

# Kutztown Area School District

DRAFT COMPREHENSIVE PLAN 2022-2025

OCTOBER 15, 2021

251 LONG LANE, KUTZTOWN, PA 19530

## Steering Committee

Name	Position/Role	Building/Group/Organization
Dennis Ritter	Board Member	Kutztown Area School District
Erin Anderson	Administrator	ES Principal
Barry Flicker	Administrator	HS Principal
James Brown	Administrator	MS Principal
Steven Leever	Administrator	Assistant Superintendent
Christian Temchatin	Administrator	Superintendent
Diane Quinn	Administrator	Director of Curriculum Instruction and Staff Development
Jenni Elliker	Administrator	Supervisor of Special Education
Ed Myers	Administrator	HS Asst. Principal/ Dir. of Technology
Kristin Haring	Staff Member	MS Teacher
Beth Patten	Staff Member	MS Teacher
Caecilia Holt	Board Member	Kutztown Area School District
Scott Hand	Administrator	Director of Technology
Kylie Hand	Staff Member	ES Teacher
Karise Mace	Community Member	Parent
Vanessa Sherrer	Staff Member	School Nurse
Stephanie Steigerwalt	Staff Member	ES Counselor

Lauren Cicale-Smith	Staff Member	HS Counselor
Joseph Karaisz	Parent	HS Parent
Jewel Karaisz	Student	HS Student
Isabella Pizzelanti	Student	HS Student
Karissa Barrell	Parent	ES Parent
Trenton Delp	Student	HS Student
Otis Engel	Student	MS Student

## LEA Profile

There is a long history of schooling in the Kutztown Area School District. Many of the schools, including St. John's Parochial School in Kutztown Borough (the first school), were church schools. Kutztown accepted the Public School Law (passed in 1834), which required each community to have free school supplied by a tax on property in 1938. The Pennsylvania Germans opposed the free schools because they feared English would take the place of German as the language of the school and community. The parochial school continued to serve as the major school for several years.

Although the township school directors erected a four-room building in 1862, the movement toward a greater acceptance of public education in Kutztown began in 1892 with the construction of another school in Kutztown Borough. This structure was utilized by the school district until 1977. Today the district is comprised of two elementary schools, one middle school, and one high school.

There are numerous other examples of a strong educational stimulus within the community. Kutztown University was established in 1866 and continues to be a valuable part of the area's educational program. In addition, the district is "dotted" with one-room schoolhouses, some of which are open to tours. Although there is an appreciation of the past on the part of residents, there is also a feeling that future educational programs should allow students to compete with those of other districts and in the global community.

What makes the District unique is the sense of community and pride amongst its residents. Many generations have settled in the area and enjoyed having shared experiences of their children attending the same school as in their youth. Some of those youth go on to attend college and return to the District as teachers.

Today's schools, of course, look and feel different. Students in grades 6-12 are provided with a computer to allow them access to research and learning beyond the classroom walls. Providing students with the skills and knowledge to be literate and lifelong learners is integrated in all grade levels and subject areas with opportunities for students to explore their interests and develop their talents through career exploration activities from K-12. The district prides itself on providing a well-rounded educational program including many opportunities for students to engage with their peers through school sponsored activities, competitions, and athletics.

## Mission and Vision

### Mission

To inspire learners to grow as empowered contributors of the global community.

### Vision

Maximize potential, embrace change, create the future.

## Educational Value Statements

As Students, Staff, Administration, Parents, and Community

We believe that ...

- all students can learn.

- lifelong learning is essential.

- individuals must possess a sense of purpose and belief in their own potential for excellence.

- collaboration among the home, school district and community positively impacts learning.

- critical thinking and the acquisition and application of knowledge are keys to success.

- diversity is valued and individuality is celebrated.

- individuals are responsible for their choices and accountable for their actions.

- healthy lifestyle choices are imperative for optimal development.


- a safe and interactive environment is critical.

- ethical decision-making is expected.

## Needs Assessment - Purpose

Conducting a thorough needs assessment is essential to establishing a successful improvement plan. A needs assessment is a systematic process that is used to identify strengths and challenges within the context and constraints of the organization and digs deeper into root causes of these challenges. The needs assessment goes beyond student data to include data on the prevalence of effective practices. It includes a thorough examination of practices, processes, and routines that impact teaching and learning. Through the needs assessment, the LEA should establish a deep understanding of the LEA's context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area) and how these internal and external factors impact achievement of your vision and attainment of your long-term goals for students.

