

Radnor Township SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Radnor Township S.D.		125237603
Address 1		
135 South Wayne Avenue		
Address 2		
City	State	Zip Code
Wayne	PA	19087
Chief School Administrator		Chief School Administrator Email
Kenneth Batchelor		Kenneth.Batchelor@rtsd.org
Single Point of Contact Name		
Shawn Dutkiewicz		
Single Point of Contact Email		
shawn.dutkiewicz@rtsd.org		
Single Point of Contact Phone Number		
6106888100		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shawn Dutkiewicz	Administrator	Radnor Township S.D.	shawn.dutkiewicz@rtsd.org
Jim Kearney	Administrator	Radnor Township S.D.	james.kearney@rtsd.org
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LEA Profile

District Overview

Radnor Township School District has a tradition of excellence. Supported by a community that values education, the district is proud to deliver an exceptional educational program that strives to meet the needs of our students, their families, and the community.

Fully staffed by more than 300 highly qualified teachers, including classroom teachers, instructional coaches, reading specialists, librarians, nurses, special education teachers, guidance counselors, psychologists, and other support specialists, this high-performing school district consistently ranks among the top educational institutions in the country. Ongoing staff development provides opportunities for growth in understanding of content, and best practices and instruction to enrich teaching and learning.

The district offers a comprehensive program for more than 3,600 students. Radnor Township School District covers nearly 14 square miles, serves a diverse, multicultural population, and includes one high, one middle and three elementary schools. This public school system has been rated as one of the finest in the nation, with a vast network of lush parks, playgrounds, and athletic fields.

Mission and Vision

Mission

The mission of Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

Vision

Vision Statement:

- Each student will demonstrate caring by enhancing community through ongoing choice and action.
- Each student will consistently demonstrate excitement and persistence by constructing knowledge and developing novel solutions.
- All students will demonstrate dedication to the pursuit of their passions.

Shared Values:

- Respecting and valuing diversity is essential for communities to thrive.
- Lifelong learning is essential to creating a better life and world.
- Nurturing is critical for individual and community growth.
- Faith in one's potential fosters confidence which motivates effort and ultimately leads to accomplishment.
- All people have worth and the capacity to grow and learn.
- The most powerful learning results from meaningful active engagement.
- There is a direct connection between the pursuit of one's passion and the joy of learning.

Educational Values

Students

See "Other" section for shared educational values for all stakeholder groups.

Staff

See "Other" section for shared educational values for all stakeholder groups.

Administration

See "Other" section for shared educational values for all stakeholder groups.

Parents

See "Other" section for shared educational values for all stakeholder groups.

Community

See "Other" section for shared educational values for all stakeholder groups.

Other (Optional)

The Radnor Township School District views the school community as one that embraces a shared partnership in the responsibility of living our mission, vision, and shared values and unlocking the potential in all students. Through school and community collaboration, it is our students, staff, parents, and community members that support a meaningful and rich educational experience, both within and outside of the school environment. Development of the intellectual, social-emotional, and physical aspects of each student takes a comprehensive approach to teaching and learning, and creating and supporting opportunities for a well-rounded education helps to develop the 'whole child'. This requires all stakeholders to embrace continuous learning, perseverance, and self-awareness. This requires staff to facilitate and personalize learning through fostering problem-solving, critical-thinking, collaboration, and resilience in a positive, safe, and respectful learning environment. This requires parents and community members to embrace the learning process, and engage and collaborate with staff and school officials in the support of their own child(ren) and the greater student body of Radnor Township S.D.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Radnor Township S.D. meets or exceeds the statewide goal for English Language Arts achievement.	88% of 3-8 grade students performed proficient/advanced on the 2023 PSSA ELA Assessment; 90.5% on the Keystone Exam.
Radnor Township S.D. meets or exceeds the statewide goal for Mathematics achievement.	78% of 3-8 grade students performed proficient/advanced on the 2023 PSSA Math Assessment; 73.4% on the Keystone Exam.
Radnor Township S.D. meets or exceeds the statewide goal for Science/Biology achievement.	89% 3-8 grade students performed proficient/advanced on the 2023 PSSA Science Assessment; 75.4% on the Keystone Exam.
Radnor Township S.D. attendance exceeds the statewide goal and statewide average.	93% (average) of students demonstrated regular attendance across our five buildings.
Radnor Township S.D. met or exceeded all PVAAS growth measures in all subjects with the exception of the Keystone Literature Assessment for our high school.	ELA: 4 out of 5 schools met or exceeded the PVAAS growth standard Math: 5 out of 5 schools met or exceeded the PVAAS growth standard Science/Bio: 5 out of 5 schools met or exceeded the PVAAS growth standard
All buildings met or exceeded the career standards benchmark.	5 out of 5 schools met or exceeded the Career Standard benchmark.

