

SPRING-FORD AREA SD

857 South Lewis Road

Comprehensive Plan | 2022 - 2025

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LEA Profile

Spring-Ford Area School District (SFASD) is located in the western central portion of Montgomery County and in the eastern central section of Chester County. The district is comprised of the Townships of Limerick and Upper Providence and the Boroughs of Royersford and Spring City (Chester County).

The growing community of approximately 51,000 straddles the route 422 bypass and offers the best of both a small-town atmosphere and proximity to metropolitan attractions. The district is characterized by small towns, suburban neighborhoods, and open areas. The location offers easy access to the cultural appeal of Philadelphia, as well as the warmth and nurturing feel of suburban America.

The district is approximately twenty miles northwest of Philadelphia, Pennsylvania, twenty-five miles south of Reading, Pennsylvania, and five miles north of Valley Forge, Pennsylvania. The district has a combined land area of 44.4 square miles. The 2020 U.S. Census population was reported at 50,992, compared to the 2010 U.S. Census of 47,368; and 2000 U.S. Census population of 36,483. This represents an increase of 14,439 or nearly 40% over the past 20 years.

Characteristics: The district is characterized by rolling hills and fertile valleys flanking the Schuylkill River. The Boroughs and Townships are residential in character, with several large industries.

Transportation: The economic position of the district has been bolstered by a fine network of federal and state highways. U.S. Route 422 passes through the district in a north-south direction, connecting the area with Valley Forge to the south and Pottstown to the north. There are five exits off U.S. 422 in the district which include the following: Sanatoga exit; Limerick exit; Royersford exit; Route 29 exit; and the Oaks exit. State Routes 29 and 113 connect the district with the Borough of Phoenixville. Bus service is provided by the Southeastern Pennsylvania Transit Authority (SEPTA). Light aircraft service is available at the Pottstown-Limerick Airport, which has single and multiple engine aircraft available for charter flights. The Airport also provides commuter connections to the Philadelphia International Airport. 4

Recreation: Spring-Ford is within a few minutes of Ursinus College in Collegeville and the King of Prussia Mall, the scenic and recreational attractions of Valley Forge National Historical Park, the outdoor attractions of French Creek State Park, historical Hopewell Village, and the quaint and fanciful shops and restaurants of St. Peter's Village. The district is nestled between the Perkiomen Trail and the Schuylkill River Trail, availing residents an opportunity to travel north to Reading or south to Philadelphia by foot or by bike.

Health Care: Phoenixville Hospital and Pottstown Memorial Medical Center are located adjacent to the district. The following medical facilities are located within easy access of the district: Lansdale Hospital, Montgomery Hospital, Mercy Suburban Hospital, Grandview Hospital and Chestnut Hill Hospital. A medical center operated by the Phoenixville Hospital is located in Limerick and one is located in Upper Providence that is operated by the Jefferson Medical Center. As well, Tower Health, Einstein Medical, Penn Medicine, Rothman Institute, Temple Health, and Main Line Health offer patients satellite offices in the Spring-Ford footprint

Police and Fire Protection: Police protection is provided to the district by school district police, local borough and township police departments, and the Pennsylvania State Police. Fire protection and ambulance service are provided by the Component Municipalities.

Communications: One daily print newspaper is circulated throughout the district. The district's website, spring-ford.net , provides information for the public to view. Weekly Updates are sent district-wide to all parents, students, and employees. Ram Country Television (RCTV) broadcasts on Comcast Channel 969 and Verizon FIOS 44, with all programming being provided through the district. Viewers who tune into these channels are able to watch live broadcasts of board meetings and athletic events, as well as view important messages about district events and initiatives.

Mission and Vision

Mission

Spring-Ford Area School district cultivates academic excellence, embraces inclusivity, fosters wellness and purposefully integrates technology and innovation.

Vision

Spring-Ford Area School District is committed to empowering students to follow individual and diverse educational pathways, preparing them for success in local and global communities.

Educational Value Statements

Students

By fostering intrinsic motivation, students will develop dedication and passion. Students are willing to take risks and self-advocate, persevere and build resilience to overcome obstacles. Students have a sense of diversity and understanding of others. Students are a source of inclusion. Students will engage in self- management, self-reflection, and have the confidence to access support. Students can build their own perspectives by interacting with the community.

