2021-2024 District Strategic Plan

SUSQUEHANNA TOWNSHIP SCHOOL DISTRICT

The Susquehanna Township School District

2579 Interstate Drive, Harrisburg, PA 17110

Tamara Willis, Ph.D.
Superintendent of Schools

Vision: World class. Every day. In every way.

Mission: The success of every learner.

Core Values:

- Every learner has the right to a world class education.
- We will be a leader in innovation and technology.
- The learning environment must be safe and supportive.
- Our diversity is our strength.
- Community partnerships are vital to our success.
- We will act ethically at all levels of the organization.

Table of Contents

Executive Summary

The Susquehanna Township School District (STSD) offers a kindergarten to 12th grade public school program with primary, elementary, middle, and high schools. Individualized opportunities meet the needs of diverse, economically challenged, gifted and all other learners. All academic programs and student services are based on curriculum guidelines and regulations established by the Pennsylvania Department of Education (PDE) through Pennsylvania School Code and are driven by the current and emerging needs of the students and stakeholders of the surrounding community.

Instructional programs that address a continuum of learner needs include special education, English as a Second Language (ESL), and an enrichment program for learners who are gifted. Each program offers customized supports for students requiring enrichment and/or interventions beyond the general academic program. Educational programs and services are delivered by highly qualified staff using PA Core standards-aligned curriculum, data-driven collaboration. Students are afforded opportunities to take a wide variety of extra and co-curricular classes.

The Strategic Plan reflects the culmination of an extensive and iterative process focused on improving outcomes for learners, team members, district families and key stakeholders within the community. The district developed its Leadership Improvement Model (Figure 1) to drive all performance improvement efforts. This systems perspective **approach** allows the district to identify strategic challenges, foster innovation, demonstrate organizational agility and achieve its mission and vision. The Baldrige Excellence Framework, adopted in 2016, has been the foundation of the district's Leadership Improvement Model. Referred to as Hanna's Organizational Performance Excellence (HOPE), the district's improvement system encompasses all areas of the organization that directly and indirectly impact the learning experience and student achievement.
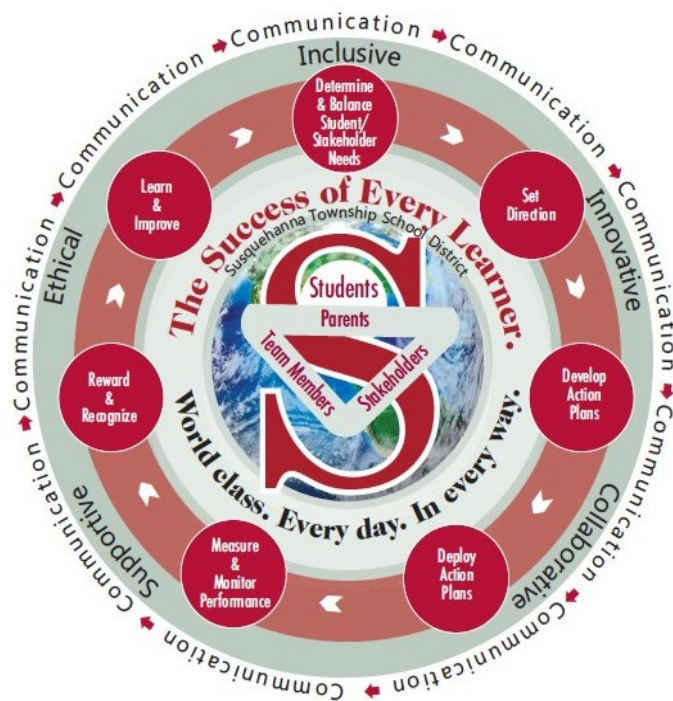
The district's performance improvement system is critically integrated throughout the school district. The district established a culture of ongoing improvement, defined by four essential elements for performance improvement:

- **Strategic Planning:** a systematic process focused on achieving the district's mission and vision through the collective development of strategic objectives, initiatives, measures, and targets
- **Leadership Improvement Model**: the model drives ongoing improvement by keeping students at its core while providing a process for overall improvement across the district.
- **Action Planning:** action plans articulate the district's strategy for planning, implementing, and measuring short and long-term initiatives that are aligned with the district's strategic objectives
- **Process Mapping:** mapping or defining **key processes**, step-by-step, ensure that processes essential to running and improving the organization are systematically developed and deployed to staff, students, and stakeholders

The strategic plan is developed around seven Critical Success Factors (CSFs) considered essential to the organization's capacity to remain competitive in the market. Factors include Leadership (LEAD), Teaching & Learning (T&L), Team Member Engagement & Recruitment (TME&R), Health, Safety & Security (HS&S), Facilities, Business & Support Operations (FB&SO), Technology (TECH), and Community Engagement (CE). All strategic objectives and supporting initiatives target these key areas. The leadership team, comprised of the Core Team (Superintendent, Assistant Superintendent, Business Manager, Director of Human Resources), building administrators, and department heads regularly review the district's progress toward its strategic objectives within each CSF across the expanse of the plan.

HOPE Teams, representing six of the seven categories within the Baldrige Framework (Figure 2), operate throughout the school year to recommend the development of approaches, processes, and procedures, and address challenges and support district initiatives. Participants include all members of the Core Team, building administrators, department heads, and team members representing all segments of the district's workforce.

HOPE Teams

- 1.0 Leadership
- 2.0 Strategy
- 3.0 Community Engagement
- 4.1 Measurement & Analysis
- 4.2 Knowledge Management
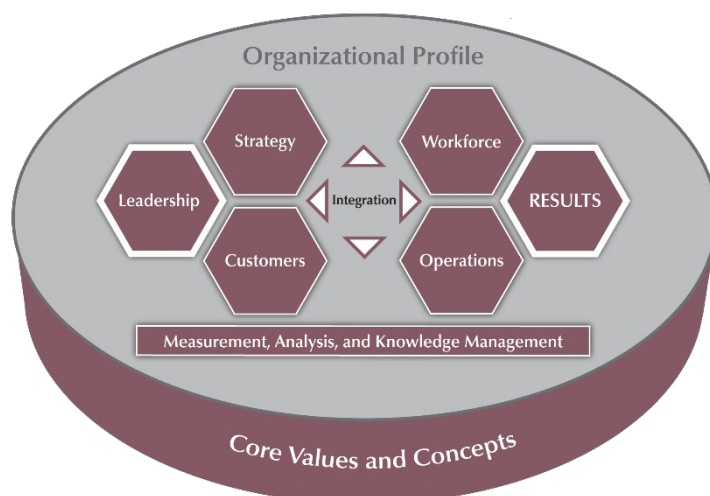- 5.0 Team Member Engagement
- 6.0 Operations

Figure 2 Baldrige Excellence Framework

From Baldrige Performance Excellence Program. 2019. *2019–2020 Baldrige Excellence Framework: Proven Leadership and Management Practices for High Performance (Education)*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. https://www.nist.gov/baldrige.

In January of each year, all six teams engage in an *All HOPE Teams* meeting to review progress toward annual targets and supporting initiatives. Representatives from additional stakeholder groups (i.e., parents/guardians, community members, and members of the School Board of Directors) are invited to participate in the annual, district-wide strategic planning process.

Participants conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to identify patterns, possible risks, and gaps based upon a data review from the previous year. Trend analyses provide a snapshot of district progress toward academic, financial, team member, and community engagement targets. The SWOT analysis drives the identification of strategic advantages, strategic challenges, and core competencies, all of which are used to establish long-term objectives for each CSF. Strategic objectives are designed to address identified challenges, leverage strategic advantages, and respond to customer, team member, and stakeholder needs.

