

## **HAVERFORD TOWNSHIP SD**

50 East Eagle Road

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

The mission of the School District of Haverford Township is to educate and to inspire a community of lifelong learners who become well-rounded global citizens.

### **VISION STATEMENT**

Prepare Contemporary Citizens: Modernize and expand learning experiences to prepare students as critical thinkers, problem-solvers, innovators, and designers within a complex, global society; Social/Emotional Wellness: Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish; Diversity and Inclusion: Establish a culturally diverse and inclusive educational experience that develops socio-cultural proficiency.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Our school environment is safe and nurturing. Students will actively create and contribute to creating a safe and nurturing environment. Excellence in education is a shared responsibility in partnership with all district and community members. Students will actively participate in the educational process. Our decision-making process is student-centered and student voice is valued. Students will share their perspectives and voice through a variety of channels throughout their school careers. Whole child development is vital to our educational system. Students will participate in activities and services that support their social and emotional development.

### **STAFF**

Our school environment is safe and nurturing. Staff will create and maintain a safe and nurturing environment. Supports and conditions exist whereby all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Staff will maintain, improve, and/or develop courses, programs, and supports that provide students with opportunities to grow in the areas of academics, technical and career skills, and social-emotional learning. Excellence in education is a shared responsibility in partnership with all district and community members. Staff will work with all stakeholders to support excellence in education. Our decision-making process is student-centered and student voice is valued. Staff will develop opportunities to hear and respond to student voice as part of decision-making processes. Whole child development is vital to our educational system. Staff will maintain, improve, and/or develop opportunities for students to grow academically, socially, and emotionally.

### **ADMINISTRATION**

Our school environment is safe and nurturing. Administrators will maintain, improve and/or develop procedures to ensure the safe and nurturing environment at each building. Supports and conditions exist whereby all students have opportunities to grow and excel in the areas of academic, technical and career, and social-emotional learning. Administrators will oversee, guide, and support student opportunities to grow and excel in these areas. Excellence in education is a shared responsibility in partnership with all district and community members. Administrators will communicate effectively with all stakeholders in order to support partnerships among home, school, and community. Our

decision-making process is student-centered and student voice is valued. Administrators will create opportunities to elicit and respond to student voice. Whole child development is vital to our educational system. Administrators will oversee, guide and support opportunities for whole child development.

## **PARENTS**

Excellence in education is a shared responsibility in partnership with all district and community members. Parents will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

## **COMMUNITY**

Excellence in education is a shared responsibility in partnership with all district and community members. Community members will participate in school communication efforts in order to maintain, improve, and/or develop partnerships that support students.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Maureen Reusche	Administrator	School District of Haverford Township
Susan Mingey	Board Member	School District of Haverford Township
Bridget Weideman	Board Member	School District of Haverford Township
Leon Smith	Staff Member	Haverford High School
Greg Decina	Staff Member	Haverford High School
Matt Stewart	Staff Member	Haverford High School
Lindsey Smith	Staff Member	Haverford Middle School
Silvino Alexander	Staff Member	Haverford Middle School
Karen Kunsu	Staff Member	Chestnutwold Elementary School
Greta Williams	Staff Member	Chatham Park Elementary School
Jen Samson	Staff Member	Lynnewood Elementary School
Allison Bahleda	Staff Member	Coopertown Elementary School
Ellen Donovan	Staff Member	Manoa Elementary School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Michelle D'Avella	Staff Member	Haverford Middle School
Jen McAnnally	Staff Member	Haverford High School
Pete Donaghy	Administrator	Haverford High School
Erika Harvey	Administrator	Manoa Elementary School
Matt Crater	Administrator	Haverford Middle School
Beth Mastrocola	Administrator	Coopertown Elementary School
Dr. Christine Mahan	Community Member	School District of Haverford Township
Sandy Connelly	Administrator	School District of Haverford Township
Anietie Andy	Parent	Coopertown
Monet Reilly	Parent	Manoa
Lai Siu	Parent	HHS
Erica Borbi	Student	Haverford High School
Nicole Bethel	Community Member	HMS
Jim Seagrave-Daly	Parent	HMS
Kate Bongiovanni	Student	Haverford High School

Name	Position	Building/Group
Abbie Chowansky	Parent	SDHT
Sara Frascella	Parent	Lynnewood
Melanie Shahidi	Parent	Chatham Park

