

DERRY TOWNSHIP SD

30 East Granada Ave

Comprehensive Plan | 2021 - 2024

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stacy Winslow	Assistant to the Superintendent	Derry Township School District	swinslow@hershey.k12.pa.us
Jason Reifsnyder	Assistant to the Superintendent	Derry Township School District	jreifsnyder@hershey.k12.pa.us
Kirsten Scheurich	Director of Special Education	Derry Township School District	kscheurich@hershey.k12.pa.us
Lisa Sviben Miller	Director of Safe and Supportive Schools	Derry Township School District	lmiller@hershey.k12.pa.us
Jena Funck	Elementary Principal	Hershey Elementary School	jfunck@hershey.k12.pa.us
Erick Valentin	Middle School Principal	Hershey Middle School	evalentin@hershey.k12.pa.us
Laurie Wade	High School Assistant Principal	Hershey High School	lwade@hershey.k12.pa.us
John Abel	School Board Member	Derry Township School District	jabel@hershey.k12.pa.us
Lewis Shaw	School Board Member	Derry Township School District	lshaw@hershey.k12.pa.us
Kathy Sicher	School Board Member	Derry Township School District	ksicher@hershey.k12.pa.us
Brian Blase	Elementary School Teacher	Hershey Elementary School (Grade 4)	bblase@hershey.k12.pa.us
Tani Miller	Elementary School Teacher	Hershey Elementary School (Music)	tmiller@hershey.k12.pa.us
Renee Owens	Middle School Teacher	Hershey Middle School (ELA)	rowens@hershey.k12.pa.us
Samantha Bryant	Middle School Teacher (FCS)	Hershey Middle School	sbryant@hershey.k12.pa.us
Michelle Kindt	High School Teacher (French)	Hershey High School	mkindt@hershey.k12.pa.us
Lisa Balanda	High School Teacher (English)	Hershey High School	lbalanda@hershey.k12.pa.us
Lauren Doyle	College and Career Counselor	Derry Township School District	ldoyle@hershey.k12.pa.us
Chelsea Singleton	School Counselor	Hershey Middle School	csingleton@hershey.k12.pa.us
Garrett Gallia	Business Leader	Hershey Entertainment and Resorts	ggallia@hersheypa.com
Angie Persing	Special Education Consultant	Derry Township School District	apersing@hershey.k12.pa.us

Zach Jackson	Community Representative	Derry Township Parks and Rec	zrjackson@derrytownship.org
Mike Leonard	Business Leader	Mike Leonard Plumbing	piiper9473@icloud.com
Patsy Gilbert	Special Education Parent	Parent	pgilbert1223@yahoo.com
Anita Pritchett	Middle School Parent	Parent	anitapritchett@yahoo.com
Donna Jefferson	Business Leader	Simply Hershey	simplyjhershey@gmail.com
Laura O'Grady	Community Representative	Hershey Public Library	lauraogrady@derrytownship.org
Cori Reed	Elementary Parent	Parent	creed8682@gmail.com
Wayne Rivers	High School Parent	Parent	terpfan0@yahoo.com
Jadan Diamond-Hampton	Middle School Parent	Parent	jadandiamond0712@gmail.com
Shel Parker	Community Representative	Retiree	hsparkerjr@gmail.com
Amy Walker	Community Representative	Derry Township Parks and Rec	alwalker@derrytownship.org
Melinda Curran	Elementary Parent	Parent	curran.melinda@gmail.com
Barb Clouser	Instructional Coach	Derry Township School District	bclouser@hershey.k12.pa.us
Paulette Cercega	Special Education Parent	Parent	pcercega@gmail.com
Lori Cotter	High School Parent	Parent	cottersdunmovin@comcast.net
Aiden Norton	Middle School Student	Student	anorton@hershey.k12.pa.us
Patrick Sanger	High School Student	Student	psanger@hershey.k12.pa.us
Mofi Oladipo	High School Student	Student	mofoladipo@hershey.k12.pa.us
Colton Dettinger	Middle School Student	Student	coldettinger@hershey.k12.pa.us
Maddie Geeting	High School Student	Student	mgeeting@hershey.k12.pa.us

## LEA Profile

The Derry Township School District is a midsized, suburban public school district which serves Derry Township in Dauphin County, Pennsylvania. Derry Township encompasses approximately 27 square miles (70 km<sup>2</sup>). The unincorporated town of Hershey is situated in a suburban area in central Pennsylvania approximately 15 miles east of the state capital of Harrisburg. There are two major highways that border our schools as well as a railway system that is within close proximity.