By May, strategic objectives and annual initiatives are identified and the leadership team develops metrics to quantify progress and the attainment of each objective. Long-term objectives are then prioritized into annual initiatives and supporting action plans are developed and deployed each year. HOPE Teams also provide ideas/input for initiatives and contribute to action plan development and implementation.

Each action plan team identifies financial and human resources required to successfully implement and sustain each plan. The team identifies district-wide processes that will be affected by the plan to ensure that changes required to sustain improvements are integrated into those processes.

Additionally, the budget development process (Figure 3), district succession planning, and process management approaches are designed to position the district to sustain key outcomes of each action plan, should financial or personnel shifts occur.

Figure 3 Budget Development Process	
Sept.-Oct.	• Business Office distributes budget development instructions to Leadership Cabinet
November	• Staffing projections developed by Core Team with feedback from Leadership Cabinet • Budget submitted to Business Office (1st budget draft) • Central Susquehanna Intermediate Unit (CSIU) Fund Accounting Software input of budget submissions
December	• Leadership Cabinet reviews budget with Business Manager and Superintendent
January	• Updates made to CSIU (2nd budget draft) • Budget reviewed for alignment to strategic objectives and strategic plan; cuts and revisions proposed
June	• Board of Directors approves final budget for next fiscal year • Business Office begins processing purchase orders for upcoming fiscal year

The district conducts organizational performance reviews (OPR) (Figure 4) to monitor progress of action plans, measures, and targets, and to evaluate processes and associated process maps. OPRs ensure that improvements are sustained, and adjustments are made as needed, consistent with the Baldrige Core Value of organizational learning and agility (United Stated Department of Commerce, 2019). The district report card (DRC), indicating long-term strategic measures and targets, is reviewed, and monitored regularly by the Leadership Team during bi-weekly Organizational Performance Reviews. A sample meeting schedule of the DRC is included in Figure 5. Building and department score cards will be developed and reviewed by building level teams during quarterly faculty meetings.

Figure 4 Organizational Performance Review Schedule

ORGANIZATIONAL PERFORMANCE REVIEWS (OPR) 2021-2022 SY

SAMPLE

1st Friday*			3rd Friday*		
Date	Lead	Critical Success Factor (CSF)	Date	Lead	Critical Success Factor (CSF)
9/3	TCK	Safety & Security	9/17	JG	Technology
10/1	TW	Leadership	10/15	RK	Teaching & Learning
11/5	OA	F, B, & SO	11/19	MH	Team Member Engagement
12/3	TW	Community Engagement	12/17	TCK	Safety & Security
01/7	JG	Technology	01/21	RK	Teaching and Learning
02/4	OA	F, B, & SO	02/18	TW	Community Engagement
03/3*	TW	Leadership	03/18	MH	Team Member Engagement
04/1	JG	Technology	04/13*	RK	Teaching & Learning
05/6	TW	Community Engagement	05/20	TCK	Safety & Security
06/3	MH	Team Member Engagement			

All meetings will start @ 10:00 AM

*Day of the week has been altered because of holidays and closures.

Figure 5 Portions of the District Report Card

Susquehanna Township School District 2021-2024 Strategic Plan
District Report Card (DRC)

CSF	Measure	Target	Frequency	Baseline (Aug 21)	Sept 21	Oct 21	Nov 21	Dec 21	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21
LEAD	TM *a/sa* know how their work fits into the organization's overall measures of improvement (AWMP survey)	85%	Annually	62											
LEAD	TM *a/sa* org. leaders share info about the organization (AWMP survey)	85%	Annually	66.4											
LEAD	Define and deploy key work processes (June 2024)	75%	Quarterly	0											
T&L	Growth in agency (Agency Stage) agency in **Mindset**, K-8 (*Theory of Learner Agency* rubric)	75%	Semi-annually	*											
T&L	Growth in agency (Agency Stage) agency in **Know-how**, K-8 (*Theory of Learner Agency* rubric)	75%	Semi-annually	*											
T&L	Growth in agency (Agency Stage) agency in **Action**, K-8 (*Theory of Learner Agency* rubric)	75%	Semi-annually	*											
T&L	Increase access to First Choice (Senior Exit Survey)	90%	Annually	**68.79**											
T&L	Attract approximately 215 learners currently attending external cyber schools back to the district through STSDs asynchronous learning option for learners to	215	Quarterly	0											
T&L	Meeting or exceeding average statewide growth in grades 3-5 (PVAAS) in math	75.3	Annual	60											
T&L	Meeting or exceeding average statewide growth in grades 3-5 (PVAAS) in ELA	75	Annual	70											
T&L	Maintain 100% growth in grade 4 (PVAAS) in science	75.1	Annual	100											
T&L	Meeting or exceeding average statewide growth in grades 6-8 (PVAAS) in math	75.3	Annual	73.5											
T&L	Meeting or exceeding average growth standard in grades 6-8 (PVAAS) in ELA	75	Annual	53											
T&L	Meeting or exceeding average growth standard in grades 8 (PVAAS) in science	75.1	Annual	70											
T&L	ADD MAP DATA														
TMR	Reduce voluntary turnover to 10% of workforce	10%	Quarterly	(16%)											
TMR	Improve TM attendance by 25%	25% (2,028)	Quarterly	2,704											
TMR	TM *a/sa* STSD is a good place to work (AWMP)	85%	Annually	78.5%											

Key Stakeholders

STSD key stakeholders include the Pennsylvania Department of Education (PDE), higher education institutions (colleges), the Board of School Directors, local businesses, taxpayers, and the local municipality. PDE's requirements are for students to achieve proficiency performance regarding various established academic standards; higher education institutions expect graduates to be foundationally well-prepared for a post-secondary academic higher learning experience; local businesses expect to acquire a workforce with the attitude, work ethic, skillset, creativity and knowledge to positively impact company performance, growth, and sustainability; and taxpayers and the local municipality expect to receive productive citizens who embrace diversity within the community, as well as, support and encourage exemplary services by all parties representing Susquehanna Township.

The success of STSD in differentiating itself from the competition now and in the future rests with its ability to provide *individualized learning opportunities* for students and to have a *comprehensive system of effective and efficient support processes* through an aligned and integrated approach to management. This approach develops a depth and breadth of continuous improvement capability for the entire organization.

Key changes taking place include collaboration with key partners to cultivate a positive community perception of the district and ensure that students are prepared to pursue their first choice among post-secondary opportunities.

Critical Success Factors

Critical Success Factors (CSFs) represent all facets of the district's performance and are considered essential to the district's capacity to remain competitive in the market.

Leadership

Leadership encompasses the district's capacity to communicate and integrate the organization's vision, mission, and core values. Through an annual survey entitled, *Are We Making Progress?* (AWMP), the district utilized research-based questions developed from a version of Gallup's Q[12] Employee Engagement Survey (www.gallup.com/home.aspx) to measure its progress toward its strategic objectives in leadership. Over the course of the previous strategic plan, the district saw a 13% increase from 2017-2020 in the number of team members reporting, *I know my organization's mission* and a 16.5% increase in the number reporting, *I know my organization's vision*. Over the next three years, the district will focus on deploying key work processes needed to operate the district more effectively and efficiently and more aggressively communicating the district's progress to all team members and stakeholders.

