

UNIONVILLE-CHADDS FORD SD

740 Unionville Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission statement of the Unionville-Chadds Ford School District is to "Empower each student to succeed in life and contribute to society."

VISION STATEMENT

Unionville-Chadds Ford School District - "Unlocking the Potential in All of Us!"

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Unionville-Chadds Ford School District recently adopted a Portrait of a Graduate that identifies the shared values of all stakeholders. These values are: Be Inspired to Learn - The joy of learning is a lifelong process. Expand upon the knowledge and skills you've acquired. Continue to be a critical thinker, use your problem-solving skills, and stay curious as you learn, grow, and pursue your passions. Apply what you've learned to seek understanding of the world around you. Succeed in Life - Every journey to success is personal and unique. No matter your path, there are valuable life skills that will help unlock your potential. Collaborate well with others, communicate effectively, and demonstrate leadership and teamwork. These skills will serve you well in all settings throughout your life. Contribute to Society - Opportunities to make a difference are all around you. Understand your ties to the community, and embrace your civic responsibilities within it. Engage in civil discourse, especially with those whose perspectives differ from your own. Have compassion for others and give back to your community in meaningful ways. Take Care of Yourself - Your personal health and wellness are essential. Find balance in all aspects of your life and tend to your physical, mental, and social-emotional needs. Lean on your support systems and accept help when needed. Strive for lifelong health and happiness. Build Your Character - Strong character is admired and respected. Have high standards for your own character and set an example for others. Be ethical and act with integrity. Build resilience and hold yourself accountable for your actions. Treat others with respect and empathy, and always remember that kindness matters.

STAFF

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ADMINISTRATION

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COMMUNITY

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STEERING COMMITTEE

| Name | Position | Building/Group |
|------------------|------------------|--|
| Tim Hoffman | Administrator | Unionville-Chadds Ford School District |
| Clif Beaver | Administrator | Pocopson Elementary School |
| Jess Knier | Administrator | Charles F. Patton Middle School |
| John Sanville | Administrator | Unionville-Chadds Ford School District |
| Michael Audevard | Administrator | Unionville-Chadds Ford School District |
| Leah Reider | Administrator | Unionville-Chadds Ford School District |
| Pat Crater | Administrator | Unionville-Chadds Ford School District |
| Joe Deady | Administrator | Unionville-Chadds Ford School District |
| James Whitesel | Administrator | Unionville-Chadds Ford School District |
| Christa Fazio | Administrator | Unionville-Chadds Ford School District |
| Justin Webb | Administrator | Unionville-Chadds Ford School District |
| Josh Fazio | Staff Member | Unionville-Chadds Ford School District |
| Sarah Cathcart | Community Member | Longwood Gardens |

| Name | Position | Building/Group |
|----------------|------------------|--|
| Vishal Shah | Community Member | Community College of Philadelphia |
| Dell Joshi | Parent | Unionville High School |
| John Walsh | Staff Member | Charles Patton Middle School |
| Coley Ricci | Staff Member | Hillendale Elementary School |
| Rachel Harris | Staff Member | Pocopson Elementary School |
| Bill Tsai | Parent | Unionville High School |
| Marybeth Lyles | Staff Member | Unionville High School |
| Elise Anderson | Board Member | Unionville-Chadds Ford School District |
| Brandon Tsai | Student | Unionville High School |
| Varoon Joshi | Student | Unionville High School |
| Bruno Carriel | Parent | Hillendale Elementry School |
| Anand Shah | Student | Unionville High School |
| Kate Davenport | Parent | Unionville Elementary School |
| Paige Baratta | Student | Unionville High School |
| Erin Reese | Parent | Pocopson Elementary School |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| <p>It was clear from our stakeholders that our students would benefit from more exposure to college and career opportunities through increased partnerships and possible internships for our students. This can be accomplished through increasing or adjusting curriculum to provide more exposure to these community resources and by incorporating a senior internship program at the high school in lieu of senior final exams.</p> | Community Engagement |
| <p>Our recent PSSA scores showed that math growth and proficiency across the District were inconsistent from previous years. Through our curriculum cycle process, we need to prioritize math instruction and ensure that we continue to have strong curricular alignment to PA standards and eligible content, an effective resource that meets the needs of the teachers and students, and a system of intervention that can help to either enrich or remediate students based on performance data.</p> | Mathematics |
| <p>In order to improve instruction and to better meet the needs of all students, we need to focus our attention on differentiated instruction in the classroom and provide our teachers and administrators professional development on best practices in this area. We have good sources of data that our teachers need time and professional development to be able to fully and effectively utilize the tools to meet individual student needs.</p> | Essential Practices 1: Focus on Continuous Improvement of Instruction |
| <p>Increasing our number of Tier 1 supports available in the regular education classroom will benefit all students. Feedback suggested a need for us to focus on all students and provide them with what they each individually need for them to realize their full potential. More intensive Tier 1 supports should reduce the number of students that need higher levels of specialized support. We currently do not have a formal MTSS structure in place across the elementary and middle school.</p> | Essential Practices 3: Provide Student- |