## Student Performance Data – Future Ready PA Academics

 Summary

**Strengths \***

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to ESSA 2018 data, all students in 3 of 4 schools met Assessment Measures Goals in ELA, Math and Science.

×

According to ESSA 2018 data, all students in 3 of 4 schools experienced positive growth in ELA and Math over a combined two-year period.

×

According to ESSA 2018 data, all students exceeded the state goals in ELA, Math, and Science.

×

According to ESSA 2018 data, all students have met 100% of the career standards benchmark.

×

### Challenges \*

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All student groups and grade levels at the middle school level (KAMS) are not reaching the target rates for proficiency in Math and Science.



Economically disadvantaged and students with disabilities at 3 of 4 buildings have an attendance rate as a group that falls below the All Student group.



Economically disadvantaged and Students with Disabilities at KAHS are not reaching target levels for graduation rate.



Economically disadvantaged and students with disabilities at GES are not reaching target levels of proficiency in ELA and Math.





## English Language Arts Summary

### Strengths \*

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

KASD students are consistently above state averages on the Keystone Literature Assessment.



KASD consistently score above the state average on the SAT Evidence Based Reading and Writing assessment.



KAHS increased the number of students taking AP exams by 85% from 2018 to 2020.



KASD students either met or exceeded the state average on the PSSA over the past three years of available data (2017-2019).



### Challenges \*

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

Although consistently above state averages on the Keystone Literature Assessment, overall proficiency has declined the past two years.



KASD target is for students to be in the 35th student growth percentile of higher on STAR ELA, and 36% of students do not reach this target as of 2020-2021.



According to PVAAS 3 year growth averages, some middle level students are not demonstrating desired levels of growth.







## Mathematics Summary

### Strengths \*

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

KASD students consistently score above the state average on math on the SAT.



KASD students met or exceeded state averages on PSSA Math assessment for the past three years.



According to PVAAS 3 year growth averages, Keystone Algebra and Grades 4-8 are demonstrating significant evidence of exceeding the growth standard.



Considering STAR Math Student Growth Percentile for 2020-2021, 45% of all KASD students are in the 66th percentile or higher.



### Challenges \*

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

Considering STAR Math Student Growth Percentile for 2020-2021, 28% of all KASD students are not meeting the target of the 35th percentile or higher.



According to PVAAS 3 year growth averages, 6th grade students are not demonstrating desired levels of growth.





## Science, Technology, and Engineering Education Summary

### Strengths \*

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

KASD students are consistently above state averages for achievement on the Keystone Biology assessment.



KASD students either met or exceeded the state average for the past three years on the 4th and 8th grade PSSA Science assessment.



KASD students, according to PVAAS 3-year growth averages, are Above (moderate evidence of exceeding growth) and Well Above (significant evidence of exceeding growth) for exceeding growth targets in 4th, 8th and Keystone Biology science assessments.



### Challenges \*

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

KAHS attempts at remediation for students retaking the Biology Keystone assessment is showing minimal impact on students' achievement. (HS)



KASD has had a high degree of turnover in science instruction in AP courses.



## Needs Assessment – Related Academics

### Career Readiness

#### Summary

##### Strengths \*

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

96% of all high school students, are meeting or exceeding career standard benchmarks.



96% of economically disadvantaged students in the high school are meeting or exceeding career standard benchmarks.




##### Challenges \*

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Achieve and Transitions programs are supporting at-risk populations well, but pandemic-related challenges may restrict necessary access to supports traditionally in place.




## Needs Assessment – Equity Considerations

 Summary


**Strengths \***

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

English Learner students are experiencing growth, as measured by STAR assessments, that overall compares or exceeds that of all students.




Department and grade level professional learning communities collaborate on student data and action planning.




**Challenges \***

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Chronic absenteeism within the KASD English Learner and Students with Disabilities populations is disproportionate to the all student group and rising significantly.



Achievement in the English Learner, Students with Disabilities and Students Considered Economically Disadvantaged populations, as measured by PSSA, Keystone and STAR in ELA, Math and Science, falls behind that of the all student group.



## Conditions For Leadership, Teaching and Learning Self-Assessment

### Pennsylvania Essential Practices for District Framework



#### Empower Leadership for District Continuous Improvement

District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.