Teaching and Learning

STSD delivers educational programs and services based upon the Standards-Aligned-System (SAS) framework established by the Pennsylvania Department of Education (PDE). Each year, students in grades 3-8 are administered the Pennsylvania School System of Assessment (PSSA) tests in English/language arts and math. Students in grades 4 and 8 also take the PSSA in science. In 2016, the district contracted with *Susquehanna Polling and Research* (SP&R) to determine key requirements for parents of students who attended district schools and those who chose to leave the district. Survey results indicated that student achievement data and discipline/safety concerns had the greatest impact on a family's decision to send their learners to STSD. These indicators will be reassessed during the current strategic plan.

An early focus of the district's previous strategic plan was social emotional learning (SEL), the foundation of a safe and supportive learning environment. As a result of its early focus, the district implemented Positive Behavior Supports and Interventions (PBIS) and Multi-disciplinary Tiered System of Support (MTSS) initiatives in all four (4) schools. Two of the district's schools, Thomas W. Holtzman Elementary and Sara Lindemuth/Anna Carter Primary School, achieved state recognition for PBIS implementation with fidelity. Sara Lindemuth/Ann Carter Primary achieved recognition for all three (3) tiers of intervention and successfully completed a rigorous application process for approval to use its MTSS process to identify students with specific learning disabilities. SEL continues to be a focus, as learning cannot occur when learners are not supported, and the learning environment is chaotic, disrupted, and unsafe.

The district has experienced a downward trend in student academic performance in English/language arts and math, regularly scoring below state averages. Fourth grade students outperformed state averages in science from 2016-2018, taking a slight dip in 2019. Disruptions caused by the pandemic are expected to adversely impact science scores for the 2020-2021 school year. Seven years of achievement data suggests that a growing number of learners are failing to achieve within our traditional model of instruction (Appendix A). While the district

utilizes multiple data sources to determine the strength of its programming, the PSSA is a chief indicator among parents/families, homeowners, and PDE.

In response to trend analysis, the district has adopted a customized model of instruction that targets specific learner needs based upon diagnostic and benchmark assessments. Advanced learners will move through the curriculum at an accelerated rate, freeing them to pursue advance courses or dual enrollment prior to graduation. Learners requiring further 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 upon demonstrated levels of readiness.

The Susquehanna Township School District is one of a few districts utilizing a customized model for learning, as it requires a shift in the structure of a traditional, industrialized model of instruction, a model that has been in place for over 126 years. Customized instruction is aligned with PA Core Standards and eligible content. Customized learning is learner-centered and requires that every learner is not only exposed to rigorous concepts but also demonstrates an expected level of proficiency before moving on. Customized learning requires that all instructional staff, regardless of content specialty, collaborate regularly to develop instruction for individual learners and monitor the acquisition, application, and synthesis of key instruction.

Contrary to the structure of a traditional model of instruction, research suggests that learners do not engage by being controlled or overly regulated (Pink, 2009). Authentic engagement requires autonomy, purpose, and mastery. Customized learning requires that learners play an active role in their achievement, serving as agents of their own growth. When learners have agency, they understand themselves as learners, they feel like they have power to make things happen, they can plan and monitor their progress, and they learn to think independently (Technology and Innovation in Education, 2015). Learner agency is foundational to a successful customized model. High-yield instructional practices are also central to a strong academic program (Hattie & Zierer, 2018). Both will be a strategic focus over the next three (3) years.

Team Member Engagement and Retention

Team members include all members of the district's workforce. A focus on team member engagement is a continuation of the district's previous strategic plan. Since 2017, the district has experienced a 27% increase in the number of team members reporting that *my senior (top) leaders are ethical and demonstrate our organization's value,* a 36% increase in the number of team members reporting, *my bosses and my organization care about me*, and a 37% increase in those reporting that *senior leaders create a work environment that helps me do my job.* Team member engagement remains a priority considering the pre-existing national teacher shortage coupled with recent COVID-related staffing shortages (Walker, 2021). Because team member engagement must be developed and sustained over time, the district will continue to focus on these indicators, while expanding its focus to ensure that all team members can articulate how their work aligns with the organization's long-term goals.

Health, Safety and Security

The safety of team members, students, and visitors is paramount to the success of the Susquehanna Township School District. The district's core value which states that the *learning environment must be safe and supportive* is the foundation of this critical success factor. Mental health and overall wellness are key components of this factor and will also be addressed within annual initiatives. Because families must be assured that their learners are safe when they enter

our doors and team members must be equipped to respond in times of crisis, measures and targets include perception data from families, learners, and team members.   Data from SP&R indicates that safety is a primary driver of parent satisfaction with the district. Therefore, it remains a focus of the district's long-term plans for improvement.

Facilities, Business Operations and Support Services

The district has successfully negotiated and managed three (3) collective bargaining agreements, created, communicated, and adhered to a long-term financial plan, balanced the budget one year earlier than its strategic goal of 2020, drove a surplus for two (2) consecutive years for the first time in a decade, and maintained the highest level of transparency in its financial decision making. In subsequent years, the district will continue its commitment to financial solvency with a laser focus on maintaining and upgrading district facilities. The district will focus on the user experience to measure overall satisfaction with maintenance and improvements efforts.

Technology

The district is committed to being a leader in innovation and technology. To prepare learners to compete within the global market, the district must provide opportunities to engage with cutting edge and emerging technologies throughout the K-12 experience. Over the course of the previous strategic plan, the district maintained no less than 99.99% WAN/LAN uplink availability, 99.99% SIS availability and transitioned from 1 device for every 2.8 students to a 1:1 student-device ratio. Prior to the COVID-19 outbreak, students in grades 5-12 had an assigned, district device. The district's device to learner ratio for students in grade K-4 was 1:2. The district's focus on organizational agility positioned the technology department to rapidly acquire additional devices for K-4 learners, resulting in a swift transition to a fully virtual model as the pandemic worsened. The district's *All Remote Access* (ARA) synchronous learning platform has been featured by *HP* and *Microsoft* for being the first of its kind in K-12 education. Over the course of the next three (3) years, the district will continue to prioritize technological advancements that will enhance the learning experience while preparing learners to achieve their first choice among post-secondary opportunities. Additionally, the district will develop its very first intranet which will align key resources, critical to the effective operation of the district.

Community Engagement

An engaged community is evidenced when members play a meaningful role in decision-making and deploying key projects and initiatives that directly impact them. Community members feel engaged when they are informed and can offer feedback about upcoming events and organizational changes. Further, an engaged community is acutely aware of who to contact within the district should a need arise. Over the next three (3) years, the district will engage community partners through its work with Communities in Schools of PA (CIS), the United Way of the Capital Region (UWCR), the Township Board of Commissioners, the Harrisburg Regional Chamber & Capital Region Economic Development Corporation (CREDC), and the HANNA Education Foundation. Further, the district will more actively serve as a conduit to link families and caregivers to needed resources within the community.
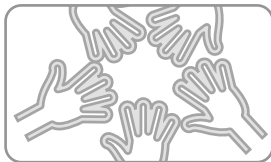
Strategic Objectives by Critical Success Factor
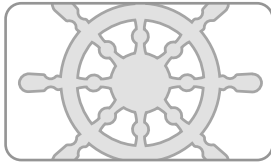
Leadership

Create an environment to accomplish our mission and improve the district
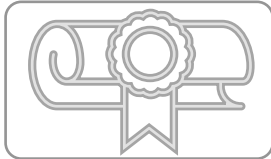
Teaching & Learning

Continuously improve academic performance, and the social and emotional development of all learners

Team Member Engagement & Retention

Improve team member engagement

Health, Safety & Security

Assure the safety of all learners, team members and visitors

Facilities, Business Operations & Support Services

• Continuously improve facilities
• Plan for and manage the district's resources effectively and responsibly

Technology

Provide and support innovative and secure technology to enhance learning and business operations

Community Engagement

• Improve interaction and engagement with families and caregivers in the district
• Improve interaction and engagement with the community

Strategic objectives, measures, and targets are featured via the Strategic Plan At-a-Glance table located on pages 13 and 14 of the Plan. Corresponding initiatives can be reviewed on the district's website.