Staff

Spring-Ford staff members are positive role models for students and demonstrate dedication, passion, and empathy. Spring-Ford staff members support student strengths in the classroom, school, and beyond. Spring-Ford staff members create and support a classroom culture that encourages student growth. Spring-Ford staff members lead students to develop their own perspectives and understandings, not to direct, lead or influence their perspectives. Spring-Ford staff members help students to engage in the world around them. Spring-Ford staff members help students to develop skills to be a contributing member of society. Spring-Ford staff members foster an environment of inclusivity.

Administration

Administration will offer opportunities for staff to develop so that they may meet the district values and priorities. Administration will have transparency in developing curriculum in order to meet the needs of all students. Administration will provide the resources needed to follow through on district values and priorities. Administration will develop strategic plans and monitor progress to work toward continual improvement. Administration fosters an environment of inclusivity.

Parents

Families will communicate with teachers and administration when concerns arise, as well as to celebrate successes. Families will serve as partners in their child's education through active involvement and communication with teachers and administrators.

Community

The community will support the vision of Spring-Ford Area School District, staff members students and events. Spring-Ford Area School District will provide opportunities for partnerships within the community to support the vision of the district.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Focus on Continuous Improvement of Instruction [Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction]	Yes
Organize and Allocate Resources and Services Strategically and Equitably [Coordinate fiscal resources from local, state, and federal programs to achieve the district’s goals and priorities]	Yes
Implement Data-Driven Human Capital Strategies [Recruit and retain fully credentialed, experienced and high-quality leaders and teachers]	Yes
	No
Science achievement and growth appears to be a strength for the district at all levels. All buildings have met the state-wide target of 83% for science.	No
All buildings are exceeding the state average in ELA/Literature, Mathematics and Science.	Yes
Rigorous course of study is well above the statewide average, with multiple student subgroups contributing.	Yes
All buildings exceeded the state average for percent scoring Advanced on the ELA/Literature state assessments.	No
8 of 11 schools are meeting the ELA/Literature Statewide target of 81.1 %	No
9 or 11 schools are meeting or exceeding the ELA growth goals for ELA/Literature.	No
All schools exceed the state average for students scoring advanced on the ELA/Literature assessments.	No
9 or 11 schools are meeting or exceeding the Math growth goals.	No
10 out of 11 schools exceed the state average for students scoring advanced on the Math assessments.	No
11 out of 11 buildings have exceeded the statewide science target of 83%	No
11 out of 11 buildings met or exceeded the growth goals for science.	No

All buildings exceed the state-wide average of advanced by greater than 35 percentage points in Science.	No
Infrastructure is already in place for students to meet the Career Standard Benchmark.	Yes
Overall growth data for student sub-groups is strong across buildings.	Yes
The district Literacy Plan provides guidance for developing instruction, programs and professional development as it pertains to the K-12 literacy program.	Yes
The technology plan outlines a 5 year plan for technology integration which includes enhancements to wifi access, Learning Management System, device access and security deployment.	Yes
In reference to the district English Language Development Program, the goal is to help each English learner (EL) acquire the social and academic language skills needed to succeed in our district, community, and world. ELD teachers and classroom teachers work together to create a comprehensive learning program, monitor progress, and provide appropriate accommodations for each student.	Yes

Challenges

Challenge	Consideration In Plan
Some student sub-groups are not achieving or demonstrating growth at the same rate as other peers.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	Yes
Mathematics appears to be an area of need with 6 buildings not yet meeting the state wide target of 71.8%. and 2 buildings not demonstrating significant growth.	Yes
College and Career measures are not meeting the performance standard.	Yes