Challenges

Indicator	Comments/Notable Observations
PSSA Mathematics Achievement	78% of 3-8 grade students performed proficient/advanced on the 2023 PSSA Math Assessment; 73.4% on the Keystone Exam.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator 3rd Grade English-Language Arts total proficient/advanced Grade Level(s) and/or Student Group(s) 3rd Grade	Comments/Notable Observations 88% of students performed proficient/advanced on the 2023 3rd grade PSSA ELA Assessment.
Indicator Overall cohorts demonstrated strong academic achievement	Comments/Notable Observations Most cohorts were in the blue area; those in green still reflected growth.

Grade Level(s) and/or Student Group(s) All cohorts	
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Challenges

Indicator PSSA Mathematics achievement Grade Level(s) and/or Student Group(s) 3rd - 8th grade	Comments/Notable Observations Although the indicator is not prominent on the PA Future Ready Index summary, Radnor Township views our overall achievement on the PSSA Mathematics Assessment as an area for improvement.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

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.

Radnor Township S.D. has a strong history of high academic achievement in English-Language Arts.
Radnor Township S.D. has a strong history of academic achievement in Mathematics.
The Radnor Township S.D. attendance average exceeds the statewide goal and statewide average and is nearly 100%.

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.

Radnor Township views our overall achievement on the PSSA Mathematics Assessment as an area for improvement.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
88%+ 3-8 students performed proficient/advanced on the 2023 PSSA ELA Assessment; 91% on the Keystone Exam.	Radnor Township S.D. meets or exceeds the statewide goal for English Language Arts achievement based on 22-23 Data on the Future Ready Index Summary.

English Language Arts Summary

Strengths

Radnor Township S.D. has a strong history of high academic achievement in English-Language Arts.
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Challenges

There were no apparent challenges specific to ELA on the Future Ready Index.
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Mathematics

Data	Comments/Notable Observations
78% of students performed proficient/advanced on the 2023 PSSA Math Assessment.	Radnor Township S.D. meets or exceeds the statewide goal for Mathematics achievement based on 22-23 Data on the Future Ready Index Summary.

Mathematics Summary

Strengths

Radnor Township S.D. has a strong history of academic achievement in Mathematics.

Challenges

Although the indicator is not prominent on the PA Future Ready Index summary, Radnor Township views our overall achievement on the PSSA Mathematics Assessment (78% proficient/advanced) as an area for improvement.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Radnor Township S.D. meets or exceeds the statewide goal for Science/Biology achievement.	89% of students performed proficient/advanced on the 2023 PSSA Science/Biology Assessment.

Science, Technology, and Engineering Education Summary

Strengths

Radnor Township S.D. has a strong history of high academic achievement in Science.

Challenges

There were no apparent challenges specific to Science on the Future Ready Index.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	All 5 schools in Radnor Township S.D. met or exceeded the statewide standard benchmark of 98%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
4th-5th Grade DCTHS program	Wayne 4th and 5th graders participate in programs and activities that immerse them in authentic career and technical experiences.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Mathematics

Uploaded Files

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.