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A thorough examination of assessment and enrollment practices must be conducted in order to determine what barriers exist and how they can be removed in order to ensure accurate representation for students of color and other subgroups in gifted programming and higher-level courses at the elementary, middle, and high schools.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Clear, consistent lessons and activities need to be established, recorded, and reported for each level.	Career Standards Benchmark
Professional development should be focused on implementing research-based instructional strategies and effective belonging and dignity-based culturally responsive teaching approaches.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 2: Empower Leadership
Systematic intervention needs to be addressed. Identify and implement a Multi-Tiered System of Support that will provide targeted instruction for our elementary students, including those in subgroups that experience a disparity in performance.	Other

## ACTION PLAN AND STEPS

## Evidence-based Strategy

Standards-aligned curriculum and assessment for Career Standards Benchmark

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Career Standards

95% or more students achieve the College and Career Benchmarks for each grade as submitted to PIMS and reported on the PA Future Ready Index.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Curriculum and assessment review, revision, and implementation of Career Standards at elementary, middle, and high school, including clear reporting procedures

2022-08-01 -  
2023-06-30

School  
Counselor  
department  
chairs

resources to meet standards,  
time for curriculum review,  
access to electronic records  
systems

## Anticipated Outcome

Each school will meet the Career Standards Benchmark as reported on the Future Ready PA Index

## Monitoring/Evaluation

2/year check in to assess progress June check in to be sure information is in the electronic record system and uploaded in PIMS



## Evidence-based Strategy

Program Review

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Representation in Higher Level Programming

The percentage of non-white students and other subgroups enrolled in Gifted programming, and higher-level courses (where they exist) will be representative of their percentage of the overall population.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Research and develop a methodology for undergoing a program review investigating the representation of non-white students in gifted and higher-level programming

2022-08-01 -  
2023-06-30

Director of Learning and Assessment

time, access to research

Conduct a program review investigating the representation of non-white students in gifted and higher-level programming in order to develop an action plan

2023-08-01 -  
2024-06-30

Director of Learning and Assessment

Funding for program review; time to conduct the review, access to current practices, policies, and procedures

Implement action steps that result from the program review

2024-08-01 -  
2025-06-30

Director of Learning and Assessment

time, additional curriculum resources, enviromental resources, possible partnerships with local institutions and consultants

## Anticipated Outcome

Non-white students will be accurately represented in the enrollment of gifted programs and higher level courses

### Monitoring/Evaluation

Annual review of enrollment data Present proposed program review, completed program review, action plans, and results from the implementation of the action plans to the board and community annually

### Evidence-based Strategy

High quality professional development and curriculum development for effective, culturally responsive, and research based instruction

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Instructional Strategies

Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons

2022-05-27 -  
2023-06-21

Curriculum department  
and building

Time for educators to read,  
implement, and reflect on

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time	2022-08-29 - 2023-06-21	Director of Learning and Assessment, Curriculum Department, Building administrators	Time for PD; research and resources;
Add more differentiated resources to the board-approved curriculum across subjects	2022-09-01 - 2025-06-21	Curriculum supervisors	research on differentiated resources that work; additional resources

**Anticipated Outcome**

PD surveys will show educators' understanding of the Elements of Effective Lessons and specific culturally responsive teaching strategies; formal and informal observations will show the use of these strategies in most of the lessons most of the time; differentiated materials will be included in the curriculum during each curriculum review cycle

**Monitoring/Evaluation**

PD surveys given after every session; formal and informal observations will be discussed at monthly principal meetings; curriculum documents will reflect changes as reviewed by school board upon adoption

**Evidence-based Strategy**

High quality professional development to empower leaders

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Leading Instructional Strategies	Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies	2022-06-06 - 2023-06-30	Curriculum department and lead principal	time for PD, sample video lessons, feedback forms
Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based culturally responsive teaching approaches	-	Director of learning and assessment and lead principal	time for PD, sample video lessons, feedback forms

## Anticipated Outcome

PD surveys will demonstrate leaders' understanding of EEL and belonging and dignity-based culturally responsive teaching approaches  
Educators will utilize these strategies in the classroom  
Leaders will provide regular actionable feedback regarding the use of these strategies

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## Monitoring/Evaluation

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PD survey results 3 times/year sharing of what has been observed and what feedback has been given Informal observations across buildings

