



SUSQUEHANNA TOWNSHIP SCHOOL DISTRICT
COMPREHENSIVE PLAN
2022-2025

SUSQUEHANNA TOWNSHIP SD

2579 Interstate Drive

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Success of Every Learner Our mission statement exemplifies the district's commitment to ensuring that every student is successful. It also acknowledges the district's understanding that success will assume many forms for our students, but that our commitment is no less stringent. In order for the Susquehanna Township School District to become World Class, every child who enters our doors must be prepared for post-secondary success.

VISION STATEMENT

World Class: Every day. In Every Way.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

As a community of life-long learners, we believe that: * Every learner has the right to a world-class education * The learning environment must be safe and supportive * Our diversity is our strength * We will act ethically at all levels of the organization * Community partnerships are vital to our success * We will be a leader in innovation and technology

STAFF

As a community of life-long learners, we believe that: * Every learner has the right to a world-class education * The learning environment must be safe and supportive * Our diversity is our strength * We will act ethically at all levels of the organization * Community partnerships are vital to our success * We will be a leader in innovation and technology

ADMINISTRATION

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PARENTS

As a community of life-long learners, we believe that: * Every learner has the right to a world-class education * The learning environment must be safe and supportive * Our diversity is our strength * We will act ethically at all levels of the organization * Community partnerships are vital to our success * We will be a leader in innovation and technology

COMMUNITY

As a community of life-long learners, we believe that: * Every learner has the right to a world-class education * The learning environment must be safe and supportive * Our diversity is our strength * We will act ethically at all levels of the organization * Community partnerships are vital

to our success * We will be a leader in innovation and technology

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Mr. Andrae Martin	Administrator	Sara Lindemuth Anna Carter Primary School
Mrs. Jacqueline Wapinsky	Administrator	Thomas W. Holtzman Elementary School
Dr. Kristi Prime	Administrator	Susquehanna Township Middle School
Dr. Nicole Smith	Administrator	Susquehanna Township High School
Mr. Patrick Raugh	Administrator	Susquehanna Township School District
Mrs. Carrie Martin	Administrator	Susquehanna Township School District
Mr. Justin Green	Administrator	Susquehanna Township School District
Mr. Jesse Rawls	Board Member	Susquehanna Township School Board
Miss Rebecca McCullough	Board Member	Susquehanna Township School Board
Mrs. Joan Tracy	Staff Member	Transition Coordinator - HS
Mr. Robert McDonald	Staff Member	Teacher - HS
Mr. Trevar Scheuch	Staff Member	Teacher - MS
Mrs. Jolene Connelly	Staff Member	Teacher - MS

Name	Position	Building/Group
Mr. Brandon Popp	Staff Member	Teacher - TWH
Mrs. Jacalyn Seigle	Staff Member	Secretary - TWH
Mrs. Hannah Sprenkle	Staff Member	Teacher - SLAC
Mrs. Surae Sanks	Staff Member	Secretary - SLAC
Mr. Dwayne McCarthur	Staff Member	Support Staff Secondary
Mrs. Sangeeta Balani	Staff Member	Support Staff Elementary
Paige Mullen	Student	High School Student
Mrs. Angela DeSantiago	Community Member	Community in Schools
Mr. Dwayne DeFoor	Community Member	Susquehanna Township Alumni Association
Mrs. Kimberly Early	Parent	Secondary PTSO Member
Mrs. Candace Meck	Parent	Elementary Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Provide all teachers with training and resources to enhance the quality of instruction.	Essential Practices 1: Focus on Continuous Improvement of Instruction Professional learning
Provide secondary teachers with training and resources to provide interventions to learners whose math skills are below grade level.	Mathematics
Provide secondary teachers with training and resources to provide interventions to learners reading below grade level.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Professional Development	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
High Yield Strategies	Increase the rate of teachers using high yield instructional strategies in the classrooms.
Learner agency	Increase learner agency in learners.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math scores	Increase math standardized test scores.
ELA Scores	Increase ELA standardized test scores

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Three days of professional development prior to the start of school to included evidence based techniques and teacher choice. Topics include: Health Safety and Security Math Tips and Tricks ELD Compliance and Accommodations FRAX Webinar Acadience Refresher Customized Learning Special Ed. Requirements Data Analysis Project Based Learning Differentiated Instruction Small Group Instruction	2022-08-17 - 2023-06-09	Dr. Kristi Prime	Trainers Internet Access Physical Spaces
Half day PD once a month	2022-08-17 - 2023-06-09	Dr. Kristi Prime	Trainers Internet Access Physical Spaces
Continue to assess staff needs and develop relevant trainings at least three days every summer and half a day each month allowing for teacher choice.	2023-06-12 - 2025-06-13	Dr. Kristi Prime	Trainers Internet Access Physical Spaces
Anticipated Outcome			
Increase in ELA standardized test scores. Increase in Math standardized test scores. Increase in the use of high yield strategies in classrooms. Increase in learner agency.			

