

SOUTHERN FULTON SD

3072 Great Cove Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Students Futures Matter To Us

VISION STATEMENT

To create productive, contributing members of the community in order to maintain a positive, safe, supportive culture where people want to live, work and remain, with a purpose of promoting the importance of education.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Southern Fulton expects students to act with: Integrity, Safety, Respect, Excellence, Commitment

STAFF

The expectation is to have a genuine concern for the overall well-being of the students of the Southern Fulton School District; academically, socially, and emotionally.

ADMINISTRATION

The expectation is for the administration to support instructors, paraeducators, and students to create a safe learning environment for all.

PARENTS

The expectation is for parents to be active participants in the educational lives of their children.

COMMUNITY

The expectation of the community is to support students and the school district to create contributing members of society where people want to live and work while promoting education.

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|--------------------|---------------------------|-----------------|
| Tyler Burns | Elementary Principal | SFES |
| Jeremy Hollinshead | High School Principal | SFHS |
| Laura Mellott | Elementary Teacher | SFES |
| Tina McCracken | Parent | Parent |
| David Cason | Technology Director | SFSD |
| Ellen Glunt | Special Education Teacher | SFSD |
| Tim Miller | IU Consultant | TIU |
| Connie Mellott | Business Member | Business Member |
| Sandy Crouse | School Nurse | SFSD |
| Wendy Ritz | Guidance Counselor | SFHS |
| Paul McAllister | Administrator | SFSD |
| Laurel Keegan | Administrator | SFSD |
| Hervey Hann | Community Member | Community |

Name

Position

Building/Group

Jon Diffenderfer

Board Member

SFSD Board Member

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| <p>Our top priority is to cultivate a positive and inclusive school environment through the successful implementation of PBIS. We are dedicated to fostering a culture of respect, responsibility, and safety by proactively teaching, modeling, and reinforcing positive behavior. Through PBIS, we aim to create a supportive and engaging school community where every student can reach their full potential academically and socially.</p> | School climate and culture |
| <p>Our foremost priority is to establish a robust MTSS framework that nurtures the academic, behavioral, and social-emotional growth of all our students. We are committed to providing equitable access to high-quality instruction and interventions, responding to individual needs, and continually assessing and adapting our practices. Through MTSS, we aim to create a learning environment where every student can thrive and succeed, ensuring that no one is left behind.</p> | Essential Practices 3: Provide Student-Centered Support Systems |
| <p>Our priority is to achieve curriculum alignment that fosters continual improvement. We are committed to ensuring that our curriculum is consistently aligned with educational standards, responsive to evolving educational needs, and supports the ongoing enhancement of teaching and learning practices. By regularly assessing and adjusting our curriculum, we aim to provide our students with the most relevant, effective, and engaging educational experiences, enabling them to thrive in an ever-changing world</p> | Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

Evidence-based Strategy

Written Curriculum - Chalk

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|----------------------------|---|
| Written Curriculum - Chalk | Over the next three years, we aim to achieve a 95% alignment between our curriculum and state or national educational standards, as measured by an internal curriculum audit, to ensure that our students are receiving instruction that is closely aligned with these standards and to improve overall student achievement |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| Identify Learning Outcomes, Review/Revise, PD, Monitor and Evaluate | 2023-07-03 - 2025-06-30 | Building Principals | Chalk, Time, Money for PD |

Anticipated Outcome

Written Curriculum that is aligned to standards that are taught and assessed.

Monitoring/Evaluation

All teachers are required to create a written document in Chalk (following the curriculum process); goals/deadlines are set for annual review.

Evidence-based Strategy

MTSS Implementation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS

Within the next three years, our school district aims to fully implement a Multi-Tiered System of Support framework for all schools, with the goal of achieving a 15% increase in overall student proficiency rates on standardized assessments and a 20% reduction in the number of students requiring intensive intervention support, as measured by progress monitoring data.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Assessment/Data Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate

2023-08-23 -
2026-06-30

MTSS
Coordinator/Title
I

Curriculum, Funded
Position, Time in Schedule

Anticipated Outcome

Student achievement and growth as measured, locally, statewide and nationally.