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### Evidence-based Strategy

Establish and Implement Multi-Tiered System of Supports

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Research and develop an MTSS program.	2021-04-01 - 2021-08-31	George Ramoundos, Jillian McGilvery, Jeff Nesbitt, Sandy Connelly	Time to research and develop; funds to pay task force, copies of/access to MTSS research; additional resources, additional screening tools; additional staff to serve as interventionists
Implement Year 1 of MTSS	2021-10-01 -	Building	Time to communicate, administer screening tools,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		principals, curriculum department	create groups, plan and implement interventions, conduct data meetings, and repeat steps
Research, recommend, develop, and implement programming for tier 3 intervention and Social Emotional Wellness components of MTSS	2022-05-30 - 2023-01-31	Tier 3 task force chair and SEW task force chair	Access to research regarding tier 3 and SEW components, time and pay for task force; screening tools, intervention resources, staff and/or staff training to administer interventions

**Anticipated Outcome**

Schedule, guidelines for grouping, data analysis schedule, sets of targeted resources Tier 3 intervention guidelines and resources SEW intervention guidelines and resources

**Monitoring/Evaluation**

Repeated topic at K5 principal meetings District Data meetings in January and May Educator feedback survey and focus groups Student feedback focus groups Data analysis from screening tools



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Research and develop an MTSS program.	04/01/2021 - 08/31/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Implement Year 1 of MTSS	10/01/2021 - 01/01/0001



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>High quality professional development and curriculum development for effective, culturally responsive, and research based instruction</p>	<p>Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons</p>	<p>05/27/2022 - 06/21/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>High quality professional development and curriculum development for effective, culturally responsive, and research based instruction</p>	<p>Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time</p>	<p>08/29/2022 - 06/21/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)</p>	<p>High quality professional development to empower leaders</p>	<p>Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies</p>	<p>06/06/2022 - 06/30/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)</p>	<p>High quality professional development to empower leaders</p>	<p>Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based culturally responsive teaching approaches</p>	<p>01/01/0001 - 01/01/0001</p>

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Research and develop an MTSS program.	04/01/2021 - 08/31/2021

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Implement Year 1 of MTSS	10/01/2021 - 01/01/0001

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>High quality professional development and curriculum development for effective, culturally responsive, and research based instruction</p>	<p>Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons</p>	<p>05/27/2022 - 06/21/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>High quality professional development and curriculum development for effective, culturally responsive, and research based instruction</p>	<p>Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time</p>	<p>08/29/2022 - 06/21/2023</p>



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)	High quality professional development to empower leaders	Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies	06/06/2022 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)</p>	<p>High quality professional development to empower leaders</p>	<p>Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based culturally responsive teaching approaches</p>	<p>01/01/0001 - 01/01/0001</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of non-white students and other subgroups enrolled in Gifted programming, and higher-level courses (where they exist) will be representative of their percentage of the overall population. (Representation in Higher Level Programming)	Program Review	Implement action steps that result from the program review	08/01/2024 - 06/30/2025

## **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.

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Achievement for 3-5, 7 & 8 is demonstrated through benchmarks and curriculum-based assessments for the overall student group.

More students are taking and scoring well on the English AP tests.

Aimsweb achievement is above national norms

Average course grades, AP test scores, and curriculum-based assessments all show high levels of achievement (85% or greater)

In higher-level courses, all subgroups perform well with little to no disparity between them and the whole group

High average grades at all levels for the whole group

High achievement for higher level courses

Achievement is above state average in all areas

Most grades and subjects show growth in lowest-scoring quintiles

Keystone achievement and growth are exemplary

4 year graduation cohort is 96%, exceeding the performance

### Challenges

The disparity of performance in subgroups

Underrepresentation of some subgroups in higher-level courses

Disparity between average grades between honors and non honors high school courses and subgroup average grades in Biology

Subgroup achievement shows a disparity in performance between IEP, SES, Race/Ethnicity vs. total population

Subgroup growth shows a disparity in various grades and all subjects, particularly GIEP, Lowest Scoring 33%, and IEP subgroups show less growth than other subgroups, and overall population of test-takers

The highest achievers do not show as much growth as lower achievers especially in grade 8 science and the Literature Keystone exam

High school, middle school, and elementary school career benchmark standards not recorded on the PA Future Ready Index as meeting the performance standard

## Strengths

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standard

Industry based learning is meeting the performance standard

Ensure effective, standards-aligned curriculum and assessment - this got the most exemplary votes, although overall it was rated as operational

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities - this also got exemplary votes and was overall operational

Foster a vision and culture of high expectations for success for all students, educators, and families - The high attendance, graduation, and achievement rates are evidence of these high expectations.