Radnor students participate in a variety of programs and activities that immerse them in authentic career and technical experiences.

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.

Radnor Township has expanded school counseling and supports at all levels; we have meet or exceeded all state benchmarks. At this time, we do not feel that any challenges exist in continuing to meet the needs of our students.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Population Data (WIDA - ACCESS testing)	WIDA - 43% of K-12 ELL students met the growth attainment of the Annual Access Test. Current growth falls below the state-wide goal of 70.3% by 2030.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
66% of 3-8 grade students with disabilities performed proficient/advanced on the 2023 PSSA ELA Assessment.	Radnor Township S.D. does not meet the statewide goal for English Language Arts achievement (81.1%) based on 22-23 Data.
50% of 3-8 grade students with disabilities performed proficient/advanced on the 2023 PSSA Mathematics Assessment.	Radnor Township S.D. does not meet the statewide goal for Mathematics achievement (71.8%) based on 22-23 Data.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ELA and Mathematics PSSA Data	Internal data and state testing data analyzed by subgroup indicates a lower proportion of students (identified as economically disadvantaged) performed proficient/advanced on the PSSA than those unidentified. This data set was labeled as an IS (insufficient sample) on the PA Future Ready Index due to the small population of students.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

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.

Overall, Radnor Township S.D. PSSA data meets or exceeds overall achievement and PVAAS growth projections.

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.

WIDA Testing indicated that 43% of K-12 ELL students met the growth attainment of the Annual Access Test. Current growth falls below the state-wide goal of 70.3% by 2030.

Internal data and state testing data analyzed by subgroup indicates a lower proportion of students (identified as economically disadvantaged) performed proficient/advanced on the PSSA than those unidentified.

Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA English Language Arts achievement based on 22-23 Data.

Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA Mathematics achievement based on 22-23 Data.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan outlines the supports and services associated with the formal implementation of Multi-tiered Systems of Supports (MTSS) in all of our schools, K-12.
Title 1 Program	The School-wide Title 1 Plan at Wayne E.S. is specifically focused on the formal implementation of Multi-tiered Systems of Supports (MTSS).
Student Services	The Student Services outlines the supports and services associated with the formal implementation of Multi-tiered Systems of Supports (MTSS) in all K-12 schools
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

All ancillary plans within the Comprehensive Plan are associated with the supports and services associated with the formal implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.
The district has made an explicit and significant investment in the implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.

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.

The implementation of MTSS at three distinct levels (elementary, middle, and high school), presents significant work with communication, professional development, training, and support. This is a multi-year implementation that will require a great deal of human and financial investments.
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Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

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

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Ensure effective, standards-aligned curriculum and assessment
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

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.