Hershey is a census-designated place (CDP) in Derry Township, Dauphin County in the Commonwealth of Pennsylvania and is part of the Harrisburg–Carlisle Metropolitan Statistical Area. Hershey has no legal status as an incorporated municipality and all municipal services are provided by Derry Township. It is popularly called "Chocolatetown, USA." Hershey is also referred to as "The Sweetest Place on Earth."

Hershey is the site of international headquarters of the well-known Hershey Foods. It is also home to Hersheypark amusement park and various other entertainment and resort establishments as well as Penn State Health Milton S. Hershey Medical Center, the academic medical center for Penn State University and one of the region's largest healthcare systems.

The town is considered a tourism destination, and throughout the year, the resident population of some 25,000 is often surpassed by visitors. With such a high volume of daily activity and visitation within the community, the schools face an added task of maintaining safety and security within the 114-acre campus.

The district's 114-acre campus hosts five schools: Early Childhood Center (Grades K and 1), a Primary and Intermediate Elementary School building (Grades 2-5), one middle school (Grades 6-8), and one high school (Grades 9-12). The total enrollment across all grade levels is approximately 3,500 students.

All of our schools have exemplary facilities, curriculum, faculty and staff, administrators, co-curricular and extra-curricular programs. Annually more than 90% of our graduating seniors pursue post-secondary education.

At all assessed grade levels, statewide assessment scores are consistently well-above state and national averages. Hershey High School has also been recognized as one of the top public schools in America by different national publications.

Derry Township School District participates with seven other districts in the Dauphin County Technical School and is a sponsoring district of the Harrisburg Area Community College.

Derry Township School District offers a wide and significant range of special education services and supports. These are accessed by approximately 375 (9.6%) students through a full range of supplementary supports and services in a variety of locations throughout each building K-12. Services and supports are also accessed by and offered to students from consortium districts. Intensive learning support and autism support classroom options were added between 2008 and 2012.

English Language Learners represent some 2.9% (approximately 98 students) of the total student body. In 2019-2020 there were 19 different home languages reported for these students with Spanish, Arabic and Chinese (Mandarin) the most common.

In the last 15 years, the total of students qualifying for free and reduced lunches has increased from 7% of the student body to a current 22.9% of the student body.

The district currently provides gifted support to 82 students (2.3%) in grades kindergarten through 12th grade. Services are provided and facilitated by 3 full-time gifted support teachers – 1 elementary school, 1 middle school, and 1 high school.

The District employs more than 500 staff in professional and support positions. The Derry Township School District employs 23 administrators, 281 professional staff and 224 support staff. Diversity among the professional staff is very limited. The professional staff is predominately female (74%) and white (99%). Of the professional staff, 91 hold Bachelor's degrees, 186 Master's degrees, and four have earned Doctoral degrees. The majority (117) of the staff have fewer than 10 years of experience in the district; however 75 members of the professional staff have been with the district for more than 20 years.

In addition, the parents and guardians in our community are very active within the schools with over 1000 approved volunteers assisting staff and students with their learning. As per Policy 916, *Volunteers*, all volunteers in the District must obtain child abuse and State Police clearances and proof of TB test to volunteer in the presence of the children. The District is extremely grateful for this support.

Derry Township School Board established a district wellness policy in June 2006 - *Student Wellness Policy 246*. The policy deals with nutritious meals served at school, the control of access to some foods and beverages during school hours, age appropriate nutrition education for all students, and physical education or approved activity for students K-12. In addition, the district has partnered with a non-profit, Cocoa Packs. Headquartered within Hershey Middle School, the Cocoa Packs program and its volunteers provide single serving foods for more than 200 students on weekends and other times when school food programs are not available.

As per Act 211 of 1990, Derry Township School District has implemented a Student Assistance Program Team at each level to accept the referrals of students that may be experiencing a barrier to their learning or school success. The Student Assistance Program in our District is named Hershey Intervention and Prevention Program (HIP). HIP provides access to both in school and out of school resources for students.

Although Derry Township School District is an excellent institution for learning, it is the hope that through the Future Ready Comprehensive Planning process, the district, having identified points of excellence and areas for growth, will continue to promote innovative instructional practices, equitable frameworks, comprehensive communication networks and an ever more safe and supportive school environment.