Priority Statement

Outcome Category

Centered Support Systems
Mathematics
Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Differentiated Instruction

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------|--|
| MTSS | Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. |
| Math | Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. |

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Differentiation

Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Provide professional development in differentiation strategies for teachers.

2022-08-29 -
2025-06-13

Michael Audevard/Director of Curriculum and Instruction

Needs Assessment, Financial Resources and Budget

Conduct a needs assessment for teachers to plan professional development.

2022-09-30 -
2022-10-28

Michael Audevard/Director of Curriculum and Instruction

Google Forms

Anticipated Outcome

Needs Assessment, Long-Range PD plan for next three years, improved student performance on PSSA

Monitoring/Evaluation

Student performance measures and teacher feedback

Evidence-based Strategy

Effective Feedback

Measurable Goals

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| Differentiation | Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. |
| Community Partners | Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for interships/real-world research applications by the 2024-2025 school year |
| Math | Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|---|--|
| Look for evidence of effective feedback in classrooms during formal and informal observations (Student-Teacher and Student-Student). | 2022-08-29 - 2025-06-20 | Michael Audevard/Director of Curriculum and Instruction and Building Principals | Principal "look-for" and observational data |
| Provide staff with professional development regarding effective feedback strategies for students. | 2022-08-29 - 2025-06-20 | Tim Hoffman/Assistant Superintendent | Research-based practices PD and Teacher trainers |

Anticipated Outcome

Training conducted to improve teacher ability to provide feedback to students and how to incorporate student feedback into planning and instruction. Evidence of incorporation will be collected.

Monitoring/Evaluation

Principal "look-fors", observational data, post training evaluation

Evidence-based Strategy

Cooperative/Group Learning

Measurable Goals

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| | pre/post assessments for staff. |
| Math | Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
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| Look for evidence of effective cooperative learning in classrooms during formal and informal observations. | 2022-08-29 - 2025-06-20 | Michael Audevard/Director of Curriculum and Instruction and Building Principals | Principal "look-for" and observational data |
| Provide authentic learning and group projects incorporating community partners and real-world research and application opportunities in the curriculum. | 2022-08-29 - 2025-06-20 | Tim Hoffman/Assistant Superintendent Michael Audevard/Director of Curriculum and Instruction | Subject-level curriculum, grade level standards, committee work |
| Provide staff with professional development regarding cooperative learning strategies for students. | 2022-08-29 - 2025-06-20 | Michael Audevard/Director of Curriculum and Instruction and Building Principals | Teacher leaders/mentors Trainers |

Anticipated Outcome
 Incorporation of collaborative learning to complete authentic/real-world activities while incorporating community partners into curriculum

Monitoring/Evaluation

Curriculum documents, principal look-fors and observational data



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Strong EL teaching team to support students and regular education teachers

Flexible math groupings were implemented to reduce tracking at the middle school

Support systems for special education students are in place and are appropriately tailored to their needs

