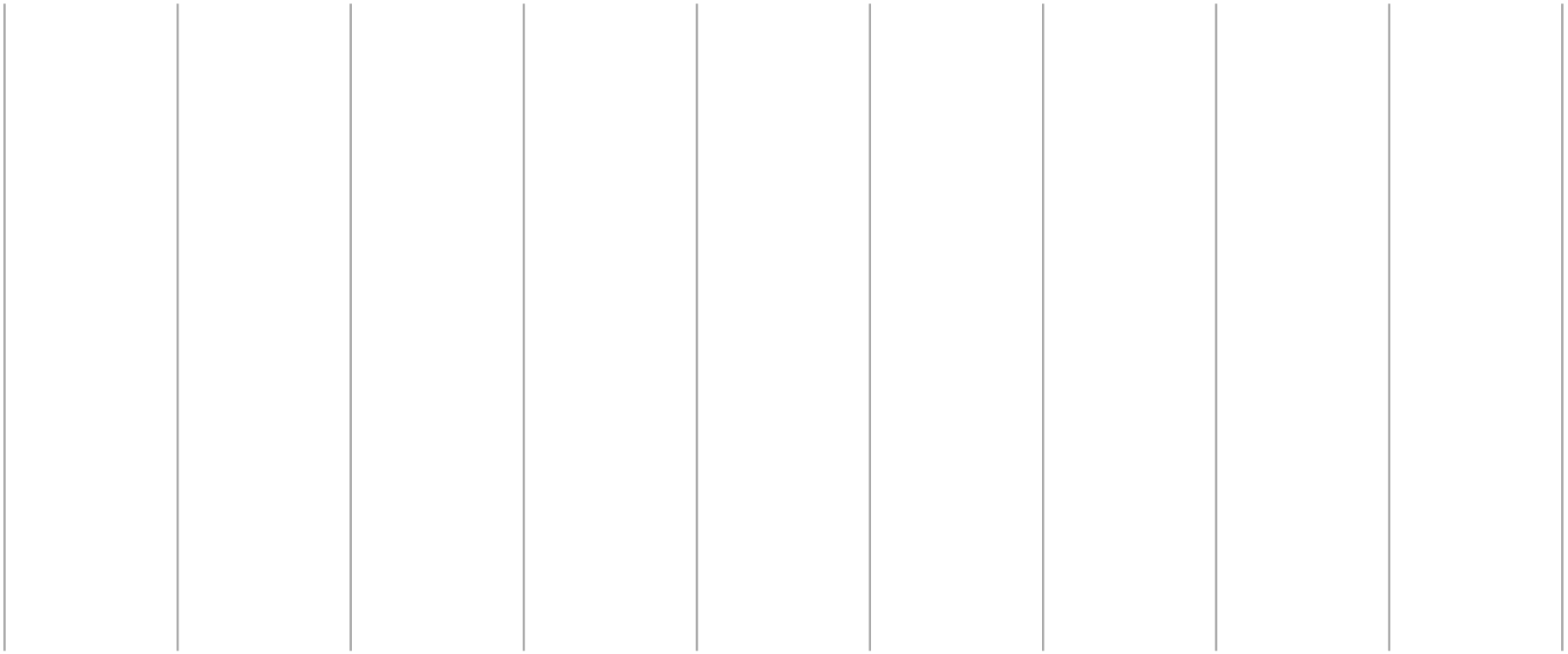


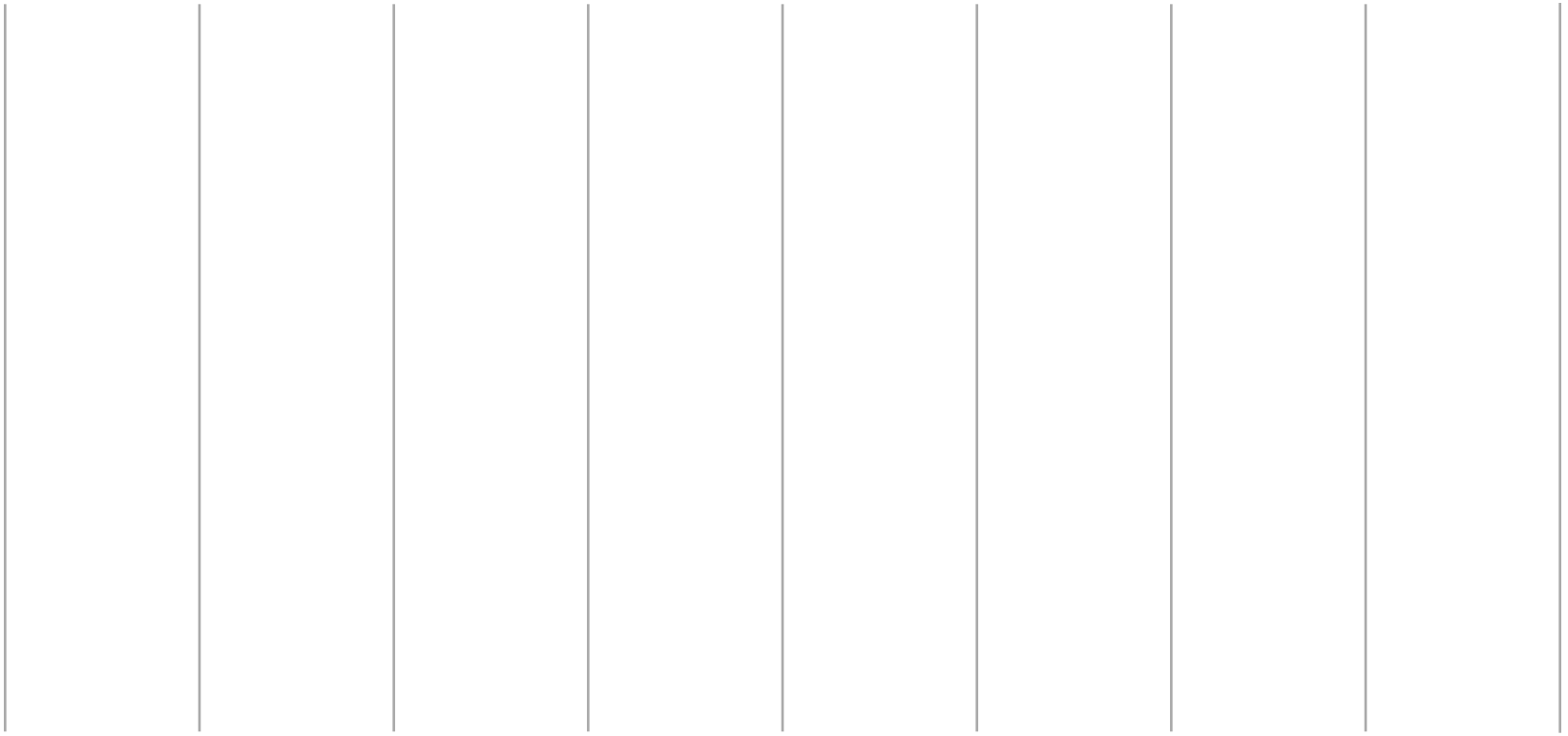
Seneca Valley	At Seneca Valley, we will continue to focus on the articulation of essential skills and dispositions through the development of a framework for collaboration, communication, creativity and self-direction to broaden students' skills and readiness beyond the school setting.	We are committed to the exploration of AI and how it belongs in all K-12 classrooms. Administrators and teachers will facilitate opportunities to discuss how educators are using AI-powered tools to enhance instruction. We will continue to consider how the integration of AI will challenge our existing instructional practices, what knowledge, skills and dispositions our students will need to be independent as we enter the AI age, and the impact on brain development.	1) The District recently opened an off-site Drop-In Center for students enrolled in the Seneca Valley Academy of Choice (SVAOC). Full-time staff working in the cyber program report to the Drop-In Center daily, and students have the flexibility to utilize the space and seek support from staff members as they wish. The center has a mindfulness room, projects and partnerships room, cyber interactive classroom, gamer zone, demonstration kitchen with hydroponics capabilities, the social studies den, the book nook, a STEM lab with a three-dimensional printer and poster printer, a learning commons, and a science lab with microscopes and other equipment encourage students to learn in a face-to-face, group or hands-on way. A portion of the Little Bets grant will be allocated to partner with a local university to create a classroom that utilizes artificial intelligence to provide the capability for students who are unable to attend live sessions, the opportunity to be "present" in the learning environment through virtual reality. 2) Little Bets will support our newly developed after-school program for vulnerable subgoups of middle school students. Administrators and teachers working in the program provide time and guidance for students to work collaboratively in an area of interest. The students may also choose to participate in supervised indoor or outdoor sports and activities. 3) A group of administrators and teachers will visit the CMU Entertainment	Overall, the sessions have created the time and space for more intentional conversations about our improvement efforts. The ability to collaborate with educators from across the country and regionally, to access research and professional development and the continued communication from AASA has been an integral component of our discussions and planning.