## Mission and Vision

### Mission

Engaging all students every day to help them achieve their greatest potential as global citizens.

### Vision

Providing an equitable learning environment where every individual will discover and use their talents and passions to make positive contributions to the global community and to find excitement in learning and joy in life.

## Educational Value Statements

### Students

All students 5-12 were surveyed in the areas of culture, climate, and academics to seek an understanding of their perceptions of the educational experiences provided in our schools, as well as their perceptions of their school environments. In addition, several secondary students serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning team culled the following look-fors and areas for growth: -Respect for others/differences -Equity -Communication/Relationships with staff -Relevance of learning

### Staff

All district staff were surveyed in the areas of culture, climate, and academics, (specifically instructional strategies and standards-based understanding) to seek an understanding of their perceptions of the educational experiences provided in our schools, as well as their perceptions of their school environments as employees. Additionally multiple staff serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning team culled the following look-fors and areas for growth: -Relationships among all stakeholders - Communication -Time constraints/feeling overwhelmed

### Administration

Administration has served an active role on the Future Ready Comprehensive Planning Team, as analyzers of data, facilitators of information, and contributors to goals and strategies to drive the district forward. As a small administrative team, input is sought on a regular basis as plan updates are given, look-fors and areas of growth shared, and discussions held on major district initiatives.

### Parents

All district parents were presented with a survey to solicit their perceptions of the district in the areas of climate, culture, academics, and safety. Additionally many parents serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning Team culled the following look-fors and areas for growth: -Communication -Relationships between school and parents -Social/emotional learning/needs

### Community

The perceptions and questions of the community are regularly sought in community forums that are held quarterly at the district level, monthly at the building level, and annually for business leaders. Additionally several community members serve on the Future Ready Comprehensive Planning Team.

## District-wide Goals:

### GOAL 1: **Equity/SEL:**

The District will establish systems, structures and supports to ensure all students are provided with opportunities to grow in self-awareness, self-management, responsible decision-making, social awareness and relationship skills.

SEL is a powerful lever for equity in supporting all individuals to reach their fullest potential and it is through this lens that the district will embark on this work. As such, the district will:

- Examine and address systemic barriers to student success ensuring access to a guaranteed and viable curriculum for all students.
- Provide ongoing professional learning opportunities and supports to ensure all staff are well informed and highly engaged in the process of examining our system
- Examine and address systemic discipline strategies that do not support restorative practices to ensure all students are able to reduce, prevent, and improve harmful behaviors and foster healthy relationships with adults and peers.

### GOAL 2: **Curriculum and Instruction (time, interactions, content/relevance):**

The district will establish systems and structures that allow for the maximization of time within the school day ensuring that teachers have the opportunity to continue to build a collaborative culture of continuous learning, spend individual time with students, and expand their knowledge of relevant content to enhance student learning experiences.

- Explore and ensure that all students have access to instruction that is authentic and employs rigorous and high-level learning strategies.
- Evaluate current use of instructional time to create schedules that provide opportunity for deep, meaningful, and flexible learning for students as well as time for teachers to work in their collaborative teams to ensure success for all students.

### GOAL 3: **Communication:**

The District will continue to review and refine communication systems and pathways to ensure clarity, ease of access and open lines of communication for all stakeholders.

- Examine building and department communication platforms and expectations and develop common expectations and methods of communication
- Provide opportunities within the community for parent engagement



## Goal Setting

**Priority:** Through the PLC and MTSS processes, we will reach each student by analyzing their strengths and areas for growth and then will use targeted instruction to both enrich and remediate for achievement success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure all students are performing at or above benchmark on STAR math and Acadience reading and/or progress monitoring assessments by May of 2024.	Elementary Math/Reading Performance	80% of students will be performing at or above benchmark for reading on Acadience and/or progress monitoring. 80% of students will be performing at or above benchmark for mathematics on STAR math assessments.	90% of students will be performing at or above benchmark for reading on Acadience and/or progress monitoring. 90% of students will be performing at or above benchmark for mathematics on STAR math assessments.	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure all students are performing at or above benchmark on STAR math and Acadience reading and/or progress monitoring assessments by May of 2024.
Essential Practices 3: Provide Student-Centered Support Systems	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure all students are performing at or above proficiency in math and reading by May of 2024.	Secondary Math/Reading Performance	80% of students will be at or above proficiency on the Algebra I Keystone or PSSA Mathematics exam. 80% of students will be at or above proficiency on the Literature Keystone or PSSA ELA exam.	90% of students will be at or above proficiency on the Algebra I Keystone or PSSA Mathematics exam. 90% of students will be at or above proficiency on the Literature Keystone or PSSA ELA exam.	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure all students are performing at or above proficiency in math and reading by May of 2024.