3 schools should develop plans to specifically address show they will meet the statewide ELA/Literature target of 81.1%	No
2 schools should develop plans to specifically address growth in ELA/Literature.	No
All buildings need to evaluate student subgroups for achievement and growth and identify a system of intervention to ensure that all students are growing and achieving.	Yes
All buildings should work to increase the number of students scoring advanced in ELA/Literature.	Yes
6 schools should develop plans to specifically address show they will meet the statewide Math target of 71.8%	No
2 schools should develop plans to specifically address growth in Math.	No
All buildings need to evaluate student subgroups for achievement and growth and identify a system of intervention to ensure that all students are growing and achieving.	Yes
All buildings should work to increase the number of students scoring advanced in Mathematics.	Yes
Continue to analyze student subgroups to ensure that all students are achieving and growing.	No
Buildings who are close to the science target of 83% should develop a plan to improve student achievement in science.	Yes
The percentage of students meeting the Career Standard Benchmark is significantly below the target.	No
Grades 5-8 appear to have to strongest needs with regard to student sub-group data in Mathematics and ELA/Literature.	No
Focus on Continuous Improvement of Instruction and system of intervention- Ensure effective, standards-aligned curriculum and assessment.	Yes
The district Literacy Plan provides a three-year outline for the strategic improvement of K-12 literacy, which includes standards and curriculum development, improvement to assessments and instructional practices, and professional development.	Yes
The district special education plan has identified that we are over identified in the areas of SLD and overall special education, in comparison to the state averages. In addition, we have identified a need as it pertains to the instructional time within the general education and special education classroom.	Yes

Most Notable Observations/Patterns

All buildings need to evaluate student subgroups for achievement and growth and identify a system of intervention to ensure that all students are growing and achieving. Mathematics appears to be an area of need with 6 buildings not yet meeting the state wide target of 71.8%. and 2

buildings not demonstrating significant growth. Grades 5-8 appear to have the strongest needs with regard to student sub-group data in Mathematics and ELA/Literature. College and Career measures are not meeting the performance standard. Focus on Continuous Improvement of Instruction [Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning]

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Focus on Continuous Improvement of Instruction [Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction]	
Organize and Allocate Resources and Services Strategically and Equitably [Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities]	
Implement Data-Driven Human Capital Strategies [Recruit and retain fully credentialed, experienced and high-quality leaders and teachers]	
All buildings are exceeding the state average in ELA/Literature, Mathematics and Science.	
Rigorous course of study is well above the statewide average, with multiple student subgroups contributing.	
Infrastructure is already in place for students to meet the Career Standard Benchmark.	
Overall growth data for student sub-groups is strong across buildings.	
The district Literacy Plan provides guidance for developing instruction, programs and professional development as it pertains to the K-12 literacy program.	
The technology plan outlines a 5 year plan for technology integration which includes enhancements to wifi access, Learning Management System, device access and security deployment.	
In reference to the district English Language Development Program, the goal is to help each English learner (EL) acquire the social and academic language skills needed to succeed in our district, community, and world. ELD teachers and classroom teachers work together to create a comprehensive learning program, monitor progress, and provide appropriate accommodations for each student.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		No	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.		No	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.		No	
Mathematics appears to be an area of need with 6 buildings not yet meeting the state wide target of 71.8%. and 2 buildings not demonstrating significant growth.		Yes	<p>-Focus on math achievement and growth data - Focus on Disaggregating Sub-Group data and conducting root cause analysis -Identify systems of interventions for support -Review curricular needs and resources (Math Review is scheduled for evaluation as part of the curriculum cycle for 5-12 starting in 2023-24 and K-4 starting in 2024-25) -Identify and enhance how English Learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education</p>
College and Career measures are not meeting the performance standard.	The district has already worked to improve this and has a plan in place to do so. This should not require a 3-year focus to	No	

	make the necessary improvements.		
All buildings need to evaluate student subgroups for achievement and growth and identify a system of intervention to ensure that all students are growing and achieving.	This item can be addressed within the large plan of improving mathematics and literacy instruction.	No	
All buildings should work to increase the number of students scoring advanced in ELA/Literature.	This item can be addressed within the district literacy plan.	No	
All buildings need to evaluate student subgroups for achievement and growth and identify a system of intervention to ensure that all students are growing and achieving.	This will appear as an action item under the larger plan of improving mathematics and literacy instruction.	No	
All buildings should work to increase the number of students scoring advanced in Mathematics.	This item can be addressed within the larger plan of improving mathematics instruction.	No	
Buildings who are close to the science target of 83% should develop a plan to improve student achievement in science.		No	
Focus on Continuous Improvement of Instruction and system of intervention- Ensure effective, standards-aligned curriculum and assessment.		Yes	-Need for a clearly articulated system of instructional and behavioral interventions that support all students. -Identify and enhance how English Learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education
The district Literacy Plan provides a three-year outline for the strategic improvement of K-12	There is a district literacy plan already developed and in place	No	