A large majority of subgroups met all School Assessment Measures

A large majority of subgroups meet or exceed growth expectations on PVAAS

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## Challenges

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction - While the district continues to focus on instructional strategies, feedback surveys and input indicate there is a need for programming at all levels that will focus on instructional strategies and approaches that meet the needs of all students.

Coordinate and monitor supports aligned with students' and families' needs - This was particularly important to leaders as a means of ensuring all students and their families feel a sense of belonging in our schools.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers - While this district attracts hundreds of applicants for open positions, the leadership team recognizes the need to recruit, hire and retain more educators of color for the benefit of all students and community members.

Achievement gap for students with IEPs

Attendance for students in the SES subgroup

Under-representation for non-white students and other subgroups in gifted and enrichment level classes.

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### Most Notable Observations/Patterns

Haverford School District is high achieving and displays many strengths. We strive for continuous improvement. This process has reinforced that Haverford is a great place for the vast majority of our students. Our plan will center on strengthening the overall programming for all as well as targeting achievement and growth supports for specific groups like our high achievers and subgroups including, SES, non-White. We will also aim to standardize and improve our college and career-ready indicators.

### Challenges

### Discussion Point

### Priority for Planning

Subgroup achievement shows a disparity in performance between IEP, SES, Race/Ethnicity vs. total population

By focusing on growth for these groups, we will also raise achievement

Subgroup growth shows a disparity in various grades and all subjects, particularly GIEP, Lowest Scoring 33%, and IEP subgroups show less growth than other subgroups, and overall population of test-takers

Not enough systematized targeted instruction; not enough support for or implementation of differentiation

The highest achievers do not show as much growth as lower achievers especially in grade 8 science and the Literature Keystone exam

By focusing on growth for all, we will raise the growth of these groups as well.

The disparity of performance in subgroups

By focusing on growth, we will also raise achievement

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction - While the district continues to focus on instructional

Recent events have not allowed the same focus on Elements of Effective Instruction as in the past; there is not a

Challenges	Discussion Point	Priority for Planning
<p>strategies, feedback surveys and input indicate there is a need for programming at all levels that will focus on instructional strategies and approaches that meet the needs of all students.</p>	<p>common definition of culturally responsive teaching or any district direction for its implementation.</p>	
<p>Coordinate and monitor supports aligned with students' and families' needs - This was particularly important to leaders as a means of ensuring all students and their families feel a sense of belonging in our schools.</p>	<p>This has become a part of the district's belonging work as we strive to involve all families in their child's learning.</p>	
<p>Recruit and retain fully credentialed, experienced and high-quality leaders and teacher - While this district attracts hundreds of applicants for open positions, the leadership team recognizes the need to recruit, hire and retain more educators of color for the benefit of all students and community members.</p>	<p>The district maintains the goal of recruiting, hiring, and retaining a more diverse workforce as part of its strategic goals.</p>	
<p>Underrepresentation of some subgroups in higher-level courses</p>	<p>Representation requires a more intensive examination in order to determine barriers and accelerators</p>	
<p>High school, middle school, and elementary school career benchmark standards not recorded on the PA Future Ready Index as meeting the performance standard</p>	<p>The assignments are in place K-12, but the systems for ensuring every student participates are not robust. Additionally, there are not enough opportunities for all high school students to achieve the Industry Based Credentials</p>	
<p>Achievement gap for students with IEPs</p>	<p>By focusing on growth for this group, we will also raise achievement</p>	



**Challenges**

Under-representation for non-white students and other subgroups in gifted and enrichment level classes.

**Discussion Point**

There has not been enough study of this in order to determine barriers and confounding factors. More training and examination is required.