Strategic Plan At-a-Glance

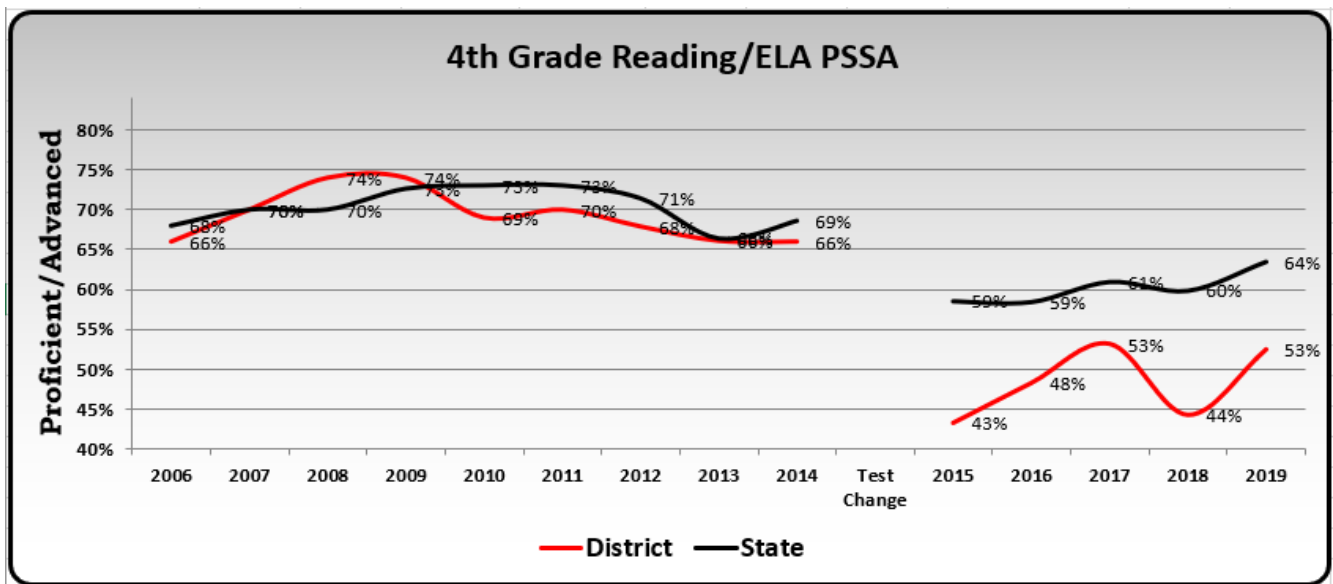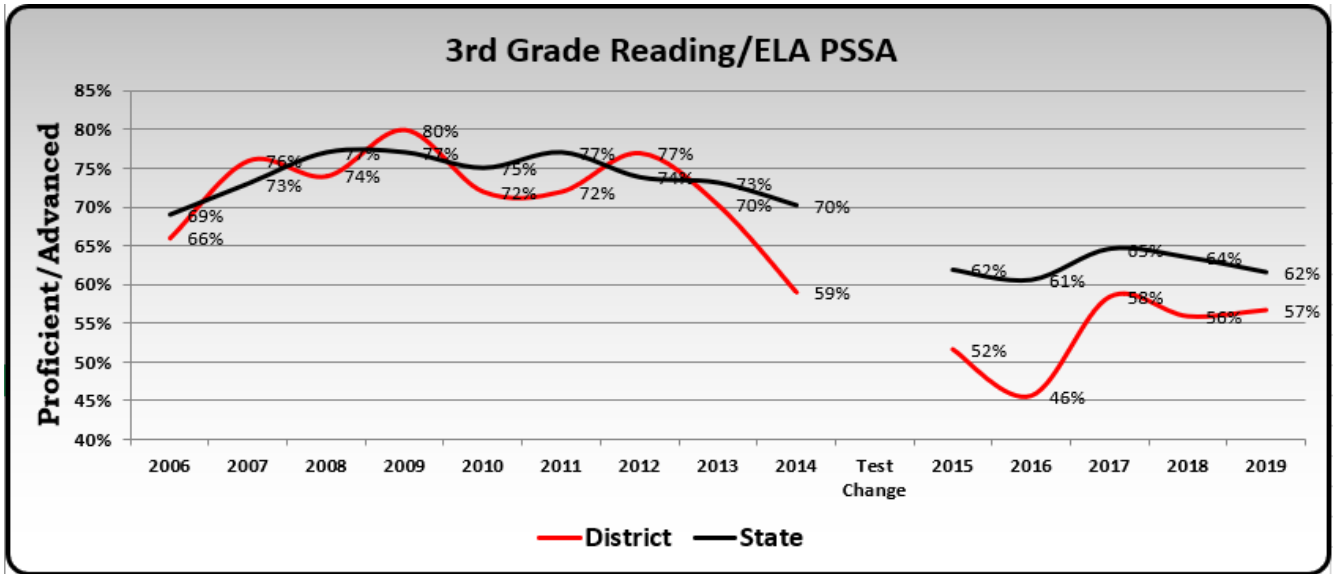| Critical Success Factor (CSF) **Leadership (LEAD)** |
| --- |
| **Strategic Objective(s):** Create an environment to accomplish our mission and improve the district |
| Measures & Targets:
• By May of 2024, 85% of staff will agree/strongly agree that they know how their work fits into the organization's overall measures of improvement as measured by the *Are We Making Progress* survey
• By May of 2024, 85% of staff will agree/strongly agree that district leaders share information about the organization as measured by the *Are We Making Progress* survey
• By June of 2024, 75% of key work processes, as measured by the *Key Process Families* document, will be defined, and deployed to staff and key stakeholders. |
| Critical Success Factor (CSF) **Teaching and Learning (T&L)** |
| **Strategic Objective(s):** Continuously improve academic performance, and the social and emotional development of all learners |
| Measures & Targets:
• By June of 2024, 75% of learners in grades K-8, will report growth in Learner Agency tenets of *Mindset*, *Know-how,* and *Action*
• By June of 2024, 90% of 12th grade learners will report that STSD prepared them to pursue their First Choice for post-secondary planning as measured by the *Senior Exit Survey*
• By June of 2024, STSD will reduce outside cyber school enrollment by 65% as measured by the Cyber/Charter Expenditure Comparison Report
• By September of 2024, STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in math as measured by PVAAS
• By September of 2024, STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in English/language arts as measured by PVAAS
• By September of 2024, STSD will meet or exceed the average statewide growth in grades 3-5 and 6-8 in science as measured by PVAAS
• By September of 2024, STSD will attract approximately 215 learners currently attending external cyber schools back to the district through its asynchronous virtual solution |
| Critical Success Factor (CSF) **Team Member Engagement and Retention (TME&R)** |
| Strategic Objective(s): Improve Team Member Engagement |
| Measures & Targets:
• By May of 2024, STSD will reduce annual voluntary turnover to 10% of workforce as documented by approved minutes of the school board of director meetings
• By May of 2024, STSD will improve overall team member attendance by 25% as measured by CSIU reports
• By May of 2024, 85% of staff will recommend STSD to others as measured by the *Are We Making Progress* survey |
| Critical Success Factor (CSF) **Health, Safety and Security (HS&S)** |
| Strategic Objective(s): Assure the safety of all learners, team members and visitors |
| Measures & Targets:
Learners
• By June of 2024, 85% of learners, grades 3-12, will report feeling mostly safe or very safe in district facilities as measured by the *SOAR Survey*
Families
• By June of 2024, 85% of families will agree or strongly agree that their child feels safe in school as measured by the annual *Family/Caregiver Survey*
• By June of 2024, 85% of families will report that their child feels mostly safe or very safe in district facilities as measured by the *SOAR Survey* |