Monitoring/Evaluation

PSSA results, classroom walkthrough data, and learner agency rubrics will be the tools used. Monitors of the plan will be the data and curriculum department in conjunction with building principals.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the rate of teachers using high yield instructional strategies in the classrooms. (High Yield Strategies)	Professional Development	Half day PD once a month	08/17/2022 - 06/09/2023
Increase learner agency in learners. (Learner agency)			
Increase math standardized test scores. (Math scores)			
Increase ELA standardized test scores (ELA Scores)			

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Increase learner agency in learners. (Learner agency)			-
Increase math standardized test scores. (Math scores)			06/13/2025
Increase ELA standardized test scores (ELA Scores)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the rate of teachers using high yield instructional strategies in the classrooms. (High Yield Strategies)	Professional Development	Half day PD once a month	08/17/2022 - 06/09/2023
Increase learner agency in learners. (Learner agency)			
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Increase learner agency in learners. (Learner agency)			
Increase math standardized test scores. (Math scores)			
Increase ELA standardized test scores (ELA Scores)			

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Science/Biology - Due to the dedicated Science "specials" class in our Elementary School, we have been successful at exceeding the science standard demonstrating growth and meeting the interim goal / improvement target on the PSSA.

Regular Attendance - Three (3) of our schools continue to meet the interim target of the performance standard.

Career Standards Benchmark - Two (2) of our schools continue to meet the interim target of the performance standard for college and career readiness - Chapter 339.

As a result of our TSI plan, the decision to use Naviance to track artifacts has helped us gather the necessary evidence. Naviance is a college and career readiness software provider that provides our students with college planning and career assessment tools.

Our partnership with the Pennsylvania College Advising Corps (PCAC) through Franklin and Marshall College enables us to have a well-trained, recent college graduate at the high school to serve as a full-time College Adviser. The PCAC is an evidence-based, data-driven, high-impact program where enthusiastic advisors engage high school students and their families throughout the

Challenges

English Language Growth and Attainment - With an ever-increasing English Language Learner population, combined with the residual effects of instructional time due to COVID-19, it is going to be tough for us to reach the 2030 statewide goal of 70.3%. According to Niche, STSD is the most diverse school district in the state of Pennsylvania.

Mathematics/Algebra - Most students and student groups did not meet the statewide growth standard and failed to meet the interim goal/improvement target. Most performance measures indicated a decrease in performance from the previous school year.

Career Standards Benchmark - One (1) school did not meet the interim target of the performance standard for college and career readiness - Chapter 339.

Turnover in administration and staff, as well as the COVID-19 pandemic, has negatively impacted our ability to collect the necessary evidence for career readiness.

For us to make sure we maintain the proper and timely collection, monitoring, and reporting of career readiness artifacts for the

Strengths

career exploration and post-secondary planning processes. Advisers provide broad information about opportunities after high school and assist students in figuring out college match and fit, revising essays, submitting financial aid applications, finding scholarships, and preparing for the transition to college.

Our school district's 339 Guidance Plan contains an intervention, assessments, and decisions section clearly stating the pieces of evidence required at each level. The plan also addresses parent, staff, and administrator engagement.

High School Math and Science growth met or exceeded targets in all three focus areas.

The Middle School hired a new English Language Development Specialist.

The Middle School is onboarding iLit - a comprehensive reading intervention program for students in Grades 6 and up. The program includes resources to support your English language learner (ELL) students: curriculum, assessment, data, and professional development.

Thomas W. Holtzman Elementary School was able to maintain the intervention block for struggling learners.

At Sara Lindemuth / Anna Carter Primary School, a high

Challenges

Future Ready PA Index and ESSA, our building administrators will establish a process for oversight and successful completion of all tasks.

At the High School, the percentage of students proficient in all three major subject areas needs to improve.

At the Middle School, over 50% of our students' scores dropped from the previous year.

Thomas W. Holtzman Elementary School needs to continue the improvement of CORE students.

District-wide there is a growing population of ELs, however, we have a limited number of ELD qualified staff.

At SLAC, there has been a decrease in attendance for the Hispanic subgroup.