	Not Yet Evident	Emerging	Operational	Exemplary
Foster a vision and culture of high expectations for success for all students, educators, and families *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## Focus on Continuous Improvement of Instruction

District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.

	Not Yet Evident	Emerging	Operational	Exemplary
Ensure effective, standards-aligned curriculum and assessment *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



### Provide Student-Centered Supports so That All Students are Ready to Learn

District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

	Not Yet Evident	Emerging	Operational	Exemplary
Coordinate and monitor supports aligned with students' and families' needs *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



## Implement Data-Driven Human Capital Strategies

The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.

	Not Yet Evident	Emerging	Operational	Exemplary
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





## Organize and Allocate Resources and Services Strategically and Equitably

The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.

	Not Yet Evident	Emerging	Operational	Exemplary
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## Summary

### Strengths \*

**With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.**

We partner with local businesses, community organizations, and other agencies to meet the needs of the district.



We are aspiring to implement evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.



We are recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers.



We support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.



### Challenges \*

**With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.**

Implementing and sustaining multi-tiered intervention systems to support student growth across all grade levels.



Fostering a vision and culture of high expectations for success for all students, educators, and families.





#### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Students Considered Economically Disadvantaged, English Language Learners and Students with Disabilities fall behind the All Student group in academic achievement, graduation rate and attendance.  
The Students with Disabilities population is larger than the state average and would benefit from greater access to the least restrictive learning environment.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
KASD students are consistently above state averages on the Keystone Literature Assessment.	This is a course where CDT's are being used to support data collection and learning.
KASD students either met or exceeded the state average on the PSSA over the past three years of available data (2017-2019).	How much time is spent in grade level curriculum for those who are achieving at a high rate?
KASD students met or exceeded state averages on PSSA Math assessment for the past three years.	
According to PVAAS 3 year growth averages, Keystone Algebra and Grades 4-8 are demonstrating significant evidence of exceeding the growth standard.	
KASD students are consistently above state averages for achievement on the Keystone Biology assessment.	This is a course where CDT's are being used to support data collection and learning.

KASD students either met or exceeded the state average for the past three years on the 4th and 8th grade PSSA Science assessment.	These are courses where all students are mixed together and are not leveled by ability.
KASD students, according to PVAAS 3-year growth averages, are Above (moderate evidence of exceeding growth) and Well Above (significant evidence of exceeding growth) for exceeding growth targets in 4th, 8th and Keystone Biology science assessments.	
We are aspiring to implement evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	We have begun this process and have some systems in place, and need to focus on developing and expanding these, along with staff development to maximize their effect.
96% of all high school students, are meeting or exceeding career standard benchmarks.	We have identified the career standard benchmarks and have a methodical system in place for students to be tracked and supported in meeting the standards.
96% of economically disadvantaged students in the high school are meeting or exceeding career standard benchmarks.	We have identified the career standard benchmarks and have a methodical system in place for students to be tracked and supported in meeting the standards.
Department and grade level professional learning communities collaborate on student data and action planning.	We have department and grade level structures in place that need to be leveraged more fully.
Systems of tiered support at the elementary level are supporting students through a well designed system of interventions.	We have tiered support in place, but we need to grow the systems of intervention and provide additional professional development to maximize their effect.
Considering STAR Math Student Growth Percentile for 2020-2021, 45% of all KASD students are in the 66th percentile or higher.	



## Analyzing Challenges

Select 2-4 challenges your LEA will adopt as your priorities for your comprehensive plan. Check the box to the right of the identified priorities. For each prioritized challenge selected, conduct a root cause analysis to identify the primary reason your LEA is experiencing the challenge. Type the hypothesized root cause in the "Discussion Points" space provided.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Although consistently above state averages on the Keystone Literature Assessment, overall proficiency has declined the past two years.		No	
KASD target is for students to be in the 35th student growth percentile of higher on STAR ELA, and 36% of students do not reach this target as of 2020-2021.		No	
KAHS attempts at remediation for students retaking the Biology Keystone assessment is showing minimal impact on students' achievement. (HS)		No	
All student groups and grade levels at the middle school level (KAMS) are		No	