<p>literacy, which includes standards and curriculum development, improvement to assessments and instructional practices, and professional development.</p>	<p>which would address this area of need.</p>		
<p>The district special education plan has identified that we are over identified in the areas of SLD and overall special education, in comparison to the state averages. In addition, we have identified a need as it pertains to the instructional time within the general education and special education classroom.</p>		<p>Yes</p>	<p>-Need for a clearly articulated system of instructional and behavioral interventions that support all students. -Identify and enhance how all learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education.</p>

Goal Setting

Priority: -Focus on math achievement and growth data -Focus on Disaggregating Sub-Group data and conducting root cause analysis -Identify systems of interventions for support -Review curricular needs and resources (Math Review is scheduled for evaluation as part of the curriculum cycle for 5-12 starting in 2023-24 and K-4 starting in 2024-25) -Identify and enhance how English Learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	All buildings will meet or exceed the 2030 PSSA proficiency targets for math.	Math Goal 1	Close the gap between the current mathematics performance and the 2030 goal by at least 25%.	Close the gap between the current mathematics performance and the 2030 goal by at least 75%.	All buildings will meet or exceed the 2030 PSSA proficiency targets for math.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Ensure all curriculum documents are standards-aligned and eligible content is taught prior to the PSSA.	Math Goal 2	5th-8th grade documents are reviewed and refined.	K-4th documents are reviewed and refined.	Ensure all curriculum documents are standards-aligned and eligible content is taught prior to the PSSA.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Use current benchmark data to establish a system of interventions for students in math.	Math Goal 3	Ensure all schools are implementing Tier 1 core curriculum with fidelity.	Establish Tier 2 interventions.	Use current benchmark data to establish a system of interventions for students in math.

Priority: -Need for a clearly articulated system of instructional and behavioral interventions that support all students. -Identify and enhance how English Learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	Establish a district-wide multi-tiered system of support that includes reading, math, social emotional and behavioral interventions.	System of Intervention Goal 1	District will audit each building's Tier 1 instruction, PBIS, IST process, system of RtII, SAP and use of interventionists to identify areas of strength and areas of needed improvement within a MTSS model of support.	District will strengthen content knowledge of Tier 1 instruction and identify systems of intervention in reading, math, and behavior to implement in each building	Establish a district-wide multi-tiered system of support that includes reading, math, social emotional and behavioral interventions.
Essential Practices 3: Provide Student-Centered Support Systems	District will use disaggregated data to identify and close achievement gaps of all students. For the purposes of this plan, the district considers an achievement gap to mean the difference between where students are currently performing to that of the grade-level or content expectations.	System of Intervention Goal 2	District will develop data teams for each building to examine student performance to identify which interventions are needed.	District will develop a process of identifying and monitoring student progress by developing an assessment portfolio.	District will use disaggregated data to identify and close achievement gaps of all students. For the purposes of this plan, the district considers an achievement gap to mean the difference between where students are currently performing to that of the grade-level or content expectations.

Priority: -Need for a clearly articulated system of instructional and behavioral interventions that support all students. -Identify and enhance how all learners needs are being met through standards, curriculum, instruction, assessment, safe and supportive schools, materials and resources, professional education and special education.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	SFASD will increase the percentage of special education students receiving supports and services in the general education setting through consideration of the least restrictive environment districtwide.	Special Education Goal 1	SFASD will establish baseline data using the Pennsylvania Data reporting system. SFASD will monitor progress towards increasing LRE through quarterly IEP reporting.	SFASD will evaluate Pennsylvania Data percentages from Year 1 to determine growth. SFASD will continue to increase LRE percentages as evidenced through quarterly IEP data reporting.	SFASD will increase the percentage of special education students receiving supports and services in the general education setting through consideration of the least restrictive environment districtwide.