We identified two (2) issues when completing our Special Education Plan: (a) too many students were designated as supplemental between the 20% and 80%, and (b) the number of outplaced students was too high.

Although we completed our Language Instructional Educational Program (LIEP) two years ago, we continue to struggle with servicing an ever-increasing EL population.

Strengths

percentage of English Learners are meeting their Imagine Learning goals. The level of service from the classroom teacher and ELD Specialist continues to increase.

Our Strategic Plan includes seven (7) Critical Success Factors (CSFs). Each CSF has at least one (1) Strategic Objective (SO). Each SO has at least one (1) action plan target measured quantitatively. The frequency of measurement depends upon the assessment tool.

We are proud to say that we were not flagged in any area on the Special Education Plan.

Continue to LIVE our district's MISSION: The success of every learner.

Continue to SHAPE our district's VISION: World class. Every day. In every way.

Continue to be DRIVEN by our CORE VALUES: (a) Every learner has the right to a world-class education, (b) We will be a leader in innovation and technology, (c) The learning environment must be safe and supportive, (d) Our diversity is our strength, (e) Community partnerships are vital to our success, and (f) We will act ethically at all levels of the organization.

Strategic Objective (2021-2024): Continuously improve academic performance and the social and emotional development of all

Challenges

Strategic Objective (2021-2024): Improve team member engagement. Measures and Targets: By May of 2024, (a) STSD will reduce annual voluntary turnover to 10% of workforce as documented by approved minutes of the school board of director meetings, (b) STSD will improve overall team member attendance by 25% as measured by CSIU reports., and (c) 85% of staff will recommend STSD to others as measured by the Are We Making Progress survey.

Strategic Objectives (2021-2024): (a) Improve interaction and engagement with families and caregivers in the district and (b) Improve interaction and engagement with the community. Measures and Targets: By June of 2024, (a) 90% of families will report feeling included in the district as measured by the Family / Caregiver Survey, (b) 85% of families will positively rate the district's communication of its goals as measured by the annual Family / Caregiver Survey, (c) 90% of families will agree or strongly agree that the school's primary focus is improving student learning as measured by the Family / Caregiver Survey, and (d) 85% of families will agree or strongly agree that teachers adjust to meet my child's individual learning needs.

The Superintendent of Schools and Director of Human Resources will continue to conduct in-person exit interviews with all departing staff members.

We need to use the 95% Group's Phonological Awareness

Strengths

learners. Measures and Targets: By September of 2024, (a) STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in math as measured by PVAAS, and (b) STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in English/language arts as measured by PVAAS, and (c) STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in science as measured by PVAAS

We continue to use the 95% Group's Phonological Awareness Screener for Intervention™ (PASI™) and Phonics Screener for Intervention™ (PSI™) to pinpoint specific skill deficits and facilitate teachers' grouping of students for focused ELA intervention based on the screener results.

The NWEA-MAP Reading Fluency Dyslexia Screener and Math tests are administered at all four (4) schools.

At one of our schools, we now have a dedicated special for measuring and addressing the standards and eligible content via the learning progressions. Hopefully, this class allowed our students to score well on the math PSSA.

The district has adopted a customized model of instruction that targets specific learner needs based on diagnostic and benchmark assessments. Advanced learners will move through the curriculum at an accelerated rate, freeing them to pursue advanced courses or dual enrollment prior to graduation. Learners requiring further

Challenges

Screener for Intervention™ (PASI™) and Phonics Screener for Intervention™ (PSI™) at every grade level to pinpoint specific skill deficits and facilitate teachers' grouping of students for focused ELA intervention based on the screener results.

We need to provide our secondary teachers with the resources to work with struggling readers. These readers struggle in general education and reading classes, grades six through twelve. Some are students with mild disabilities, classified as learning disabled, for whom regular classroom teachers have instructional responsibility. Some are students whose culture or language differs from the culture of the classroom. Many are students who have become skilled evaders of reading, who know the stress of not being able to read successfully.

Align curricular materials and lesson plans to the PA Standards, Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Students who fail to develop proficiency in math skills in the elementary grades are more likely to experience difficulties at the secondary level. We need to provide more targeted intervention, or Tier 2 supports, in mathematic instruction.

We are struggling to adequately support our English Language Learners. The academic needs of ELLs are distinct and complex; figuring out how to help when they struggle is critical for their

Strengths

support will receive additional instruction, specific to gaps identified in their learning. These learners will also have opportunities to pursue advanced courses and dual enrollment, based on demonstrated levels of readiness.

Collectively shape the vision for continuous improvement of teaching and learning.