Although there are no essential practices that were rated below "Operational", Radnor Township is investing in many new initiatives that will help to support our mission and vision, and work to provide continuous improvement of our programs.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Radnor Township S.D. has a strong history of high academic achievement in English-Language Arts.	False
Radnor Township S.D. has a strong history of academic achievement in Mathematics.	False
The Radnor Township S.D. attendance average exceeds the statewide goal and statewide average and is nearly 100%.	False
Radnor Township S.D. has a strong history of high academic achievement in English-Language Arts.	True
Radnor Township S.D. has a strong history of academic achievement in Mathematics.	True
Radnor Township S.D. has a strong history of high academic achievement in Science.	True
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Ensure effective, standards-aligned curriculum and assessment	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
All ancillary plans within the Comprehensive Plan are associated with the supports and services associated with the formal implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.	True
The district has made an explicit and significant investment in the implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.	True
Radnor students participate in a variety of programs and activities that immerse them in authentic career and technical experiences.	False
Overall, Radnor Township S.D. PSSA data meets or exceeds overall achievement and PVAAS growth projections.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Radnor Township views our overall achievement on the PSSA Mathematics Assessment as an area for improvement.	False
There were no apparent challenges specific to ELA on the Future Ready Index.	False
Although the indicator is not prominent on the PA Future Ready Index summary, Radnor Township views our overall achievement on the PSSA Mathematics Assessment (78% proficient/advanced) as an area for improvement.	False
There were no apparent challenges specific to Science on the Future Ready Index.	False
Radnor Township has expanded school counseling and supports at all levels; we have meet or exceeded all state benchmarks. At this time, we do not feel that any challenges exist in continuing to meet the needs of our students.	False
WIDA Testing indicated that % of K-12 ELL students met the growth attainment of the Annual Access Test. Current growth falls below the state-wide goal of 70.3% by 2030.	False
The implementation of MTSS at three distinct levels (elementary, middle, and high school), presents significant work with communication, professional development, training, and support. This is a multi-year implementation that will require a great deal of human and financial investments.	True
Although there are no essential practices that were rated below "Operational", Radnor Township is investing in many new initiatives that will help to support our mission and vision, and work to provide continuous improvement of our programs.	True
Internal data and state testing data analyzed by subgroup indicates a lower proportion of students (identified as economically disadvantaged) performed proficient/advanced on the PSSA than those unidentified.	True
Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA English Language Arts achievement based on 22-23 Data.	True
Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA Mathematics achievement based on 22-23 Data.	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The implementation of MTSS at three distinct levels (elementary, middle, and high school), presents significant work with communication, professional development, training, and support. This is a multi-year implementation that will require a great deal of human and financial investments.	The MTSS implementation process has been a priority initiative.	True
Although there are no essential practices that were rated below "Operational", Radnor Township is investing in many new initiatives that will help to support our mission and vision, and work to provide continuous improvement of our programs.		False
Internal data and state testing data analyzed by subgroup indicates a lower proportion of students (identified as economically disadvantaged) performed proficient/advanced on the PSSA than those unidentified.		False
Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA English Language Arts achievement based on 22-23 Data.		True
Students identified with a learning disability in Radnor Township S.D. did not meet the statewide goal for PSSA Mathematics achievement based on 22-23 Data.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Radnor Township S.D. has a strong history of high academic achievement in English-Language Arts.	Strong ELA achievement is an indicator that classroom instruction is working well overall.
All ancillary plans within the Comprehensive Plan are associated with the supports and services associated with the formal implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.	As a common initiative, MTSS relates to all departments and programs and for many reasons, becomes a priority in our instructional design.
The district has made an explicit and significant investment in the implementation of Multi-tiered Systems of Supports (MTSS) in our schools, K-12.	MTSS relates to all departments and programs and is a top priority in our instructional design.
Radnor Township S.D. has a strong history of high academic achievement in Science.	Strong science achievement is an indicator that classroom instruction is working well overall.
Radnor Township S.D. has a strong history of academic achievement in Mathematics.	Strong mathematics achievement is an indicator that classroom instruction is working well overall.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Radnor Township needs to continue to develop and expand a comprehensive and systematic approach that works to meet the needs of all learners (MTSS).
	Radnor Township needs to utilize MTSS and other programs to support the achievement and growth of students who are falling below the proficiency benchmark on the PSSA ELA Assessment.
	Radnor Township needs to utilize MTSS and other programs to support the achievement and growth of students who are falling below the proficiency benchmark on the PSSA Mathematics Assessment.

Goal Setting

Priority: Radnor Township needs to continue to develop and expand a comprehensive and systematic approach that works to meet the needs of all learners (MTSS).