Team Members
• By June of 2024, 95% of team members will participate in annual emergency preparedness training as measured in COMPLY
• By June of 2024, 85% of team members will report feeling mostly safe or very safe in district facilities as measured by the *SOAR Survey*
• By June of 2024, STSD will reduce annual worker's compensation claims by 25% as measured by *Work Partners* reporting

Critical Success Factor (CSF)
Facilities, Business, and Support Operations (FB&SO)

Strategic Objective(s):
- Continuously improve facilities and manage the district's resources effectively and responsibly

Measures & Targets:
- By June of 2024, 90% of team members and members of the board will report satisfaction with the overall maintenance of district facilities as measured by the *Are We Making Progress Survey* and the annual *Board Survey*
- By June of 2024, 90% of team members and members of the board will report satisfaction with the overall improvement of district facilities as measured by the *Are We Making Progress Survey* and the annual *Board Survey*

Critical Success Factor (CSF)
Technology (TECH)

Strategic Objective(s): Provide and support innovative and secure technology to enhance learning and business operations

Measures & Targets:
- By May of 2024, 75% of team members who visit the HANNA Hub will report overall satisfaction ("Did you find what you were looking for?") on the *HANNA Hub Satisfaction Survey.*

, Critical Success Factor (CSF)
Community Engagement (CE)

Strategic Objective(s):
- Improve interaction and engagement with families and caregivers in the district
- Improve interaction and engagement with the community- (2022-2024)

Measures & Targets:
Improve interaction and engagement with families and caregivers in the district
- By June of 2024, 90% of families will report feeling included in the district as measured by the Family / Caregiver Survey
- By June of 2024, 85% of families will positively rate the district's communication of its goals as measured by the annual Family / Caregiver Survey.
- By June of 2024, 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.
- By June of 2024, 85% of families will agree or strongly agree that *teachers adjust to meet my child's individual learning needs*

References

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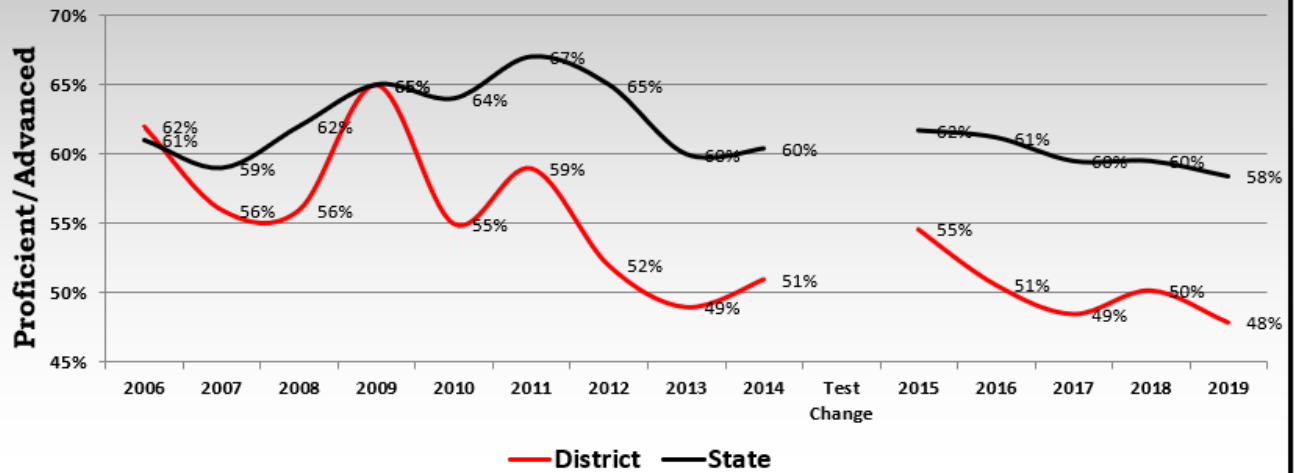
Appendix A- Achievement Data