**Priority:** Increasing avenues and opportunities for stakeholders to communicate and engage with school and district leadership to develop and work toward shared responsibility for student learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By May of 2024, the district will have created at least 3 community-based avenues to gather input and engage in community dialogue regarding district initiatives and needs.	Communications Avenues	Audit current communications practices and the audience that regularly participates in these forums (BAT, PTO, Java w/ Joe, Business Leader's Breakfast, Citizen Advisors)	Develop and implement 1 - 2 new avenues for community education, engagement, and input into district functions.	By May of 2024, the district will have created at least 3 community-based avenues to gather input and engage in community dialogue regarding district initiatives and needs.

**Priority:** Provide additional professional learning around instructional and strategic leadership while simultaneously examining our administrative structures to maximize capacity for instructional leadership.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	Using the Leadership Circle Profile tool, administrative leadership will work on moving from areas in the reactive zone that are over 20% to areas in the creative zone that are under 30%. By June 30 of 2024, all team members will have moved at least two areas into the creative zone.	Leadership Circle Profile	Assess areas of growth in the Leadership Circle Profile. Select 1 area to begin to focus on changing using Mastering Leadership and an accountability partner.	Select a second area of growth to focus on changing using Mastering Leadership and an accountability partner.	Using the Leadership Circle Profile tool, administrative leadership will work on moving from areas in the reactive zone that are over 20% to areas in the creative zone that are under 30%. By June 30 of 2024, all team members will have moved at least two areas into the creative zone.

**Priority:** Through the onboarding process, the schools and district will evaluate each student's strengths and areas for growth to maximize educational opportunities to create equitable opportunities for growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June of 2024, the district will have implemented a system for immediately evaluating and targeting the needs of students moving into the district to ensure that any remediation or enrichment needs are identified and addressed with a plan of action within the shortest period of time possible.	New Student Onboarding	Assess current student onboarding practices. What assessments are given, how are placements made, at what point do we begin offering interventions (remediation and/or enrichment)? What does our vertical articulation look like for K-12 interventions (remediation and/or enrichment)? Eliminate ineffective practices.	Develop and implement new and/or additional onboarding practices aiming to have new students correctly placed and interventions in place within one month of entry. Outline a vertical articulation plan for K-12 intervention practices.	By June of 2024, the district will have implemented a system for immediately evaluating and targeting the needs of students moving into the district to ensure that any remediation or enrichment needs are identified and addressed with a plan of action within the shortest period of time possible.
Social emotional learning	The district will will implement a K-12 social emotional learning curriculum with initial implementation occurring in the 22-23 school year and full implementation taking place during the 23-24 school year.	SEL Curriculum	Plan and implement adult SEL support and professional learning. It is essential that adults are able to model and exemplify SEL competencies before full curricular implementation.	Research, select, and pilot SEL curriculum. Collect appropriate data to ensure proper adjustments can be made as needed.	The district will will implement a K-12 social emotional learning curriculum with initial implementation occurring in the 22-23 school year and full implementation taking place during the 23-24 school year.

## Action Plan

Action Plan for: Professional Learning Communities						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Elementary Math/Reading Performance</li> <li>Secondary Math/Reading Performance</li> <li>New Student Onboarding</li> <li>SEL Curriculum</li> </ul>		All students at or above benchmark/proficiency by June of 2024			Benchmark assessments (STAR and Acadience, PSSA and Keystone exams)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to learn and grow as professional learning communities using the cycle of inquiry with data collection that informs instructional practices.	07/01/2021	06/30/2023	Assistant to the Superintendent for Curriculum, Instruction & Assessment	Structures to support time during the school day; books and other learning materials; instructional coaches to help facilitate PLC processes.	Yes	Yes