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Refine the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for benchmarking student performance across academics, behavior, and social skills areas.		
Measurable Goal Nickname (35 Character Max)		
MTSS		
Target Year 1	Target Year 2	Target Year 3
Further develop and improve the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for benchmarking student performance across academics, behavior, and social skills areas.	Further refine (make additions / subtractions where applicable) the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for benchmarking student performance across academics, behavior, and social skills areas.	Refine the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for benchmarking student performance across academics, behavior, and social skills areas.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Through the MTSS framework, facilitate preventative and responsive social-emotional supports and services with fidelity.		
Measurable Goal Nickname (35 Character Max)		
SEL and Behavioral Supports and Services		
Target Year 1	Target Year 2	Target Year 3
Continue to facilitate, evaluate, and refine (as needed) Tier I, II, and III programs and services in the areas of student wellness, social-emotional learning, and behavioral supports.	Continue to facilitate, evaluate, and refine (as needed) Tier I, II, and III programs and services in the areas of student wellness, social-emotional learning, and behavioral supports.	Through the MTSS framework, facilitate preventative and responsive social-emotional supports and services with fidelity.

Priority: Radnor Township needs to utilize MTSS and other programs to support the achievement and growth of students who are falling below the proficiency benchmark on the PSSA ELA Assessment.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Increase overall ELA achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming.		
Measurable Goal Nickname (35 Character Max)		
MTSS Instruction and Resources		
Target Year 1	Target Year 2	Target Year 3
Further develop and improve the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for appropriate allocation of district resources.	Further refine the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for appropriate allocation of district resources.	Increase overall ELA achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Develop a deep understanding and application of ELA research-based best-practices through extensive and ongoing professional development.		
Measurable Goal Nickname (35 Character Max)		
Building / Developing ELA Instructional Capacity		
Target Year 1	Target Year 2	Target Year 3
Build ELA instructional understanding and capacity with the Radnor Township SD Core Literacy Team through ongoing professional development with Chester County Intermediate Unit Consultant(s). Provide introductory professional development to all pertinent staff members.	Provide extensive professional development in the area of structured literacy to all pertinent staff members who facilitate and/or support ELA instruction.	Develop a deep understanding and application of ELA research-based best-practices through extensive and ongoing professional development.

Priority: Radnor Township needs to utilize MTSS and other programs to support the achievement and growth of students who are falling below the proficiency benchmark on the PSSA Mathematics Assessment.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Increase overall Mathematics achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming.		
Measurable Goal Nickname (35 Character Max)		
MTSS Instruction and Resources		
Target Year 1	Target Year 2	Target Year 3
Further develop and improve the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for appropriate allocation of district resources.	Further refine the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for appropriate allocation of district resources.	Increase overall Mathematics achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming.

Action Plan

Measurable Goals

MTSS	SEL and Behavioral Supports and Services
MTSS Instruction and Resources	Building / Developing ELA Instructional Capacity
MTSS Instruction and Resources	

Action Plan For: MTSS

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Refine the existing comprehensive Multi-Tiered Systems of Support (MTSS) structure for benchmarking student performance across academics, behavior, and social skills areas. Increase overall ELA achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming. Increase overall Mathematics achievement according to PA Future Ready data by ensuring equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with interventions for targeted grades or subgroups who are historically underperforming. Through the MTSS framework, facilitate preventative and responsive social-emotional supports and services with fidelity.
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Action Step		Anticipated Start/Completion Date	
Utilize internal and external personnel (MTSS Teams) to continue to evaluate and refine our district-wide MTSS structure, processes, and outcomes.		2024-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	Curricular materials (interventions, programs, resources, etc.); internal and external personnel who support MTSS and can contribute to continuous improvement of our structure, process, and outcomes.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continuous improvement of our MTSS structure, process, and outcomes.	The monitoring of this action step will include administrators, MTSS teams, and teachers. It will be an ongoing process (year-to-year). We will use qualitative observation data (surveys and feedback from building teams and teachers) and quantitative data (district and state assessment data) to monitor, benchmark, and evaluate our progress toward our anticipated output(s).

Action Plan For: Building / Developing ELA Instructional Capacity

Measurable Goals:
Develop a deep understanding and application of ELA research-based best-practices through extensive and ongoing professional development.