Clearly articulated mission, vision, and values

Responsible financial management

Engaging stakeholders in our processes

Regular monitoring and sharing of District data related to academics, wellness, participation, attendance, and fiscal health

Administrative point person in each building to be responsible for college and career artifacts

Naviance software utilization and integration at the secondary schools

Challenges

Improved communication with EL families

Consistent implementation of flexible math grouping across grades and elementary schools

More professional development on differentiation

Actively target and recruit teachers and administrators that will move our District forward

Provide professional development in differentiation and the use of data to drive instruction and to target cohorts of students in need

Retention plan for all current employee groups

Increased opportunities for partnerships and internships

Senior projects related to college and career aspirations

Consistency of process between buildings K-12

Consistency of software K-12 to manage college and career requirements

Strengths

Opportunities within the curriculum at each grade level for college/career exploration and artifacts

Addition of a 5th and 8th grade student visit to our Technical College High School

Overall benchmark performance on college/career standards

Focus on supporting early literacy at the elementary level throughout the pandemic.

Instructional time allocated to reading instruction during the pandemic at the Elementary level K-5.

Response to intervention in all elementary buildings.

Strong math track across the District that prepares students well for success in Algebra I

Flexible grouping practices based on data in elementary schools in grade 3-5.

Adequate time dedicated to science and STEM education across the District

Curriculum is well-aligned to eligible content and assessed standards

Curriculum focuses heavily on scientific processes

Challenges

Focus on differentiating classroom instruction for all students based on formative, diagnostic, and curricular assessments.

Improved MTSS framework in elementary and middle school

Focus on differentiating classroom instruction for all students based on formative, diagnostic, and curricular assessments.

Improved MTSS framework in elementary and middle school

Flexible grouping practices consistently implemented in grades 3-5.

Review curriculum alignment and recommend a new math resource in grades K-8.

Realignment of curriculum to NGSS standards (if approved by PDE)

Participation rate on Biology Keystone assessment

7th grade math - On-track measures

PSSA Math proficiency for Students with Disabilities in grades 6-8

Overall PSSA Math growth scores in grades 3-8

Strengths

In all grades and subject areas tested, UCFSD performed significantly above all Statewide averages and benchmarks.

High levels of achievement on all Keystone assessments with sufficient data available (93% on Biology and Algebra I)

92% of all 3rd grade students were proficient or advanced on the PSSA Reading assessment.

All schools met or exceeded benchmark for college and career readiness.

All schools exceeded benchmark for attendance

Most Notable Observations/Patterns

Staffing and personnel recruitment and retention challenges, overall math instruction, professional development around differentiation, importance of a strong and adaptive long range facilities plan, and more internship/partnership/senior project opportunities came through as significant themes throughout the process.

| Challenges | Discussion Point | Priority for Planning |
|---|------------------|-----------------------|
| Increased opportunities for partnerships and internships | | |
| Senior projects related to college and career aspirations | | |
| Consistency of process between buildings K-12 | | |
| Consistency of software K-12 to manage college and career requirements | | |
| Improved communication with EL families | | |
| Consistent implementation of flexible math grouping across grades and elementary schools | | |
| More professional development on differentiation | | |
| 7th grade math - On-track measures | | |
| PSSA Math proficiency for Students with Disabilities in grades 6-8 | | |
| Overall PSSA Math growth scores in grades 3-8 | | |
| Focus on differentiating classroom instruction for all students based on formative, diagnostic, and curricular assessments. | | |
| Improved MTSS framework in elementary and middle school | | |
| Focus on differentiating classroom instruction for all students based on formative, diagnostic, and curricular assessments. | | |

Challenges

**Discussion
Point**

Priority for Planning

Improved MTSS framework in elementary and middle school

Flexible grouping practices consistently implemented in grades 3-5.

Review curriculum alignment and recommend a new math resource in grades K-8.