Monitoring/Evaluation

Title I Coordinator, Building Principals, Quarterly, Observation, Data Collection, Evaluation

Evidence-based Strategy

PBIS Implementation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

To decrease the number of office disciplinary referrals by 50% across all grade levels and improve overall school climate as measured by a 30% increase in the School Climate Survey scores by the end of the 3rd year.

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---------------------------------------|--|
| Team Formation, Needs Assessment, Define Expectations, Data Collection, Reinforcement Systems, Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | 2024-01-01 - 2026-06-30 | Building Principals/School Counselors | PD, Funds allocated to program, time for collaboration |

Anticipated Outcome

Fewer discipline referrals, positive behaviors

Monitoring/Evaluation

Team, Building Principals, Quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|-------------------------------|---|-------------------------------|
| Over the next three years, we aim to achieve a 95% alignment between our curriculum and state or national educational standards, as measured by an internal curriculum audit, to ensure that our students are receiving instruction that is closely aligned with these standards and to improve overall student achievement (Written Curriculum - Chalk) | Written Curriculum - Chalk | Identify Learning Outcomes, Review/Revise, PD, Monitor and Evaluate | 07/03/2023 - 06/30/2025 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--------------------------------|--|--|
| <p>Within the next three years, our school district aims to fully implement a Multi-Tiered System of Support framework for all schools, with the goal of achieving a 15% increase in overall student proficiency rates on standardized assessments and a 20% reduction in the number of students requiring intensive intervention support, as measured by progress monitoring data. (MTSS)</p> | <p>MTSS Implementation</p> | <p>Assessment/Data Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate</p> | <p>08/23/2023 - 06/30/2026</p> |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------|---|-------------------------------|
| To decrease the number of office disciplinary referrals by 50% across all grade levels and improve overall school climate as measured by a 30% increase in the School Climate Survey scores by the end of the 3rd year. (PBIS) | PBIS Implementation | Team Formation, Needs Assessment, Define Expectations, Data Collection, Reinforcement Systems, Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | 01/01/2024 - 06/30/2026 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|------------------|---|----------------------|
| Within the next three years, our school district aims to fully implement a Multi-Tiered System of Support framework for all schools, with the goal of achieving a 15% increase in overall student proficiency rates on standardized assessments and a 20% reduction in the number of students requiring intensive intervention support, as measured by progress monitoring data. (MTSS) | MTSS | Assessment/Data | 08/23/2023 |
| | Implementation | Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate | - 06/30/2026 |

COMMUNICATION PLAN - STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|---|------------------------|--|-------------------------------|
| To decrease the number of office disciplinary referrals by 50% across all grade levels and improve overall school climate as measured by a 30% increase in the School Climate Survey scores by the end of the 3rd year. (PBIS) | PBIS Implementation | Team Formation, Needs Assessment, Define Expectations, Data Collection, Reinforcement Systems, Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | 01/01/2024 - 06/30/2026 |

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.

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

Chief School Administrator

Meredith M Hendershot

2023-10-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career Standard Benchmarks at the JSHS

Science/Biology Growth Scores

Received assistance from PaTTan to begin the implementation of MTSS; Professional Development support and resources

Utilizing tools at the elementary level to create student-centered learning directives/flexible grouping

Received PA Smart Grant for start-up STEM initiatives; continue to apply for Targeted and STEM Grants; Part of the IU PA Smart Grant that received Hydroponic Lab in the elementary school and high school.

Professional Development Opportunities for staff

School Counselors work diligently to ensure the Career Readiness Standards are addressed with students.

The US Civics Assessment has been a part of SFHS for 15+ years.

Pathways to Graduation are clearly outlined and communicated

Challenges

ELA/Math/Science did NOT meet Achievement Target - JSHS

ELA/Math did NOT meet Achievement Target - ES

Time for professional development/data analysis

Written Curriculum that aligns with taught and tested curriculum

Aligned Curriculum - Written, Taught, Tested

Would like to expand the STEM program; lack of funding resources for the BIG ticket items.

Community resources are limited to expanding Career Readiness Exploration for professional careers

FCCCT location is approximately 30 minutes one-way from SFHS

Implementation of PBIS needs to be revisited at all levels.