Action Plan

Action Plan for: Teacher Centered Collaborative Activities						
Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Math Goal 1 Math Goal 2 Math Goal 3 		Teachers will become more adept at reviewing data and determining instructional responses to that data. Individualized goals will be determined for each student and progress toward improvement will be reviewed at each data team meeting. Data of students not progressing will be reviewed and an alternative intervention plan will be developed. All documents will be updated and standards aligned		Principals will be part of data team meetings. Principals will designate a team member to keep records of data, intervention plans, next steps, meeting notes, action steps, and requirements for future meetings. Curriculum supervisor will support buildings in reviewing data and determining appropriate interventions as it relates to the MTSS plan. Documents will be posted on the curriculum page for each grade level/content area		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data,	09/01/2022	07/01/2025	Building Principals	Time/Coverage/Schedule adjustment	Yes	Yes

<p>interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student.</p>						
<p>Instructional coaches will build an understanding of effective math instruction, which will allow students to construct their own understanding and demonstrate that understanding in multiple pathways. Each building will work within the schedule to create time for teachers to meet at each grade level/content area to work with an Instructional Coach for math specific professional learning. Focus will be placed on systematic and explicit instruction, visual representation, use of manipulatives, problem solving, number sense and fluency, and ongoing formative assessment.</p>	<p>09/01/2022</p>	<p>07/01/2025</p>	<p>Building Principals and Instructional Coaches</p>	<p>Time/Coverage/Schedule adjustment</p>	<p>No</p>	<p>Yes</p>

Action Plan for: Evaluate/Select/Implement an evidence based intervention program.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Math Goal 1 Math Goal 2 Math Goal 3 		Recommendation to board to purchase a product. Development of clear criteria and expectations for the use of the intervention program in the classroom. Regular and consistent feedback given to teachers from walkthroughs and observations on the use of the intervention.			Products will be reviewed and presented to Curriculum and Technology Committee Walkthroughs and teacher observations Analysis of student results	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evaluate/select a product designed to support student achievement in math.	09/01/2022	07/01/2025	Supervisors of Instruction	Team of teachers and administrators to review products.	Yes	Yes
Implement the product designed to support student achievement in math district wide.	09/01/2022	07/01/2025	Supervisors of Instruction	Product	Yes	Yes
Evaluate the effectiveness of the intervention in math.	09/01/2024	07/01/2025	Supervisors of Instruction	Data from the product	No	Yes

Action Plan for: Professional Learning Communities (PLCs)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> System of Intervention Goal 1 		Each building will produce results from audits related to Tier 1 instruction, PBIS, IST process, system of RtII, and use of interventionists to identify areas of strength and areas of needed improvement within a MTSS model of support.			Building principals will share and discuss outcomes of their audit for Tier 1 instruction, PBIS, IST process, system of RtII, and use of interventionists.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop checklists and monitoring tools to identify the elements of expected Tier 1 instruction, PBIS, IST, RtII, SAP and job responsibilities for interventionists for buildings to audit each of these elements to evaluate the effectiveness of instruction.	09/01/2022	07/01/2025	Office of Teaching and Learning	Checklists and monitoring tools need to be identified. Intervention materials that are identified through the assessment portfolio will need to be purchased or developed. For the purposes of this plan, the district defines the term "assessment portfolio" as the complete system of assessments used within the district. This may include, but is not limited to: standardized assessments (PSSA/Keystones, SATs, etc), curriculum based assessments, benchmark assessments, etc.	Yes	Yes

Action Plan for: Teacher-Centered Collaborative Activities

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> System of Intervention Goal 2 		Buildings will have processes in place to monitor student performance through data collection and examining student data.			Building principals and specialists will provide ongoing updates on student progress based on assessment measures.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District will develop a process of identifying and monitoring student progress by developing an assessment portfolio. For the purposes of this plan, the district defines the term "assessment portfolio" as the complete system of assessments used within the district. This may include, but is not limited to: standardized assessments (PSSA/Keystones, SATs etc), curriculum based assessments, benchmark assessments, etc. District will develop data teams for each building to examine student performance to identify which interventions are needed. Data teams will use emetric and PVAAS to examine data trends.	09/01/2022	07/01/2025	Office of Teaching and Learning	Examples of assessment portfolios, examine various assessments to find appropriate tools to pinpoint instructional needs.	Yes	Yes