## Action Plan for: MTSS

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Elementary Math/Reading Performance</li> <li>New Student Onboarding</li> <li>SEL Curriculum</li> </ul>		All students at or above proficiency/benchmark by June 30, 2024.			Benchmark assessments (STAR and Acadience, PSSA and Keystone exams)	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Continue to learn about and develop mathematics MTSS structures, continue into Year 2 with the development of a pilot math WIN (What I Need) period for grades 4 & 5. Year 3 and 4 will see the adjustment and addition of WIN periods in grades K-3.	09/01/2020	06/30/2023	Assistant to the Superintendent for Curriculum, Instruction, & Assessment	PaTTAN supports, math coaches, appropriate books/articles, membership in state and national mathematics organizations.	Yes	Yes
Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on the various components of SEL.	08/23/2021	06/30/2022	Superintendent	Professional Learning resources: books, journal articles, items for intentional practice (ie: mindfulness cards, wellness spaces, reflection journals); SEL Coaches at each level; building level professional learning teams	Yes	Yes
Investigate and select or develop appropriate student curricular materials for the integration as well as direct instruction of SEL.	09/01/2021	06/30/2022	Assistant to the Superintendent for Curriculum, Instruction, & Assessment	Admin/teacher teams to continue with year 2 of Safe & Supportive Schools course through IU15. Books, articles, web resources (CASEL) to support continued learning; pilot curricular materials	Yes	Yes
Audit current student onboarding practices including: parent questions, identification of language needs, preliminary assessments, identification of support or enrichment needs and behavioral considerations.	07/01/2021	06/30/2022	Assistant to the Superintendent for Curriculum, Instruction & Assessment	Building level teams, including instructional coaches, to identify and evaluate current practices.	No	Yes
Using the student onboarding audit data, identify and	07/01/2022	06/30/2023	Assistant to the Superintendent for	Assessment data, building principals, instructional coaches, school counselors.	No	Yes

implement at least 2 practices per building level that ensure immediate and appropriate interventions for new students that will set them up for success in Derry Township Schools.			Curriculum, Instruction, & Assessment			
---	--	--	---------------------------------------	--	--	--

**Action Plan for: BATHE Technique (Background, affect, trouble, handling, empathy)**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Communications Avenues</li> </ul>		Greater community engagement, parent participation, and attendance at school events (ie: Open House attendance will increase from 80% to 90% of families)			Community attendance at school-hosted events will be monitored. Attendance at traditional forums will be monitored and compared to attendance/participation at newly implemented avenues.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Restructure the administrative team to create a Community Relations & Engagement Specialist who will audit current practices and seek to implement new communications avenues with proven efficacy.	07/01/2021	06/30/2022	Community Relations & Engagement Specialist	Updated website, more social media outlets (ie: Instagram), district mobile app, community partnerships	No	Yes
Develop additional avenues of community engagement (target of 3)	07/01/2022	06/30/2024	Community Relations & Engagement Specialist	Updated website, more social media outlets (ie: Instagram), district mobile app, community partnerships	No	Yes



**Action Plan for: Professional Learning**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Leadership Circle Profile</li> </ul>		Highly functioning and collaborative administrative team that excels at proactive and innovative solutions to complex issues in education.			Leadership Circle Profile: Self-evaluation and 360 Evaluation; Each team member will have moved at least 2 areas from the reactive zone to the creative zone by June 30, 2024.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Key leadership positions will engage in executive leadership coaching. This will include: Superintendent, both Assistants to the Superintendent, the Business Manager, and the 3 lead principals.	07/01/2021	06/30/2024	Superintendent	Executive coach, appropriate journals, books and conference opportunities.	Yes	Yes
All team members will select at least 2 areas from the Leadership Circle Profile to focus on moving from reactive to creative zones.	07/01/2021	06/30/2024	Superintendent	Leadership Circle Profile; Executive Coach to facilitate team leadership growth, book: Mastering Leadership	Yes	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities	<ul style="list-style-type: none"> <li>• Continue to learn and grow as professional learning communities using the cycle of inquiry with data collection that informs instructional practices.</li> </ul>
MTSS	<ul style="list-style-type: none"> <li>• Continue to learn about and develop mathematics MTSS structures, continue into Year 2 with the development of a pilot math WIN (What I Need) period for grades 4 &amp; 5. Year 3 and 4 will see the adjustment and addition of WIN periods in grades K-3.</li> <li>• Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on the various components of SEL.</li> <li>• Investigate and select or develop appropriate student curricular materials for the integration as well as direct instruction of SEL.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Key leadership positions will engage in executive leadership coaching. This will include: Superintendent, both Assistants to the Superintendent, the Business Manager, and the 3 lead principals.</li> <li>• All team members will select at least 2 areas from the Leadership Circle Profile to focus on moving from reactive to creative zones.</li> </ul>