Resource Allocation: Implementing MTSS can be resource-intensive. Schools may struggle to secure the necessary funding, staffing, and materials to support all tiers effectively.

Strengths

with students/families.

School Counselors/Agencies provide assistance

Personalized Learning: Technology allows for personalized learning experiences, catering to individual student needs. Adaptive software and online platforms can tailor instruction to each student's level and pace of learning.

Increased Engagement: Technology in the classroom can make learning more engaging and interactive, which can be particularly helpful in keeping students from disadvantaged backgrounds motivated and interested in their studies.

Organize and allocate resources and services strategically and equitably

Student-centered supports

Schedule change in grades 3-10 to create departmentalization across those ELA departments

Created a STEM elective for junior and senior high students

Challenges

Professional Development: Ensuring that all staff members, including teachers, administrators, and support personnel, have the necessary training and expertise to implement MTSS can be a significant challenge.

Curriculum Alignment - Focus on Continual Improvement



Most Notable Observations/Patterns

While we are beginning to address learning gaps that occurred from COVID, we realize that curriculum alignment must be the priority in order for our students to achieve academic success and growth.

| Challenges | Discussion Point | Priority for Planning |
|---|--|-----------------------|
| Implementation of PBIS needs to be revisited at all levels. | Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to behavior management in schools and other settings. It focuses on promoting positive behaviors and providing support to individuals to prevent challenging behaviors. When implementing PBIS, it's essential to consider various discussion points and key components. | ✓ |
| Resource Allocation: Implementing MTSS can be resource-intensive. Schools may struggle to secure the necessary funding, staffing, and materials to support all tiers effectively. | Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide a structured and systematic approach to supporting all students' academic and behavioral needs. | ✓ |
| Professional Development: Ensuring that all staff members, including teachers, administrators, and support personnel, have the necessary training and expertise to implement MTSS can be a significant challenge. | | |
| Curriculum Alignment - Focus on Continual Improvement | Written curriculum that aligns with taught and tested curriculum | ✓ |
| Written Curriculum that aligns with taught and tested curriculum | | |

ADDENDUM B: ACTION PLAN

Action Plan: Written Curriculum - Chalk

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Identify Learning Outcomes, Review/Revise, PD, Monitor and Evaluate | 07/03/2023 - 06/30/2025 |

| Monitoring/Evaluation | Anticipated Output |
|--|---|
| All teachers are required to create a written document in Chalk (following the curriculum process); goals/deadlines are set for annual review. | Written Curriculum that is aligned to standards that are taught and assessed. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|------------------------------------|---------|-----------|
| Chalk, Time, Money for PD | yes | no |

Action Plan: MTSS Implementation

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Assessment/Data Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate | 08/23/2023 - 06/30/2026 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Title I Coordinator, Building Principals, Quarterly, Observation, Data Collection, Evaluation | Student achievement and growth as measured, locally, statewide and nationally. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|---------|-----------|
| Curriculum, Funded Position, Time in Schedule | yes | yes |



Action Plan: PBIS Implementation

| Action Steps | Anticipated Start/Completion Date | |
|---|--|-----------|
| Team Formation, Needs Assessment, Define Expectations, Data Collection, Reinforcement Systems, Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | 01/01/2024 - 06/30/2026 | |
| Monitoring/Evaluation | Anticipated Output | |
| Team, Building Principals, Quarterly | Fewer discipline referrals, positive behaviors | |
| Material/Resources/Supports Needed | PD Step | Comm Step |
| PD, Funds allocated to program, time for collaboration | yes | yes |
| ----- ----- | | |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|----------------------------|---|-------------------------------|
| Over the next three years, we aim to achieve a 95% alignment between our curriculum and state or national educational standards, as measured by an internal curriculum audit, to ensure that our students are receiving instruction that is closely aligned with these standards and to improve overall student achievement (Written Curriculum - Chalk) | Written Curriculum - Chalk | Identify Learning Outcomes, Review/Revise, PD, Monitor and Evaluate | 07/03/2023 - 06/30/2025 |
| Within the next three years, our school district aims to fully implement a Multi-Tiered System of Support framework for all schools, with the goal of achieving a 15% increase in overall student proficiency rates on standardized assessments and a 20% reduction in the number of students requiring intensive intervention support, as measured by progress monitoring data. (MTSS) | MTSS Implementation | Assessment/Data Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate | 08/23/2023 - 06/30/2026 |
| To decrease the number of office disciplinary referrals by 50% across all grade levels and improve overall school climate as measured by a 30% increase in the | PBIS Implementation | Team Formation, Needs | 01/01/2024 - |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|------------------|---|----------------------|
| School Climate Survey scores by the end of the 3rd year. (PBIS) | | Assessment, Define Expectations, Data Collection, Reinforcement Systems, Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | 06/30/2026 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|------------------|---|
| Written Curriculum Chalk | K-12 Instructors | Writing Curriculum; alignment to state standards, teaching what is written, assessment aligns to curriculum |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---------------------------------|-------------------------|------------------------------------|
| Academic growth and achievement | 07/03/2023 - 06/30/2025 | Building Principals/Superintendent |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