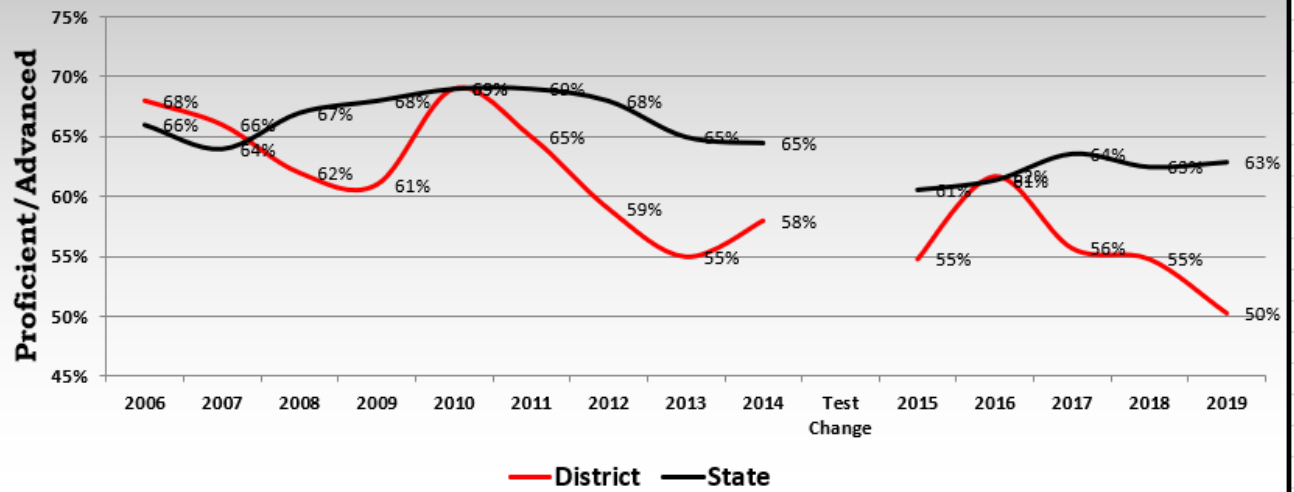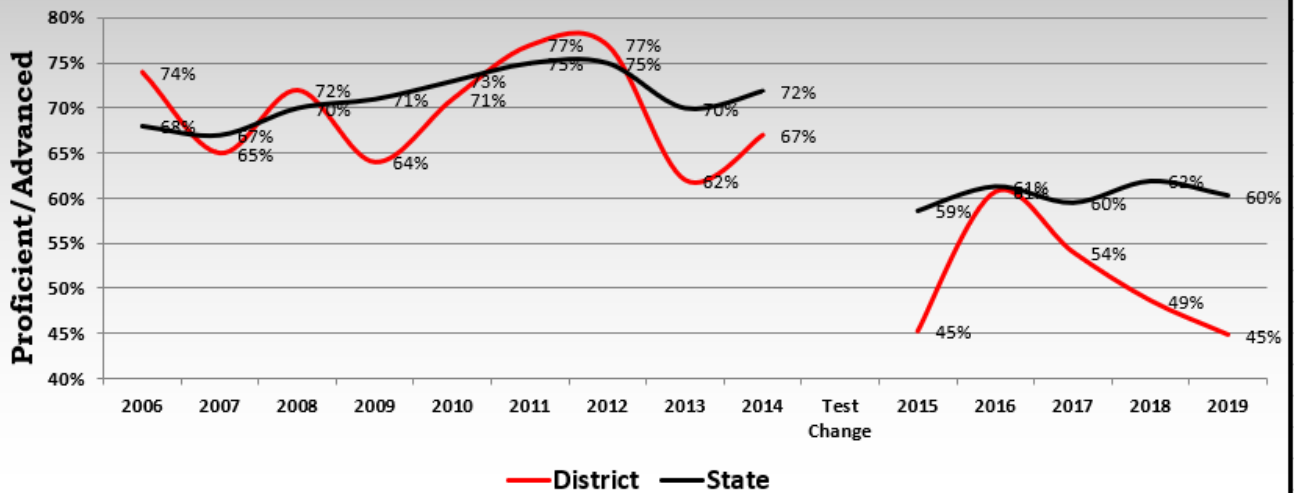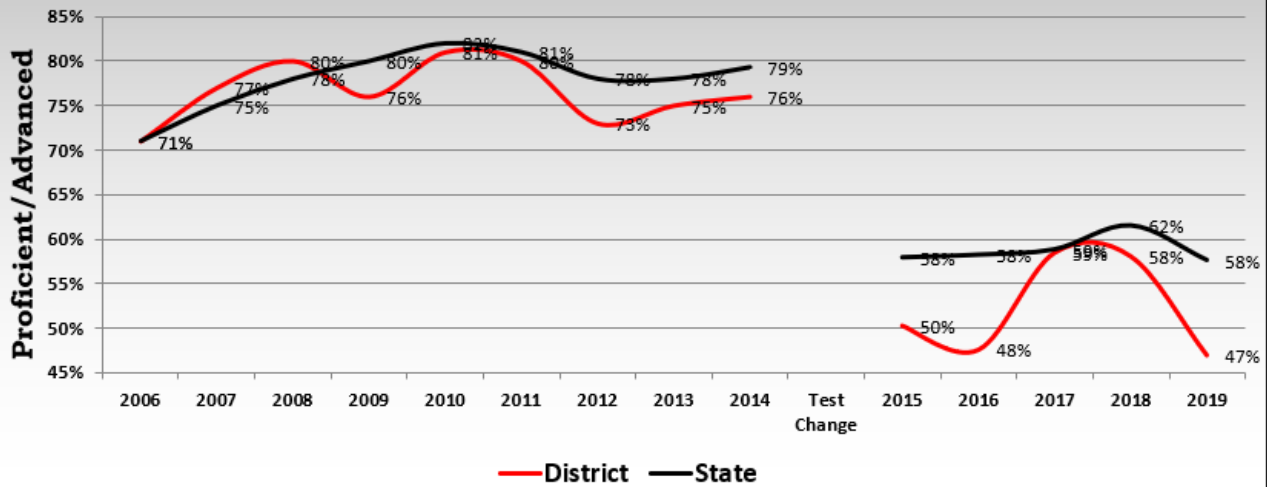3rd Grade Reading/ELA PSSA

4th Grade Reading/ELA PSSA

5th Grade Reading/ELA PSSA

State: 61% (2006), 59% (2007), 62% (2008), 65% (2009), 64% (2010), 67% (2011), 65% (2012), 60% (2013), 60% (2014), 62% (2015), 61% (2016), 60% (2017), 60% (2018), 58% (2019)

District: 62% (2006), 56% (2007), 56% (2008), 65% (2009), 55% (2010), 59% (2011), 52% (2012), 49% (2013), 51% (2014), 55% (2015), 51% (2016), 49% (2017), 50% (2018), 48% (2019)

Legend: — District — State

6th Grade Reading/ELA PSSA

State: 66% (2006), 64% (2007), 67% (2008), 68% (2009), 69% (2010), 69% (2011), 68% (2012), 65% (2013), 65% (2014), 61% (2015), 61% (2016), 64% (2017), 63% (2018), 63% (2019)

District: 68% (2006), 66% (2007), 62% (2008), 61% (2009), 69% (2010), 65% (2011), 59% (2012), 55% (2013), 58% (2014), 55% (2015), 61% (2016), 56% (2017), 55% (2018), 50% (2019)

Legend: — District — State

7th Grade Reading/ELA PSSA

State: 68% (2006), 65% (2007), 72% (2008), 70% (2009), 73% (2010), 75% (2011), 75% (2012), 70% (2013), 72% (2014), 59% (2015), 61% (2016), 60% (2017), 62% (2018), 60% (2019)

District: 74% (2006), 65% (2007), 72% (2008), 64% (2009), 71% (2010), 77% (2011), 77% (2012), 62% (2013), 67% (2014), 45% (2015), 61% (2016), 54% (2017), 49% (2018), 45% (2019)