**Priority for Planning**

## ADDENDUM B: ACTION PLAN

### Action Plan: Standards-aligned curriculum and assessment for Career Standards Benchmark

Action Steps	Anticipated Start/Completion Date
Curriculum and assessment review, revision, and implementation of Career Standards at elementary, middle, and high school, including clear reporting procedures	08/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
2/year check in to assess progress June check in to be sure information is in the electronic record system and uploaded in PIMS	Each school will meet the Career Standards Benchmark as reported on the Future Ready PA Index

Material/Resources/Supports Needed	PD Step	Comm Step
resources to meet standards, time for curriculum review, access to electronic records systems	no	no

### Action Plan: Program Review

**Action Steps****Anticipated Start/Completion Date**

Research and develop a methodology for undergoing a program review investigating the representation of non-white students in gifted and higher-level programming

08/01/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Annual review of enrollment data Present proposed program review, completed program review, action plans, and results from the implementation of the action plans to the board and community annually

Non-white students will be accurately represented in the enrollment of gifted programs and higher level courses

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

time, access to research

no

no



**Action Steps****Anticipated Start/Completion Date**

Conduct a program review investigating the representation of non-white students in gifted and higher-level programming in order to develop an action plan

08/01/2023 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

Annual review of enrollment data Present proposed program review, completed program review, action plans, and results from the implementation of the action plans to the board and community annually

Non-white students will be accurately represented in the enrollment of gifted programs and higher level courses

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

Funding for program review; time to conduct the review, access to current practices, policies, and procedures

no

no



Action Steps	Anticipated Start/Completion Date
Implement action steps that result from the program review	08/01/2024 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Annual review of enrollment data Present proposed program review, completed program review, action plans, and results from the implementation of the action plans to the board and community annually	Non-white students will be accurately represented in the enrollment of gifted programs and higher level courses

Material/Resources/Supports Needed	PD Step	Comm Step
time, addtional curriculum resources, enviromental resources, possible partnerships with local institutions and consultants	no	yes

**Action Plan: High quality professional development and curriculum development for effective, culturally responsive, and research based instruction**

**Action Steps****Anticipated Start/Completion Date**

Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons

05/27/2022 - 06/21/2023

**Monitoring/Evaluation****Anticipated Output**

PD surveys given after every session; formal and informal observations will be discussed at monthly principal meetings; curriculum documents will reflect changes as reviewed by school board upon adoption

PD surveys will show educators' understanding of the Elements of Effective Lessons and specific culturally responsive teaching strategies; formal and informal observations will show the use of these strategies in most of the lessons most of the time; differentiated materials will be included in the curriculum during each curriculum review cycle

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

Time for educators to read, implement, and reflect on EEL practices

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time

08/29/2022 - 06/21/2023

**Monitoring/Evaluation****Anticipated Output**

PD surveys given after every session; formal and informal observations will be discussed at monthly principal meetings; curriculum documents will reflect changes as reviewed by school board upon adoption

PD surveys will show educators' understanding of the Elements of Effective Lessons and specific culturally responsive teaching strategies; formal and informal observations will show the use of these strategies in most of the lessons most of the time; differentiated materials will be included in the curriculum during each curriculum review cycle

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

Time for PD; research and resources;

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Add more differentiated resources to the board-approved curriculum across subjects

09/01/2022 - 06/21/2025

**Monitoring/Evaluation****Anticipated Output**

PD surveys given after every session; formal and informal observations will be discussed at monthly principal meetings; curriculum documents will reflect changes as reviewed by school board upon adoption

PD surveys will show educators' understanding of the Elements of Effective Lessons and specific culturally responsive teaching strategies; formal and informal observations will show the use of these strategies in most of the lessons most of the time; differentiated materials will be included in the curriculum during each curriculum review cycle

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

research on differentiated resources that work; additional resources

no

no

**Action Plan: High quality professional development to empower leaders**



**Action Steps****Anticipated Start/Completion Date**

Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies

06/06/2022 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

PD survey results 3 times/year sharing of what has been observed and what feedback has been given  
Informal observations across buildings

PD surveys will demonstrate leaders' understanding of EEL and belonging and dignity-based culturally responsive teaching approaches Educators will utilize these strategies in the classroom Leaders will provide regular actionable feedback regarding the use of these strategies

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

time for PD, sample video lessons, feedback forms

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based culturally responsive teaching approaches

01/01/0001 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

PD survey results 3 times/year sharing of what has been observed and what feedback has been given  
Informal observations across buildings

PD surveys will demonstrate leaders' understanding of EEL and belonging and dignity-based culturally responsive teaching approaches Educators will utilize these strategies in the classroom Leaders will provide regular actionable feedback regarding the use of these strategies

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

time for PD, sample video lessons, feedback forms

yes

yes

**Action Plan: Establish and Implement Multi-Tiered System of Supports**

**Action Steps****Anticipated Start/Completion Date**

Research and develop an MTSS program.