Actively target and recruit teachers and administrators that will move our District forward

Provide professional development in differentiation and the use of data to drive instruction and to target cohorts of students in need

Retention plan for all current employee groups

ADDENDUM B: ACTION PLAN

Action Plan: Differentiated Instruction

| Action Steps | Anticipated Start/Completion Date | |
|--|---|-----------|
| Provide professional development in differentiation strategies for teachers. | 08/29/2022 - 06/13/2025 | |
| Monitoring/Evaluation | Anticipated Output | |
| Student performance measures and teacher feedback | Needs Assessment, Long-Range PD plan for next three years, improved student performance on PSSA | |
| Material/Resources/Supports Needed | PD Step | Comm Step |
| Needs Assessment, Financial Resources and Budget | yes | yes |

Action Steps**Anticipated Start/Completion Date**

Conduct a needs assessment for teachers to plan professional development.

09/30/2022 - 10/28/2022

Monitoring/Evaluation**Anticipated Output**

Student performance measures and teacher feedback

Needs Assessment, Long-Range PD plan for next three years, improved student performance on PSSA

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

Google Forms

yes

yes

Action Plan: Effective Feedback

Action Steps**Anticipated Start/Completion Date**

Look for evidence of effective feedback in classrooms during formal and informal observations (Student-Teacher and Student-Student).

08/29/2022 - 06/20/2025

Monitoring/Evaluation**Anticipated Output**

Principal "look-fors", observational data, post training evaluation

Training conducted to improve teacher ability to provide feedback to students and how to incorporate student feedback into planning and instruction. Evidence of incorporation will be collected.

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

Principal "look-for" and observational data

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide staff with professional development regarding effective feedback strategies for students.

08/29/2022 - 06/20/2025

Monitoring/Evaluation**Anticipated Output**

Principal "look-fors", observational data, post training evaluation

Training conducted to improve teacher ability to provide feedback to students and how to incorporate student feedback into planning and instruction. Evidence of incorporation will be collected.

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

Research-based practices PD and Teacher trainers

yes

no

Action Plan: Cooperative/Group Learning

Action Steps**Anticipated Start/Completion Date**

Look for evidence of effective cooperative learning in classrooms during formal and informal observations.

08/29/2022 - 06/20/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum documents, principal look-fors and observational data

Incorporation of collaborative learning to complete authentic/real-world activities while incorporating community partners into curriculum

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

Principal "look-for" and observational data

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide authentic learning and group projects incorporating community partners and real-world research and application opportunities in the curriculum.

08/29/2022 - 06/20/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum documents, principal look-fors and observational data

Incorporation of collaborative learning to complete authentic/real-world activities while incorporating community partners into curriculum

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

Subject-level curriculum, grade level standards, committee work

no

yes



Action Steps**Anticipated Start/Completion Date**

Provide staff with professional development regarding cooperative learning strategies for students.

08/29/2022 - 06/20/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum documents, principal look-fors and observational data

Incorporation of collaborative learning to complete authentic/real-world activities while incorporating community partners into curriculum

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

Teacher leaders/mentors Trainers

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|----------------------------|--|-------------------------------|
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | Differentiated Instruction | Provide professional development in differentiation strategies for teachers. | 08/29/2022 - 06/13/2025 |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to</p> | Differentiated Instruction | Conduct a needs assessment for teachers to plan professional development. | 09/30/2022 - 10/28/2022 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------------|---|--|
| <p>2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> | <p>Effective Feedback</p> | <p>Look for evidence of effective feedback in classrooms during formal and informal observations (Student-Teacher and Student-Student).</p> | <p>08/29/2022 - 06/20/2025</p> |
| <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> | | | |
| <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-----------------------------------|--|--|
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> | <p>Effective Feedback</p> | <p>Provide staff with professional development regarding effective feedback strategies for students.</p> | <p>08/29/2022 - 06/20/2025</p> |
| <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for interships/real-world research applications by the 2024-2025 school year (Community Partners)</p> | | | |
| <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | | |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on</p> | <p>Cooperative/Group Learning</p> | <p>Look for evidence of effective cooperative learning in</p> | <p>08/29/2022 - 06/20/2025</p> |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|----------------------------|---|-------------------------------|
| <p>2022 student performance levels. (MTSS)</p> <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | classrooms during formal and informal observations. | |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> | Cooperative/Group Learning | Provide staff with professional development regarding cooperative learning strategies for students. | 08/29/2022 - 06/20/2025 |