## Professional Development Activities

Solution Tree Speaker for District Selected Trade Day: "Yes We Can!"						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All teachers grades K-12	Learn strategies for building a school culture that believes all students can succeed. Examine collaborative structures to support high levels of learning. Explore the essential elements of a guaranteed and viable curriculum. Understand how to design a balanced and coherent system of assessment. Discover a protocol for unpacking and prioritizing units at the team level, including scaffolding instruction. Design standards-aligned instruction with a focus on tailoring learning based on data. Understand the connections among response to intervention (RTI), professional learning communities (PLCs), and special education. Create individualized education program (IEP) goals specific to student areas of deficit. Develop systems for efficiently and formatively monitoring student progress toward learning goals.	Improved student outcomes due to high expectations, teacher collaboration, and effective analysis of assessments (impacting next steps in instruction).	Assistant to the Superintendent for Curriculum, Instruction, & Assessment and Director of Professional Learning & Innovation	07/19/2021	07/19/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	This is a one time event to provide foundational information that will be built upon in ongoing supportive environments (coaching, collaborative team times - PLC)	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>2b: Establishing a Culture for Learning</li> </ul>			Teaching Diverse Learners in an Inclusive Setting	

**Adult Social Emotional Learning - 2 hour late start days**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Teachers and Administrators	Common Language/Definition of Social Emotional Learning The 5 Core Competencies of Social Emotional Learning Emotional Self-Awareness Relationship Building Conflict Resolution Tools for Self-Regulation (Mindfulness, Meditation, Breathing, Physical Activity, etc.)	Needs Assessment and Knowledge Survey will be given prior to the start of the 2021 school year and will be subsequently administered at the end of each school year for the next 3 years. Student discipline referrals will go down and show no disparity between marginalized groups (with 2018, 2019 being the baseline years). Student assessment data will continue to show improvement. Student attendance data will improve ultimately reaching 95% attendance across groups and grade-levels on a regular basis.	Assistant to the Superintendent for Curriculum, Instruction, & Assessment		

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 time a month for 2-hour late start days	<ul style="list-style-type: none"> <li>• 2a: Creating and Environment of Respect and Rapport</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

**Faculty Conference Day**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Continue to learn and grow as professional learning communities using the cycle of inquiry with data collection that informs instructional practices.</li> <li>Continue to learn and plan for K-12 Social Emotional Learning integration for both students and adults. Provide staff professional learning on the various components of SEL.</li> </ul>	K-12 Teachers and Administrators	PLC MTSS SEL Innovation Resilience Team Work Safe & Supportive Classrooms	Teacher surveys and levels of implementation in classrooms.	Director of Professional Learning & Innovation		

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Workshop(s)	1 Day per year w/ follow up in PLCs and with Instructional Coaches	<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>2b: Establishing a Culture for Learning</li> <li>3a: Communicating with Students</li> <li>4a: Reflecting on Teaching</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

**MTSS Study Group**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-5 MTSS Study Team and Math Interventionists	Structures, supports, interventions, enrichments, and materials needed to support a robust MTSS Program for Mathematics.	Student PSSA schools will reach 85-90% proficiency over a 5 year period of time.	Assistant to the Superintendent for Curriculum, Instruction, & Assessment		

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Team meetings monthly; coaching work weekly	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3d: Using Assessment in Instruction</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Professional Learning Community (PLC)	PLCs will meet at least bi-weekly	<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> </ul>	Teaching Diverse Learners in an Inclusive Setting

## Executive Coaching for Leadership

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 Administrators (including directors)	Leading in Crisis Communication Relationship Building Leadership Presence Cares & Concerns with Leading at DTSD	All Act 93, Group 1 administrators will identify 2 areas in the Leadership Circle Profile in which to concentrate movement from the Reactive to the Creative side of the Circle. Movement will be identified via self-assessment or via 360 evaluation.	Superintendent		

### Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4f: Showing Professionalism</li> </ul>	