At one of our schools, we had a dedicated special for measuring and addressing the standards and eligible content via the learning progressions. This class allowed our students to score well on the science PSSA.

Challenges

success.

We need to use the data from the MAP tests, PSSA tests, Keystone Exams, and local assessments to make sure we are targeting the standards and eligible content through the learning progressions.

Use multiple professional learning designs to support the learning needs of staff. Monitor and evaluate the impact of professional development on staff practices and student learning.

We no longer have a dedicated special for measuring and addressing the standards and eligible content via the learning progressions. We need to find an instrument to measure our students' progress in science.

Most Notable Observations/Patterns

Challenges

Discussion
Point Priority for Planning

We need to provide our secondary teachers with the resources to work with struggling readers. These readers struggle in general education and reading classes, grades six through twelve. Some are students with mild disabilities, classified as learning disabled, for whom regular classroom teachers have instructional responsibility. Some are students whose culture or language differs from the culture of the classroom. Many are students who have become skilled evaders of reading, who know the stress of not being able to read successfully.

Students who fail to develop proficiency in math skills in the elementary grades are more likely to experience difficulties at the secondary level. We need to provide more targeted intervention, or Tier 2 supports, in mathematic instruction.

Use multiple professional learning designs to support the learning needs of staff. Monitor and evaluate the impact of professional development on staff practices and student learning.

We need to use the data from the MAP tests, PSSA tests, Keystone Exams, and local assessments to make sure we are targeting the standards and eligible content through the learning progressions.

ADDENDUM B: ACTION PLAN

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Three days of professional development prior to the start of school to include evidence based techniques and teacher choice. Topics include: Health Safety and Security Math Tips and Tricks ELD Compliance and Accommodations FRAX Webinar Acadience Refresher Customized Learning Special Ed. Requirements Data Analysis Project Based Learning Differentiated Instruction Small Group Instruction	08/17/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
PSSA results, classroom walkthrough data, and learner agency rubrics will be the tools used. Monitors of the plan will be the data and curriculum department in conjunction with building principals.	Increase in ELA standardized test scores. Increase in Math standardized test scores. Increase in the use of high yield strategies in classrooms. Increase in learner agency.

Material/Resources/Supports Needed	PD Step	Comm Step
Trainers Internet Access Physical Spaces	no	no

Action Steps

Half day PD once a month

Anticipated Start/Completion Date

08/17/2022 - 06/09/2023

Monitoring/Evaluation

PSSA results, classroom walkthrough data, and learner agency rubrics will be the tools used. Monitors of the plan will be the data and curriculum department in conjunction with building principals.

Anticipated Output

Increase in ELA standardized test scores. Increase in Math standardized test scores. Increase in the use of high yield strategies in classrooms. Increase in learner agency.

Material/Resources/Supports Needed

Trainers Internet Access Physical Spaces

PD Step

yes

Comm Step

yes

Action Steps**Anticipated Start/Completion Date**

Continue to assess staff needs and develop relevant trainings at least three days every summer and half a day each month allowing for teacher choice.

06/12/2023 - 06/13/2025

Monitoring/Evaluation**Anticipated Output**

PSSA results, classroom walkthrough data, and learner agency rubrics will be the tools used. Monitors of the plan will be the data and curriculum department in conjunction with building principals.

Increase in ELA standardized test scores. Increase in Math standardized test scores. Increase in the use of high yield strategies in classrooms. Increase in learner agency.

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

Trainers Internet Access Physical Spaces

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the rate of teachers using high yield instructional strategies in the classrooms. (High Yield Strategies)	Professional Development	Half day PD once a month	08/17/2022 - 06/09/2023
Increase learner agency in learners. (Learner agency)			
Increase math standardized test scores. (Math scores)			
Increase ELA standardized test scores (ELA Scores)			
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Increase learner agency in learners. (Learner agency)			
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
See PD plan	All teachers	Improved instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved test scores and increase in learner agency	08/01/2022 - 06/06/2025	Dr. Kristi L. Prime
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the rate of teachers using high yield instructional strategies in the classrooms. (High Yield Strategies)	Professional Development	Half day PD once a month	2022-08-17 - 2023-06-09
Increase learner agency in learners. (Learner agency)			
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Increase math standardized test scores. (Math scores)			
Increase ELA standardized test scores (ELA Scores)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PD Plan Posted	All staff	Professional Development Plan
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 08/12/2022	Constant	Other
Lead Person/Position		
Dr. Kristi Prime		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Annual School Board Meeting	Progress	Verbally and visually	Public	August of each year