not reaching the target rates for proficiency in Math and Science.			
Economically disadvantaged and students with disabilities at 3 of 4 buildings have an attendance rate as a group that falls below the All Student group.		No	
Economically disadvantaged and Students with Disabilities at KAHS are not reaching target levels for graduation rate.		No	
Implementing and sustaining multi-tiered intervention systems to support student growth across all grade levels.		No	
Chronic absenteeism within the KASD English Learner and Students with Disabilities populations is disproportionate to the all student group and rising significantly.		No	
Achievement in the English Learner, Students with Disabilities and Students Considered Economically Disadvantaged populations, as measured by PSSA, Keystones and STAR in ELA, Math and Science, falls behind that of the all student group.	Because KASD lacks a systemic preK-12 approach to proactively address learning gaps, some students do not have access to appropriate grade level curriculum and standards, and teachers may not feel they have the pedagogical skills to support struggling learners.	Yes	KASD will expand and develop a systemic preK-12 approach to proactively address learning gaps, giving all students access to the appropriate grade level curriculum and standards, and teachers the pedagogical skills to support struggling learners.
According to the 2020-21 cyclical monitoring State Performance Plan, our	Because we lack a data-informed systematic approach to properly	Yes	KASD will commit to the expansion and development of a data-informed

students could benefit from greater access to the least restrictive environment.	address learning gaps, our current system defaults to a more restrictive environment.		systematic approach to addressing learning gaps in the least restrictive environment.
Our total student enrollment in special education is disproportionate in relation to the general population of Pennsylvania.		No	
Considering STAR Math Student Growth Percentile for 2020-2021, 28% of all KASD students are not meeting the target of the 35th percentile or higher.		No	



## Priority Challenges

For each prioritized challenge, write a priority statement to restate the primary root cause as an actionable statement. Your priority statements should answer the question of what practice, structure, or system do we need to change to better support educators, students, parents/guardians, or our community?

### Analyzing Priority Challenges

Achievement in the English Learner, Students with Disabilities and Students Considered Economically Disadvantaged populations, as measured by PSSA, Keystones and STAR in ELA, Math and Science, falls behind that of the all student group.

### Priority Statements \*

KASD will expand and develop a systemic preK-12 approach to proactively address learning gaps, giving all students access to the appropriate grade level curriculum and standards, and teachers the pedagogical skills to support struggling learners.

According to the 2020-21 cyclical monitoring State Performance Plan, our students could benefit from greater access to the least restrictive environment.

KASD will commit to the expansion and development of a data-informed systematic approach to addressing learning gaps in the least restrictive environment.



## Goal Setting

An essential step in the planning process is to establish clear, measurable goals for each priority that will allow the LEA to track whether you are on track to improving the prioritized challenge areas. Carefully constructed benchmarks for every measurable goal statements serve as leading indicators that provide early evidence that can be used to gauge whether an LEA is on track to improve and to guide mid-course corrections that can increase the success of improvement efforts. The measurable goals and yearly benchmarks should be well-defined, measurable, and represent significant gains for your teachers, students, or other stakeholders. All staff members should be able to recite the goals in the plan readily.

<b>Priority:</b> KASD will expand and develop a systemic preK-12 approach to proactively address learning gaps, giving all students access to the appropriate grade level curriculum and standards, and teachers the pedagogical skills to support struggling learners.					
<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Essential Practices 3: Provide Student-Centered Support Systems	By June, 2025, the KASD will have developed and implemented a coordinated, data-driven, preK-12 system of supports for all students.	PreK-12 System of Supports	Ensure an assessment map is established, followed, and represents data that is used by all teachers to monitor and adjust curriculum, instruction, and assessment. Establish data protocols to be used by data teams at the district, building, and student-level.	Ensure the development of action plans for students and student groups are developed, implemented, monitored, and revised as needed to increase student achievement.	By June, 2025, the KASD will have developed and implemented a coordinated, data-driven, preK-12 system of supports for all students.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June, 2025, all teachers will consistently implement evidenced-based instructional strategies to deliver rigorous, standards-based curriculum as evidenced in walkthroughs, formal observations, and evaluations.	Curriculum and Instruction	All curriculum is written and approved according to KASD curriculum design standards. Provide ongoing professional development to all teachers in differentiated instruction. Assess the level of understanding of all teachers with respect to Differentiated Instruction (DI). Organize data gathered from teachers to discern needs for PD in DI.	Principals will develop a comprehensive walkthrough/feedback cycle of supervision for all teachers to ensure the curriculum is implemented consistently. Principals will collectively develop consistent language to use with teachers in walkthrough feedback. Develop a PD plan reflective of the needs of teachers with respect to DI	By June, 2025, all teachers will consistently implement evidenced-based instructional strategies to deliver rigorous, standards-based curriculum as evidenced in walkthroughs, formal observations, and evaluations.