04/01/2021 - 08/31/2021

**Monitoring/Evaluation****Anticipated Output**

Repeated topic at K5 principal meetings District Data meetings in January and May Educator feedback survey and focus groups Student feedback focus groups Data analysis from screening tools

Schedule, guidelines for grouping, data analysis schedule, sets of targeted resources Tier 3 intervention guidelines and resources SEW intervention guidelines and resources

**Material/Resources/Supports Needed**

**PD Step**    **Comm Step**

Time to research and develop; funds to pay task force, copies of/access to MTSS research; additional resources, additional screening tools; additional staff to serve as interventionists

yes    yes



**Action Steps****Anticipated Start/Completion Date**

Implement Year 1 of MTSS

10/01/2021 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Repeated topic at K5 principal meetings District Data meetings in January and May Educator feedback survey and focus groups Student feedback focus groups Data analysis from screening tools

Schedule, guidelines for grouping, data analysis schedule, sets of targeted resources Tier 3 intervention guidelines and resources SEW intervention guidelines and resources

**Material/Resources/Supports Needed**

<b>PD Step</b>	<b>Comm Step</b>
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Time to communicate, administer screening tools, create groups, plan and implement interventions, conduct data meetings, and repeat steps

yes	yes
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Action Steps	Anticipated Start/Completion Date
Research, recommend, develop, and implement programming for tier 3 intervention and Social Emotional Wellness components of MTSS	05/30/2022 - 01/31/2023

Monitoring/Evaluation	Anticipated Output
Repeated topic at K5 principal meetings District Data meetings in January and May Educator feedback survey and focus groups Student feedback focus groups Data analysis from screening tools	Schedule, guidelines for grouping, data analysis schedule, sets of targeted resources Tier 3 intervention guidelines and resources SEW intervention guidelines and resources

Material/Resources/Supports Needed	PD Step	Comm Step
Access to research regarding tier 3 and SEW components, time and pay for task force; screening tools, intervention resources, staff and/or staff training to administer interventions	no	no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Research and develop an MTSS program.	04/01/2021 - 08/31/2021
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Implement Year 1 of MTSS	10/01/2021 - 01/01/0001
Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)	High quality professional development and curriculum development for effective, culturally responsive, and research	Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons	05/27/2022 - 06/21/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>based instruction</p>	<p>Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time</p>	<p>08/29/2022 - 06/21/2023</p>
<p>Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)</p>	<p>High quality professional development to empower leaders</p>	<p>Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following</p>	<p>06/06/2022 - 06/30/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies	
Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)	High quality professional development to empower leaders	Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based	01/01/0001 - 01/01/0001



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		culturally responsive teaching approaches	

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Introduction and Overview of MTSS	All elementary staff	What is MTSS? What is the purpose of MTSS? What will the structure of MTSS be? Timeline Overview of Resources

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Mid-October start of MTSS in each building	06/01/2021 - 09/03/2021	Jen Saksa

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Implement Year 1 of MTSS

All elementary staff

Specific MTSS resources (Great Books, PALS, lit circles, Moby Max, Math Enrichment workbooks) Using data for instruction (MAP growth, Zearn, Aimsweb, Foundations Assessments)

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Direct targeted instruction for all students occurs daily  
Screening tools demonstrate growth

10/01/2021 - 06/21/2023

Building principals, curriculum department

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

3d: Using Assessment in Instruction

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Review of Mike Schmoker's Elements of Effective Lessons	All educators	Elements of Effective Lessons

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Formal Lesson Plans reflect use of EEL Teacher Surveys Informal and Formal Observations	05/27/2022 - 06/27/2023	Jen Saksa

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3b: Using Questioning and Discussion Techniques  4a: Reflecting on Teaching  1c: Setting Instructional Outcomes  3d: Using Assessment in Instruction  2b: Establishing a Culture for Learning  3e: Demonstrating Flexibility and Responsiveness  3c: Engaging Students in Learning  4b: Maintaining Accurate Records	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Culturally Responsive Teaching Strategies	All educators	Culturally Responsive Teaching Strategies Belonging through a Culture of Dignity

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Strategies written into formal lesson plans Educator Surveys Informal/Formal observation	06/22/2022 - 06/27/2024	Director of Learning and Assessment & Assistant Superintendent