Legend: — District — State
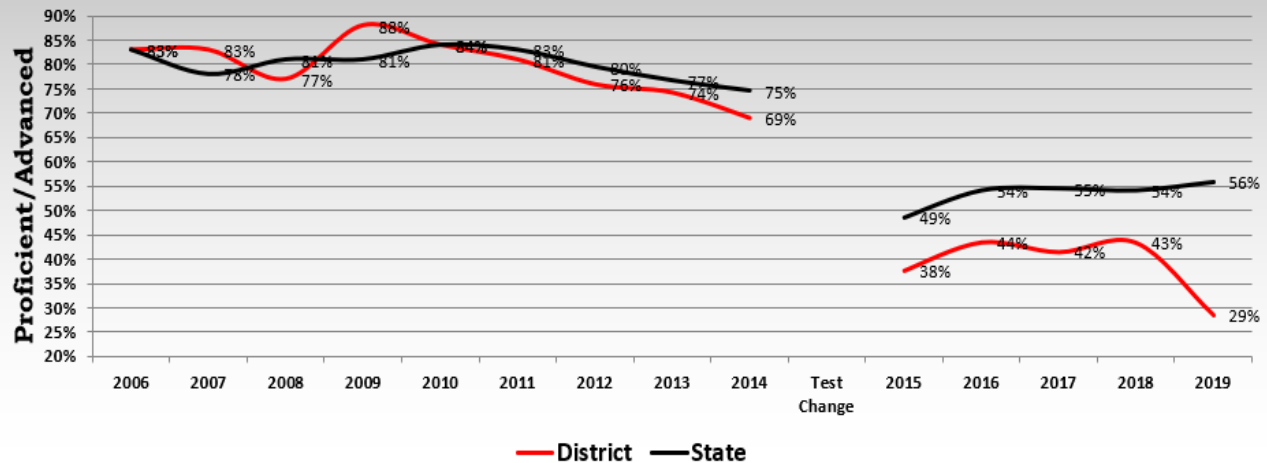
8th Grade Reading/ELA PSSA
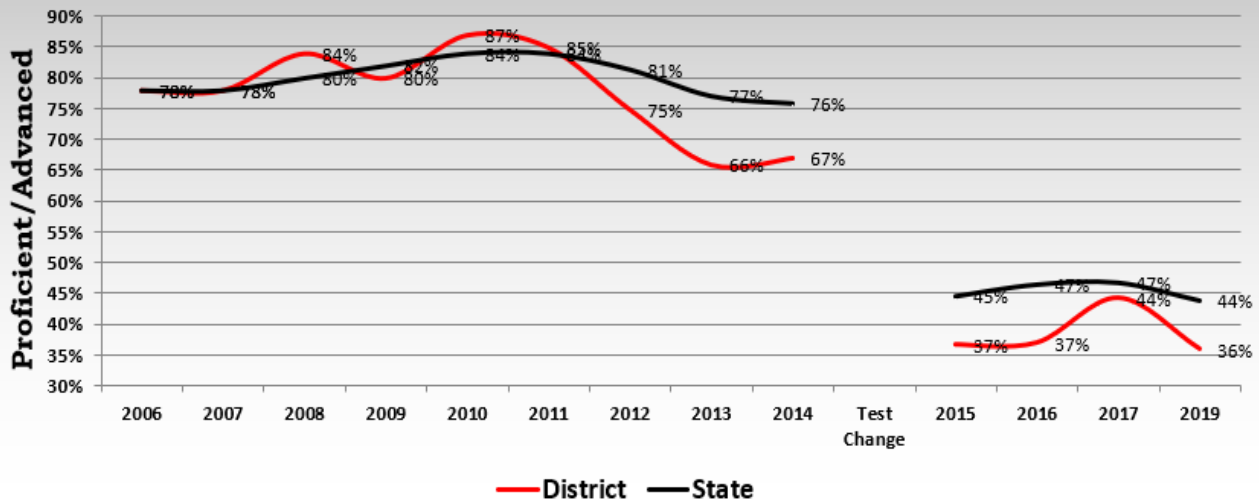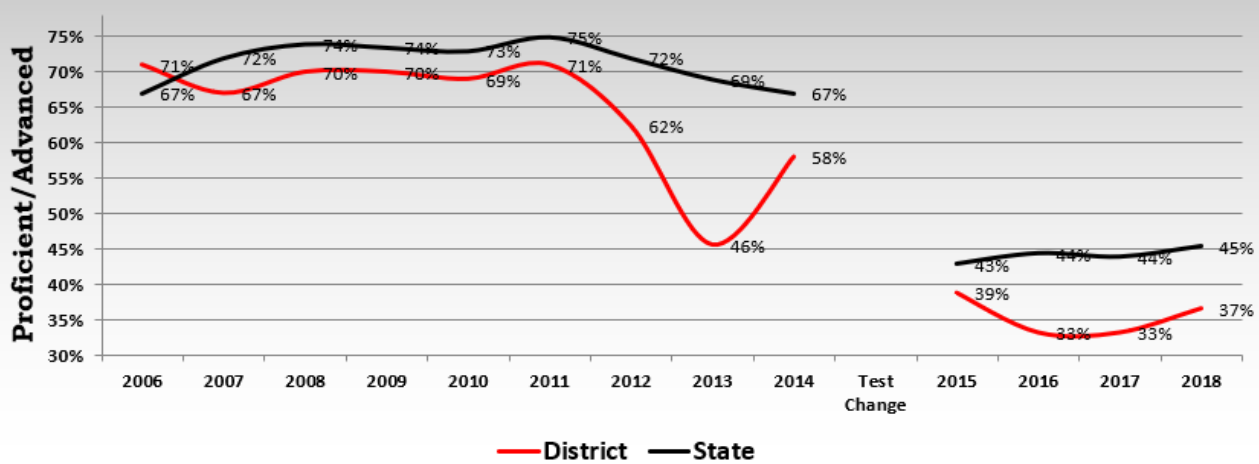

11th Grade Reading PSSA/Literature Keystone
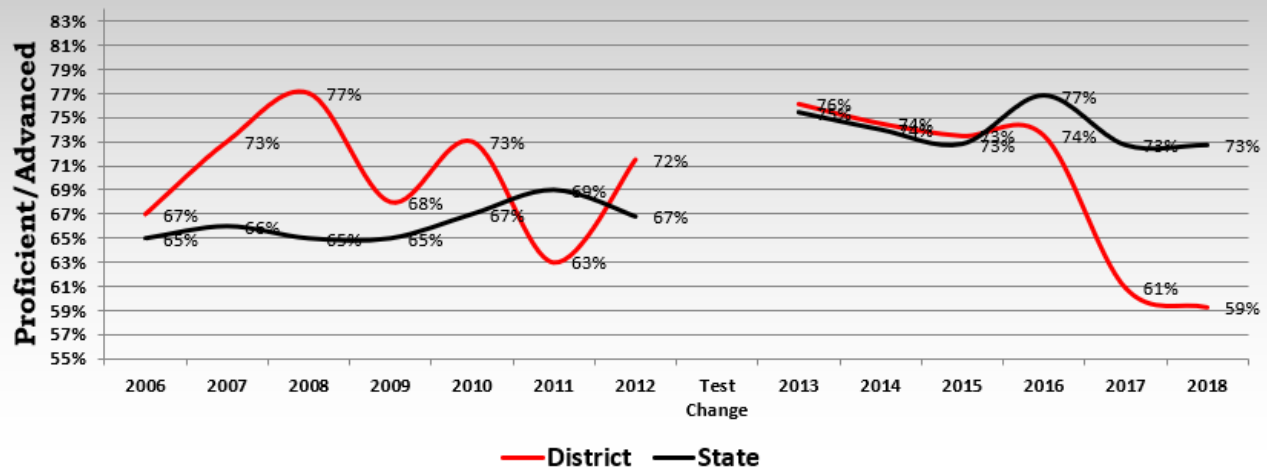
3rd Grade Math PSSA