Shaler Area	Attending NCE reaffirmed our need to continue an explicit focus on our Portrait of a Graduate as our "North Star" in Shaler Area. Developing common language and expectations that are shared among our K-12 staff and students is critical to long-term improvements. We are continuing to explore the best instructional approaches to create environments that foster deeper and richer learning for all students. We are committed to continued professional development, our partnership with the Learner Centered Collaborative and expanding opportunities for education within our community.	One "Little Bet" that Shaler Area is going to try is seeking opportunities in existing programs to implement AI practices. We are seeking to focus on educators on the positive aspects of such technology vs. the challenges/fears that resonate with educators. Additionally, we seek ways to ensure that programs, enhancements and curriculum re-design focuses on the most current college and career readiness skills, while identifying how curriculum aligns with our Portrait of a Graduate.	The monies are being used to support our committee that is working on our Tugboat Grant. The focus is “sparking and sustaining innovation through a series of learning cycles that are geared towards identifying new and different learning experiences to meet the Graduate Profile in Grades 4-8”. This work is being facilitated by Dr. Katie Martin of the Learner Centered Collaborative.	Overall, the sessions this year have allowed for deeper and richer conversations within and among our surrounding school districts. While school districts are often in a comparison mindset, the AASA partnership has cultivated a nonjudgmental space allowing us to learn from one another and celebrate the success of Western PA districts. This environment allows district leaders to improve our educational systems together. Each of the sessions provided the opportunity to hear the success stories of from various country wide educational leaders and collaborate with them and others to determine strategies to infuse their success into our own programming.

Visiting Cajon Valley School District and discussing the World of Work with several key administrators from Western PA was astonishing. Shaler Area has not participated in this type of work; however, we are interested in learning how our students and staff can benefit from this rich curriculum that is being developed at the regional level. Additionally, when touring Cajon Valley, it was interesting to see how they articulated the core principles through the curriculum. Additionally, each student has a deep understanding of learning conditions; we wish to replicate this practice with our students.. This focus is critical and an area we desire to cultivate in our district.	The Learning 2025 Summit will provide our District with the opportunity not only to learn from other districts, but to tell our story as a Lighthouse School District. We are committed to bringing back new and innovative ideas as we continue to improve and enhance our district's programs and cultures. This summit allows for a unique small setting to have deep and rich conversations regarding critical areas of education. Having a team of central office and school leadership attend is important to us as we find great value in developing our school-based leaders.					