PBIS Implementation

K-12 Teachers

PBIS overview, formation of teams, behavior strategies, trauma-based decision-making, communication with students/families

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Fewer discipline referrals increased the positive school climate

08/05/2024 - 06/30/2026

School Counselors/PBIS team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Common Ground: Culturally Relevant Sustaining Education

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Professional Development Step

Audience

Topics of Prof. Dev

MTSS Implementation

K-12 Teachers

MTSS - Where are we? Where are we going? Team Formation, Reflection, Instructional strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Increased achievement and growth

08/23/2023 - 06/30/2026

MTSS Coordinator/Title I Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Structured Literacy

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|----------------------------|--|--------------------------------|
| <p>Within the next three years, our school district aims to fully implement a Multi-Tiered System of Support framework for all schools, with the goal of achieving a 15% increase in overall student proficiency rates on standardized assessments and a 20% reduction in the number of students requiring intensive intervention support, as measured by progress monitoring data. (MTSS)</p> | <p>MTSS Implementation</p> | <p>Assessment/Data Collection, Data Team Formation, Needs Assessment, Tiered System Design, Intervention and Supports, Progress Monitoring, PD, Review, Improve, Evaluate, Celebrate</p> | <p>2023-08-23 - 2026-06-30</p> |
| <p>To decrease the number of office disciplinary referrals by 50% across all grade levels and improve overall school climate as measured by a 30% increase in the School Climate Survey scores by the end of the 3rd year. (PBIS)</p> | <p>PBIS Implementation</p> | <p>Team Formation, Needs Assessment, Define Expectations, Data Collection, Reinforcement Systems,</p> | <p>2024-01-01 - 2026-06-30</p> |

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|------------------|------------------|--|----------------------|
| | | Behavioral Interventions, PD, Communication, Evaluation, Celebration, Reflection | |

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|--------------------------|----------------------------------|---|
| MTSS Implementation | K-12 Teachers, Parents, Students | Define MTSS, Understanding of the Tiered System |
| Anticipated Timeframe | Frequency | Delivery Method |
| 01/01/2024 - 06/30/2026 | Twice a year | Presentation Email |
| Lead Person/Position | | |
| MTSS Coordinator/Title I | | |



| Communication Step | Audience | Topics/Message of Communication |
|---------------------------|-----------------------------------|--|
| PBIS Implementation | K-12 Teachers, Students, Families | Positive behaviors, rewards, resources, assistance |

| Anticipated Timeframe | Frequency | Delivery Method |
|------------------------------|------------------|---|
| 08/05/2024 - 06/30/2026 | Weekly | Posting on district website Email Posting on district website |

| Lead Person/Position |
|-----------------------------|
| School Counselors/PBIS Team |



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|---|---|--|---------------------------------|
| Identify Target Audience, Develop the Message, Select channels of communication, Create a timeline, Allocate resources, Roles and responsibilities, content creation, Distribute message, Collect feedback, Reflection | SMART Goals, Progress of Goals, Expectations for all stakeholders | Social Media, Website, In-person activities, Board meetings, newspapers | Community of Southern Fulton School District | January 1, 2024 - June 30, 2026 |