Action Plan for: Professional Learning Communities (PLCs)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Special Education Goal 1 		Differentiate between inclusion, inclusive school environments, and the least restrictive environment as contemplated in IDEA. Identify the characteristics of an inclusive school environment. Determine the structures that exist in a school which effectively promotes inclusionary practices.			Special education department will review data with building principals and special education teachers.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assess current practices and align them with evidence-based strategies to increase inclusive practices. Building teams will review PaTTAN's Supplementary Aids and Services Consideration Toolkit to ensure LRE is considered. IEP teams will utilize the toolkit during annual meetings to determine percentages of special education supports and services.	09/01/2022	07/01/2025	Special Education & Student Services Department	District-wide student IEP data - Skyward Penn Data reporting data	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher Centered Collaborative Activities	<ul style="list-style-type: none"> Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data, interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student.
Evaluate/Select/Implement an evidence based intervention program.	<ul style="list-style-type: none"> Evaluate/select a product designed to support student achievement in math. Implement the product designed to support student achievement in math district wide.
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> Develop checklists and monitoring tools to identify the elements of expected Tier 1 instruction, PBIS, IST, RtII, SAP and job responsibilities for interventionists for buildings to audit each of these elements to evaluate the effectiveness of instruction.
Teacher-Centered Collaborative Activities	<ul style="list-style-type: none"> District will develop a process of identifying and monitoring student progress by developing an assessment portfolio. For the purposes of this plan, the district defines the term "assessment portfolio" as the complete system of assessments used within the district. This may include, but is not limited to: standardized assessments (PSSA/Keystones, SATs etc), curriculum based assessments, benchmark assessments, etc. District will develop data teams for each building to examine student performance to identify which interventions are needed. Data teams will use emetric and PVAAS to examine data trends.
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> Assess current practices and align them with evidence-based strategies to increase inclusive practices. Building teams will review PaTTAN's Supplementary Aids and Services Consideration Toolkit to ensure LRE is considered. IEP teams will utilize the toolkit during annual meetings to determine percentages of special education supports and services.

Professional Development Activities

Professional development related to best practice in math instruction.						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data, interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student. Evaluate/select a product designed to support student achievement in math. Implement the product designed to support student achievement in math district wide. 	Cohorts of teachers K-12, Administrators	Teachers: Best Practices Small group instruction in math Administrators: Approaches to effectively monitoring and providing high quality feedback for math instruction. Effective use of data teams	Walkthroughs will show evidence of strong core instruction.	Curriculum Supervisors and Instructional Coaches	09/01/2022	07/01/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 				

		<ul style="list-style-type: none"> • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction 	
Workshop(s)	Annual	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction 	

Intervention product professional development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data, interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student. Evaluate/select a product designed to support student achievement in math. Implement the product designed to support student achievement in math district wide. 	All teachers K-12 using the product	<p>Teachers: Use of the product Best practice for implementation</p> <p>Administrators: Approaches to effectively monitoring and providing high quality feedback for math instruction.</p>	Data reports from product showing usage, results and students progress	Curriculum Supervisors	09/01/2022	07/01/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Full day/half day training on product	<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 	

Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none">• 2b: Establishing a Culture for Learning• 3d: Using Assessment in Instruction• 4d: Participating in a Professional Community	
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System of Intervention Professional Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop checklists and monitoring tools to identify the elements of expected Tier 1 instruction, PBIS, IST, RtII, SAP and job responsibilities for interventionists for buildings to audit each of these elements to evaluate the effectiveness of instruction. District will develop a process of identifying and monitoring student progress by developing an assessment portfolio. For the purposes of this plan, the district defines the term “assessment portfolio” as the complete system of assessments used within the district. This may include, but is not limited to: standardized assessments (PSSA/Keystones, SATs etc), curriculum based assessments, benchmark assessments, etc. District will develop data teams for each building to examine student performance to identify which interventions are needed. Data teams will use emetric and PVAAS to examine data trends. 	Building leaders, IST, reading specialists, school counselors, teacher leaders, special education supervisors, and instructional coaches	Professional Learning Communities (PLCs) norms Data protocols Tiered systems of intervention Intervention program Emetric PVAAS Future Ready PA Index	Building teams will establish data team protocols, systems of intervention and support, and demonstrate improved outcomes for students on statewide assessments.	Curriculum Department	09/01/2022	07/01/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly leadership meetings, PLCs, and data team meetings.	<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 	