South Allegheny	At South Allegehney, we will focus on creating greater capacity with all administrators and staff with leadership roles, including more frequent communication and collaboration opportunities. We will prioritize staff morale and find ways to inspire all staff and students to reach their most significant potential. Leadership is committed to leading with questions, engaging in dialogue, and building mechanisms to build a climate where decisions are made in the best interests of students based on current realities and evidence-based strategies. To this end, we are engaged in a Trust and Inspire book study and have scheduled more frequent work sessions among administrators and teacher leaders. Additionally, we are planning professional development for school counselors and other support staff so they may take a more forward-thinking, proactive approach to student academic and social growth. Finally, our elementary program will implement structured literacy initiatives and create a multiple-measure model based on information gained as NCE.		We are using this money to promote student culture and workforce development pathways within the district. One of major focuses is creating relationships that will be sustainable and enhance student opportunity.	We will be using money to promote our Eradicate Hate and Equity and Inclusion Team to continue to advance these efforts within the districton multiple levels. PD for staff and more support for student led groups will be the focus.

We are going to try and move forward with partnering with the Learning Centered Collaborative gruop to help support our continued shift from a teacher centered to student centered envionment. We hope to partner with Dr Marianni and Duquense SD to make this happen.			

South Fayette	We are conducting a Trust and Inspire book study with my Academic Team. I am also working with Franklin Covey to identify and plan for a Trust and Inspire workshop and Train the Trainer Trust and Inspire workshop for the region.	All of the AI conversations have been important for my team as we navigate ChatGPT and AI and how they can support our students and faculty. Having access to those who have a deeper understanding of AI and ChatGPT is critical for our team in order to help navigate the positive use of these tools.	We are using funds to support RIASEC and World of Work in Middle School Activity Period, to support Esports incubator project at middle school and to support our work with enhancing our storytelling in the district.	We are working to "tell our story" to our vested partners and across various venues. We have revamped our social media presence and have started a monthly newsletter.
West Allegheny	We are diving deeper into AI and looking to learn from Gwinnett County; initiating a book study amongst the administrative team on Covey's new book; and revisioning our student data cards (college and career ready reports)	In leading the cohort for Future Ready Learners, I have been able to glean many promising practices. The most impactful has been restructuring our assistant principal model focused on MTSS: one academic and one behavioral. Also, equally impactful was committing to providing structured PLC periods for content heavy departments in place of duties in the master schedule.	We traveled to District 214 in Chicago and took away several ideas that are now in the process of being implemented. First, we revised our existing college and career pathways to align to the 16 PA career clusters. We also implemented a new student orientation model, when students join us throughout the year, called Welcome Wednesdays. These sessions occur monthly. We implemented a Therapets program similar to what we observed. We also are in the planning stages of implementing a high school advisory model.	The session on Redefinig Ready w/ Dr. Schuler was extremely helpful and helped us to refine our benchmarks and indicators used to track college and career readiness for students. We also appreciated the Batelle session on portrait of a graduate and are in the early stages of redefining our portrait of a West A graduate.

The Cajon Valley school visits are key in moving forward the work of Wold of Work. Specifically, we are interested in how World of Work can be connected to middle school Advisory Periods. The Pittsburgh World of Work partnership between Avonworth, Duquesne, EF and SF stemmed from our visit to Cajon Valley in 2022.	Graduation Pathway and requirements from DIstrict 214 in Illinois really challenged our team to ask about what are we requiring for graduation. Most importantly, District 214 gave the "why?" the changes are needed and rooted the "why?" in research. In 2022, Bill Daggett's presentations provided us the foundation for creating our Strategic Plan which is aligned to Learning 2025 and AASA framework.				
Based on the School Tour in San Diego, we are learning more about the curriculum utilized within the MET High School's Advisory period. We will be in communication with Big Picture Learning to see how we can personalize a similar curriculum for our newly implemented advisory period. In addition, we would like to consider expanding our internship model to allow increased exposure to work experiences based on student interest.					