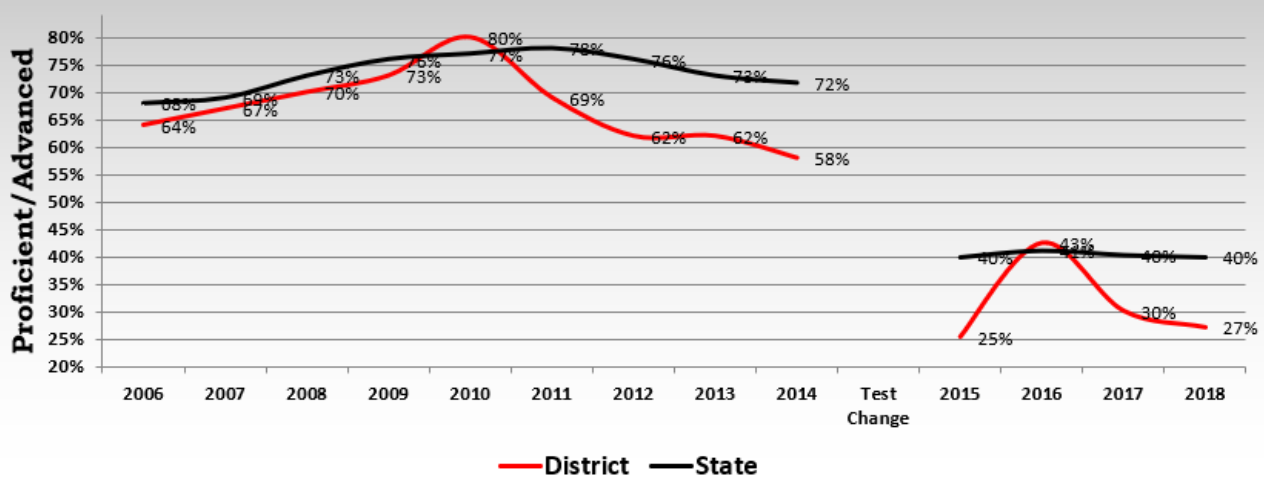**4th Grade Math PSSA**
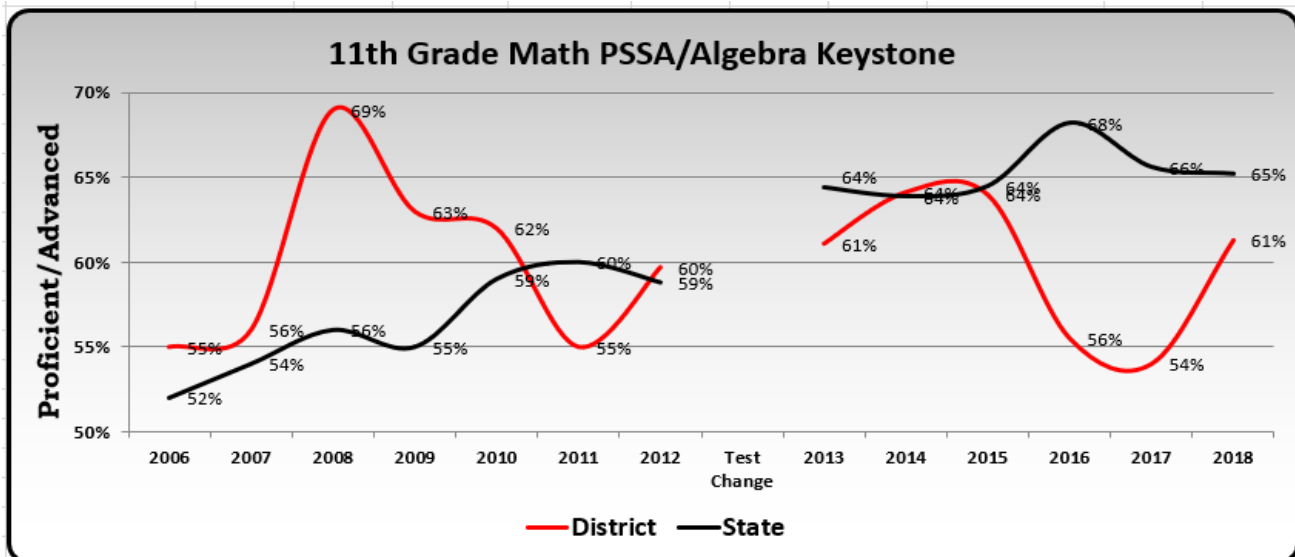
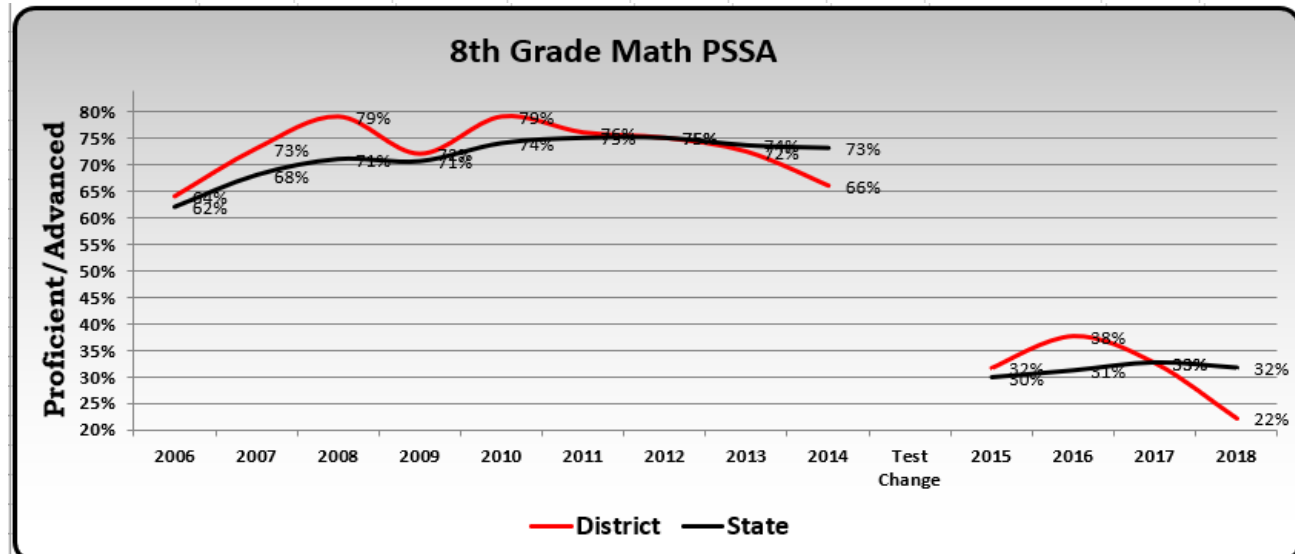Y-axis: Proficient/Advanced

Year	District	State
2006	78%	78%
2007	78%	
2008	84%	80%
2009	80%	82%
2010	87%	84%
2011	85%	85%
2012	75%	81%
2013	66%	77%
2014	67%	76%
2015	37%	45%
2016	37%	47%
2017	44%	47%
2019	36%	44%

Legend: District — State

5th Grade Math PSSA

Y-axis: Proficient/Advanced

Year	District	State
2006	71%	67%
2007	67%	72%
2008	70%	74%
2009	70%	74%
2010	69%	73%
2011	71%	75%
2012	62%	72%
2013	46%	69%
2014	58%	67%
2015	39%	43%
2016	33%	44%
2017	33%	44%
2018	37%	45%

Legend: District — State

6th Grade Math PSSA

Y-axis: Proficient/Advanced

Year	District	State
2006	64%	68%
2007	67%	69%
2008	70%	73%
2009	73%	76%
2010	80%	77%
2011	77%	78%
2012	69%	76%
2013	62%	73%
2014	58%	72%
2015	25%	40%
2016	43%	41%
2017	30%	40%
2018	27%	40%

Legend: District — State

19

7th Grade Math PSSA

8th Grade Math PSSA

11th Grade Math PSSA/Algebra Keystone

4th Grade Science PSSA

Proficient/Advanced

Year	District	State
2008	87%	82%
2009	89%	83%
2010	90%	81%
2011	87%	82%
2012	88%	82%
2013	78%	80%
2014	76%	79%
2015	71%	77%
2016	74%	76%
2017	79%	74%
2018	79%	71%
2019	74%	77%

District — State

8th Grade Science PSSA

Proficient/Advanced

District — State

11th Grade Science PSSA/Biology Keystone

District — State

21

Appendix B- Glossary of Terms

Approach- The method the district uses to carry out its processes.

Key Work Process- a linked activity (often demonstrated in sequential order) with the purpose of producing a program or service for a customer (user) both inside and out of the district. Key processes are those most important to the long-term success of the district.

New Positions (TME&R) – Newly created positions will not be included in turnover figures as they are not replacing anyone and are true additions to staff.

Position Eliminations (TME&R) - Positions which are targeted for elimination through natural attrition and will not be filled will not be included in our turnover figures.

Turnover (TME&R) – Turnover will be measured by the number of positions vacated by resignation, retirement or termination that must be refilled. We will specifically, single out retirements as these are typical and natural turnover within an organization.

Timeline for Accounting (TME&R) – we will use the academic year when calculating turnover. Positions who resign prior to day 1 of the new academic year will be counted in the past school year. Positions vacated after day 1 of the new academic year will be counted in the current school year.