Inclusive Practices

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Assess current practices and align them with evidence-based strategies to increase inclusive practices. Building teams will review PaTTAN's Supplementary Aids and Services Consideration Toolkit to ensure LRE is considered. IEP teams will utilize the toolkit during annual meetings to determine percentages of special education supports and services. 	Building administrators, special education/general education teachers, school counselors, psychologists, instructional assistants	Inclusion and Equity - Administrator training to provide administrators strategies for leading change for inclusion of students with special education.	Development of an inclusive roadmap Implementation of Tier 1 instructional and behavioral strategies Accommodations/modifications toolkit for teachers	Educational Consultant Assistant Superintendent Special Education Supervisors PaTTAN	09/01/2022	09/01/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Administrator/teacher workshops Monthly/quarterly team & department meetings Data meetings	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 	

Communications Action Steps

Evidence-based Strategy	Action Steps
Teacher Centered Collaborative Activities	<ul style="list-style-type: none"> • Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data, interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student. • Instructional coaches will build an understanding of effective math instruction, which will allow students to construct their own understanding and demonstrate that understanding in multiple pathways. Each building will work within the schedule to create time for teachers to meet at each grade level/content area to work with an Instructional Coach for math specific professional learning. Focus will be placed on systematic and explicit instruction, visual representation, use of manipulatives, problem solving, number sense and fluency, and ongoing formative assessment.
Evaluate/Select/Implement an evidence based intervention program.	<ul style="list-style-type: none"> • Evaluate/select a product designed to support student achievement in math. • Implement the product designed to support student achievement in math district wide. • Evaluate the effectiveness of the intervention in math.
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> • Develop checklists and monitoring tools to identify the elements of expected Tier 1 instruction, PBIS, IST, RtII, SAP and job responsibilities for interventionists for buildings to audit each of these elements to evaluate the effectiveness of instruction.
Teacher-Centered Collaborative Activities	<ul style="list-style-type: none"> • District will develop a process of identifying and monitoring student progress by developing an assessment portfolio. For the purposes of this plan, the district defines the term "assessment portfolio" as the complete system of assessments used within the district. This may include, but is not limited to: standardized assessments (PSSA/Keystones, SATs etc), curriculum based assessments, benchmark assessments, etc. District will develop data teams for each building to examine student performance to identify which interventions are needed. Data teams will use emetric and PVAAS to examine data trends.

Professional Learning Communities (PLCs)

- Assess current practices and align them with evidence-based strategies to increase inclusive practices. Building teams will review PaTTAN's Supplementary Aids and Services Consideration Toolkit to ensure LRE is considered. IEP teams will utilize the toolkit during annual meetings to determine percentages of special education supports and services.

Communications Activities

Comprehensive Plan Goals Communications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building works within the schedule to create time for teachers at each grade level/content area to meet as a group to review data. Data will be reviewed during data team meetings which will include principal, interventionist, school counselor, grade level/content area teachers, reading/math specialist, learning support teachers, Instructional Support Teacher, and any other stakeholder for the students. Students' standardized data and curriculum based data, along with progress monitoring, will be shared with the group to determine intervention/enrichment needs. Students not meeting grade level expectations will be the primary focus. A protocol will be developed and followed to systematically monitor progress (for example): presentation of the data, observations of the data, interpretations of the data, implications of the data, determining intervention type and length, measure of success for the student. Instructional coaches will build an understanding of effective math instruction, which will allow students to construct their own understanding and demonstrate that understanding in multiple pathways. Each building will work within the schedule to create time for teachers to meet at each grade level/content area to work with an Instructional Coach for math specific professional learning. Focus will be placed on systematic and explicit instruction, visual representation, use of manipulatives, problem solving, number sense and fluency, and ongoing formative assessment. Evaluate/select a product designed to support student achievement in math. Implement the product designed to support student achievement in math district wide. 	Public	Goals and intended outcomes	Department of Teaching and Learning	04/25/2022	04/25/2022
Communications					
Type of Communication			Frequency		
Presentation			Board Presentation regarding district goals and action plans		