**Priority:** KASD will commit to the expansion and development of a data-informed systematic approach to addressing learning gaps in the least restrictive environment.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Professional learning	By June, 2025, all KASD teachers will demonstrate how to use screening data to identify the need for Tier 1 interventions, demonstrate how to properly implement Tier 1 interventions across the curriculum, and measure the effectiveness of said interventions.	Professional Learning	By June 2023, all KASD teachers will demonstrate competence in utilizing screening data (i.e. STAR, F&P, CDTs).	By June 2024, all KASD teachers will gain knowledge of Tier 1 interventions.	By June, 2025, all KASD teachers will demonstrate how to use screening data to identify the need for Tier 1 interventions, demonstrate how to properly implement Tier 1 interventions across the curriculum, and measure the effectiveness of said interventions.
Essential Practices 3: Provide Student-Centered Support Systems	By June 2025, all teachers and students will have access to a multi-tiered system of support, which should be exhausted prior to moving a student through the MDE process.	Student-Centered Support	By June 2023, all K-12 educators in the KASD will have participated in quality professional development in the MTSS process and purpose.	By June 2024, all K-12 teachers will have participated in data discussions pertinent to their area of instruction that demonstrate application of the MTSS process.	By June 2025, all teachers and students will have access to a multi-tiered system of support, which should be exhausted prior to moving a student through the MDE process.
Essential Practices 5: Allocate Resources Strategically and Equitably	By June 2024-25, resources will be allocated to ensure all students operate within the least restrictive environment via data analysis, differentiated instruction, academic support, and co-teaching efforts.	Resource Allocation	By June 2023, a plan will be developed for the purpose of identifying and collecting data regarding the strategic and equitable distribution of educational resources.	By June 2024, data will be collected and analyzed for the purpose of making decisions regarding the proper allocation of resources across KASD, with the intent of maximizing the impact of available resources.	By June 2024-25, resources will be allocated to ensure all students operate within the least restrictive environment via data analysis, differentiated instruction, academic support, and co-teaching efforts.

## Action Plan

Once priorities for improvement have been identified with established goals to measure progress and improvement, the steering committee (in consultation with other stakeholders) will next develop the action plans to meet the goals. The first step in action planning is to determine the strategies that will best address the priorities. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), LEAs are more likely to implement interventions successfully and meet established goals. After selecting the strategy, the next step is to map out a plan for how your LEA will implement each selected evidence-based strategy.

Action Plan for: Establish a clear vision and culture for schoolwide data use						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Professional Learning</li> <li>Student-Centered Support</li> <li>PreK-12 System of Supports</li> <li>Curriculum and Instruction</li> </ul>			A system of supports that is adaptive and responsive to student needs.		Monitored with annual administrative goals tied to Comprehensive Plan action steps.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish and Implement District-wide Assessment Map	12/01/2021	06/01/2022	Director of Curriculum	Structural support for establishing and executing recurring assessment plan	Yes	Yes
Develop protocols for data analysis	06/01/2022	05/31/2023	Assistant Superintendent	Develop Structures to support data analysis Consultation services to support data analysis	Yes	No
Conduct routine data meetings and develop appropriate actions steps.	09/01/2022	06/10/2023	Building Principals		Yes	Yes
Implement, monitor and adjust	09/01/2022	05/08/2025	Building Principals	Professional Development Supervisor of Special Education	Yes	No

goals and instruction.						
Operationalize Multi-tiered levels of supports	09/01/2022	05/08/2025	Assistant Superintendent		Yes	Yes

## Professional Development Activities

Assessment Map Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Establish and Implement District-wide Assessment Map</li> </ul>	Building Principals, Central Administration, teachers	Types of assessments, purposes of assessment, qualities of effective assessments, communication plan, supervision plan	Supervision Model	Director of Curriculum	06/01/2021	06/30/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Action research	2-3 Sessions		<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> <li>4d: Participating in a Professional Community</li> <li>3d: Using Assessment in Instruction</li> </ul>			

Understanding Data Protocols						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Develop protocols for data analysis</li> </ul>	Develop protocols for data analysis	Types of assessments, purposes of assessment, qualities of effective assessments, communication plan, supervision plan	Selected protocols published in Curriculum Handbook, building and teacher leadership teams have received training	Assistant Superintendent	07/01/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	3 Sessions		<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>			