Measurable Goals

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)

Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|---|--|
| Math - Differentiation | Elementary teachers and secondary math teachers | Grouping practices, differentiating based on data, using assessment to guide instruction, classroom management |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Observational data and feedback from teachers | 08/29/2022 - 06/20/2025 | Building principals |
| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: | |
| 4e: Growing and Developing Professionally | Teaching Diverse Learners in an Inclusive Setting | |



ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|----------------------------|--|-------------------------|
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | Differentiated Instruction | Provide professional development in differentiation strategies for teachers. | 2022-08-29 - 2025-06-13 |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to</p> | Differentiated Instruction | Conduct a needs assessment for teachers to plan professional development. | 2022-09-30 - 2022-10-28 |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|---------------------------|---|--------------------------------|
| <p>2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> | <p>Effective Feedback</p> | <p>Look for evidence of effective feedback in classrooms during formal and informal observations (Student-Teacher and Student-Student).</p> | <p>2022-08-29 - 2025-06-20</p> |
| <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> | | | |
| <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | | |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|-----------------------------------|---|--------------------------------|
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on 2022 student performance levels. (MTSS)</p> | <p>Cooperative/Group Learning</p> | <p>Look for evidence of effective cooperative learning in classrooms during formal and informal observations.</p> | <p>2022-08-29 - 2025-06-20</p> |
| <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> | | | |
| <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> | | | |
| <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | | |
| <p>Implement a MTSS program in the elementary and middle school that supports the needs of students as measured by increased student academic performance of identified student subgroups by at least 5% on PSSA Math/English and decreased behavioral referrals/incidents for all students by at least 10% based on</p> | <p>Cooperative/Group Learning</p> | <p>Provide authentic learning and group projects incorporating</p> | <p>2022-08-29 - 2025-06-20</p> |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|------------------|--|----------------------|
| <p>2022 student performance levels. (MTSS)</p> <p>Embed one curricular project in math/science/social studies/language arts that integrates our community partners and incorporate opportunities for internships/real-world research applications by the 2024-2025 school year (Community Partners)</p> <p>Enhance teacher ability to differentiate their curriculum and daily lessons as evidenced by at least a 5% increase of student performance on the Math/English PSSA, teacher observational data, and District-created pre/post assessments for staff. (Differentiation)</p> <p>Increase student proficiency on the Math PSSA by at least 5% as compared to 2022 proficiency levels across the District in grades 3-8 by the 2024-2025 school year. (Math)</p> | | <p>community partners and real-world research and application opportunities in the curriculum.</p> | |
| <hr style="border-top: 1px dashed #ccc;"/> | | | |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------|---|--|
| Communications Plan | Teachers and Administrators | Expectations for instruction in the classroom and feedback regarding professional development needs, sharing of professional development opportunities |
| Anticipated Timeframe | Frequency | Delivery Method |
| 08/20/2022 - 06/20/2025 | Ongoing - as needed | Email Brief |
| Lead Person/Position | Michael Audevard - Director of Curriculum and Instruction Building Principals | |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|---|--------------------------------------|------------------|-----------------------|
| Share and Present Comprehensive Plan at the public Board meetings in July and August with approval set for the August 2022 regular Board meeting | Overview and goals of the draft plan including associated reports. Opportunity to provide feedback. Timeline for Board discussion and approval. | Public Presentations | All stakeholder | July 2022-August 2022 |
| Email draft Comprehensive Plan and presentation to staff | Sharing of draft plan. Opportunity to provide feedback | Email for information and feedback | UCFSD staff | July 2022-August 2022 |
| Post draft plan and associated State reports to the UCFSD website | Informational posting of the draft plans for feedback on UCFSD website | UCFSD website and email for feedback | All stakeholders | July 2022-August 2022 |