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
2a: Creating an Environment of Respect and Rapport	
1b: Demonstrating Knowledge of Students	

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
High Quality Professional Development to Empower Leaders	Educational Leaders	Elements of Effective Lessons

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Leader PD Surveys Use of EEL to provide specific actionable feedback	06/22/2022 - 08/31/2022	Jen Saksa

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establishing a Culture for Learning	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
High Quality Professional Development to Empower Leaders	Educational Leaders	Culturally Responsive Teaching Strategies Leading Belonging Work

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

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Leader PD Surveys Use of Culturally Responsive Teaching Strategies to provide actionable feedback

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06/22/2022 - 06/20/2024

Director of Learning and Assessment

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**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

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1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Research and develop an MTSS program.	2021-04-01 - 2021-08-31
Increase the percentage of students demonstrating growth in both math and ELA as measured by district and state assessments and the full implementation of an elementary MTSS model. (MTSS )	Establish and Implement Multi-Tiered System of Supports	Implement Year 1 of MTSS	2021-10-01 -
Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)	High quality professional development and curriculum development for effective, culturally responsive, and research	Review and refresh understanding of Mike Schmoker's Elements of Effective Lessons	2022-05-27 - 2023-06-21

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Specific climate and teaching approaches will be evident in most classrooms most of the time as measured by teacher surveys, informal observation records, and formal administrative observations. Strategies will include: the use of the Elements of Effective Lessons (objective, anticipatory set, modeling/discovery, guided practice, formative assessment, adjusting instruction, independent practice); belonging, and dignity-based culturally responsive teaching approaches (cognitive routines, instructive and corrective feedback, climate of dignity), and differentiation strategies and supports. (Instructional Strategies)</p>	<p>based instruction</p>	<p>Educators engage in professional development that enables them to define, describe, and utilize belonging and dignity-based culturally responsive teaching approaches in most lessons most of the time</p>	<p>2022-08-29 - 2023-06-21</p>
<p>Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)</p>	<p>High quality professional development to empower leaders</p>	<p>Leaders engage in professional learning around Schmoker's Elements of Effective Lessons including the following</p>	<p>2022-06-06 - 2023-06-30</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		objectives: leaders will be able to define, describe, evaluate, and provide feedback in each of the EEL strategies	
Administrators will be able to define, describe, and provide actionable feedback regarding the use of identified instructional strategies, climate, and teaching approaches as evidenced by administrator surveys, informal observations, formal observations, and feedback reflections. (Leading Instructional Strategies)	High quality professional development to empower leaders	Leaders engage in professional learning around culturally responsive teaching strategies including the following objectives: leaders will be able to define, describe, evaluate, and provide feedback in belonging and dignity-based	-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		culturally responsive teaching approaches	
The percentage of non-white students and other subgroups enrolled in Gifted programming, and higher-level courses (where they exist) will be representative of their percentage of the overall population. (Representation in Higher Level Programming)	Program Review	Implement action steps that result from the program review	2024-08-01 - 2025-06-30



## COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Introduce MTSS to Staff	Elementary staff	What is MTSS? What is the purpose of MTSS? What is the process for establishing MTSS program? What to expect over the summer and at the start of the year.
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
06/01/2021 - 09/01/2021	1 in June; 2 over the summer; 2 in August/September	Email
<b>Lead Person/Position</b>		
Jen Saksa		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
MTSS	What is MTSS and why use it here? Overview and Introduction; MTSS Intervention Resources;	In-person workshop and asynchronous online	elementary staff grades 1-5	Summer overview and updates, August overview and introduction, fall MTSS resources, ongoing MTSS resources
Subgroup population representation updates	Overview, updates, and goal progress reports	email and presentations	staff, School Board of Directors, and Community	Spring 2022 overview, Winter 2023 update, ongoing goal progress reports
Communicate our college and career readiness standards status correctly to PDE	Attainment of standards; how to collect data, how to report data	meetings with counselors, emails, PIMS reporting	counselors and appropriate IAs; PIMS coordinator	Spring collection of data and reporting to PDE through PIMS
Communicate focus and goals of upcoming PD	Comp plan outcomes; review of Elements of Effective Lessons, the introduction of belonging and dignity based approaches, the introduction of culturally responsive teaching strategies	email, opening meetings, workshops	all professional staff	Spring board presentation, summer updates and flex opportunities, fall introduction, and ongoing PD