Data Team Meetings and Action Planning						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Conduct routine data meetings and develop appropriate actions steps.</li> <li>Implement, monitor and adjust goals and instruction.</li> </ul>	Building Principals, Department Leaders, Teachers	PLC purposes/function; participant roles in a data team, levels of data analysis (district, building, classroom, student), action-planning, goal setting	Data teams will use protocols to analyze available data; action plans will be developed, followed, and monitored	Assistant Superintendent/ Superintendent	07/01/2023	06/30/2024
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	4 Sessions		<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>4e: Growing and Developing Professionally</li> </ul>			

Data-driven Instruction						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Conduct routine data meetings and develop appropriate actions steps.</li> <li>Implement, monitor and adjust goals and instruction.</li> </ul>	Building Principals, Department Leaders, Teachers	Goal setting, instructional strategies, interventions, tiers of support	Teachers demonstrate use of differentiated instruction based on student need and response to data	Building Principals	07/01/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	3 Sessions per year		<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	



Solidify Tier 1 Strategies						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement, monitor and adjust goals and instruction.</li> <li>Operationalize Multi-tiered levels of supports</li> </ul>	Building Principals, Department Leaders, Teachers	Catalog of Tier 1 strategies; implementing Tier 1 strategies	Lesson plans, tier 1 strategies built in as part of differentiated instruction	Building Principals	06/01/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	Monthly		<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	

Solidify Tier 2 and Tier 3 Strategies						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement, monitor and adjust goals and instruction.</li> <li>Operationalize Multi-tiered levels of supports</li> </ul>	Building Principals, Department Leaders, Teachers	Developing Tier 2 and Tier 3 structures, scheduling	Adjusting instruction and time based on student needs, application of research-based Tier 2 and Tier 3 strategies	Building Principals	07/01/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	2 per year		<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4e: Growing and Developing Professionally</li> </ul>		Teaching Diverse Learners in an Inclusive Setting	

## Communications Activities

Establish and Implement District-wide Assessment Map					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Establish and Implement District-wide Assessment Map</li> </ul>	Building Principals, Central Administration, teachers	types of assessments, purposes of assessment, qualities of effective assessments, communication plan, supervision plan	Director of Curriculum	06/01/2021	06/30/2023
Communications					
Type of Communication			Frequency		
Memorandum			As needed updates		
Presentation			Annually at Faculty meetings		

Conduct routine data meetings and develop appropriate actions steps.					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Conduct routine data meetings and develop appropriate actions steps.</li> </ul>	Building Principals, Department Leaders, Teachers	PLC purposes/function; participant roles in a data team, levels of data analysis (district, building, classroom, student), action-planning, goal setting	Assistant Superintendent	07/01/2023	06/30/2024
Communications					
Type of Communication			Frequency		
Presentation			Annually		
Memorandum			2 per year		

Operationalize Multi-tiered levels of supports					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Operationalize Multi-tiered levels of supports</li> </ul>	Building Principals, Department Leaders, Teachers	Catalog of Tier 1 strategies; implementing Tier 1 strategies Developing Tier 2 and Tier 3 structures, scheduling	Building Principals/Supervisor of Special Education	06/01/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			Quarterly at Faculty Meetings		
Memorandum			Annually from Supervisor of Special Education		
Posting on district website			Resources added to staff website		

# Timeline

October 18, 2021 – Board Review of 2022-2025 Comprehensive Plan

October 15 – November 14, 2021 – Community review and comment period

November 15, 2021 – Board Approval of Comprehensive Plan

November 30, 2021 – Submission to PDE



**Kutztown Area School District**  
251 Long Lane, Kutztown, PA 19530

### Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Kutztown Area School District reviewed and approved the plan(s) at the following Board Meeting, held on **(date)** Nov. 15, 2021. The plan(s) was (were) approved by a vote of 9 **(yes)** and 0 **(no)**.

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*



Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

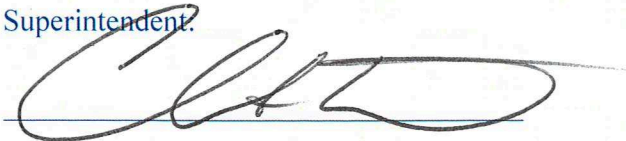
Board Chair:



Date:

11/15/21

Superintendent:



Date:

11/22/21