Action Step		Anticipated Start/Completion Date	
Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA).		2024-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	Curricular materials; internal and external personnel who would be considered expert in the areas of literacy PD/staff development.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased teacher professional capacity in the area of ELA instructional strategies; increased student achievement in the area of ELA.	The monitoring of this action step will include teachers and administrators. It will be an ongoing process (year-to-year). We will use qualitative observation data and quantitative data (district and state assessment data) to monitor, benchmark, and evaluate our progress toward our anticipated output(s).

Action Plan For: Building / Developing Mathematics Instructional Capacity

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of Mathematics.		2024-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	Curricular materials; internal and external personnel who would be considered expert in the areas of Mathematics PD/staff development.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased teacher professional capacity in the area of ELA instructional strategies; increased student achievement in the area of Mathematics.	The monitoring of this action step will include teachers and administrators. It will be an ongoing process (year-to-year). We will use qualitative observation data and quantitative data (district and state assessment data) to monitor, benchmark, and evaluate our progress toward our anticipated output(s).

Action Plan For: Social-Emotional Learning

Measurable Goals:
Through the MTSS framework, facilitate preventative and responsive social-emotional supports and services with fidelity.

Action Step		Anticipated Start/Completion Date	
Implement, monitor, and further develop our Social-Emotional Learning programs for K-12 students.		2024-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dan Bechtold / Assistant Superintendent and Guidance Counselors	SEL programming and materials	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Develop and monitor a comprehensive, multi-tiered system of social-emotional learning programs and supports/services for our students.	The monitoring of this action step will include our counselors, teachers, and administrators. It will be an ongoing process (year-to-year). We will use qualitative observation data (building team, parent, and student feedback) and quantitative data (SEL referrals, mental health referrals, SAP team referrals, etc) to monitor, benchmark, and evaluate our progress toward our anticipated output(s).

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Utilize internal and external personnel (MTSS Teams) to continue to evaluate and refine our district-wide MTSS structure, processes, and outcomes.
Building / Developing ELA Instructional Capacity	Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA).
Building / Developing Mathematics Instructional Capacity	Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of Mathematics.

MTSS

Action Step		
Utilize internal and external personnel (MTSS Teams) to continue to evaluate and refine our district-wide MTSS structure, processes, and outcomes.		
Audience		
Teachers and MTSS Teams		
Topics to be Included		
MTSS structures, processes, data/assessments, interventions, strategies (ongoing)		
Evidence of Learning		
Meeting and professional development session agendas and sign-in sheets; continuous improvements/updates (when appropriate) to district level and building level MTSS practices.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	2024-04-01	2027-06-11

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing (monthly/quarterly/at start and end of MTSS rotations)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 1e: Designing Coherent Instruction ▪ 3c: Engaging Students in Learning ▪ 3d: Using Assessment in Instruction ▪ 4a: Reflecting on Teaching 	

<ul style="list-style-type: none"> ▪ 1d: Demonstrating Knowledge of Resources ▪ 1b: Demonstrating Knowledge of Students ▪ 4d: Participating in a Professional Community ▪ 1f: Designing Student Assessments ▪ 1c: Setting Instructional Outcomes
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Structured Literacy (ELA)

Action Step		
Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA).		
Audience		
All K-5 Teachers; 6-12 ELA Teachers		
Topics to be Included		
The Science of Reading / Structured Literacy; Best practices in ELA instruction		
Evidence of Learning		
Professional development agendas, evaluations, feedback; student achievement data (as applicable/appropriate) to the scope and timeline of the professional development.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	2024-04-01	2027-06-11

Learning Format

Type of Activities	Frequency
Inservice day	Based on the district PD Calendar; Ongoing (each year)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 1a: Demonstrating Knowledge of Content and Pedagogy ▪ 3c: Engaging Students in Learning ▪ 3a: Communicating with Students ▪ 2b: Establishing a Culture for Learning ▪ 1e: Designing Coherent Instruction ▪ 1c: Setting Instructional Outcomes ▪ 1f: Designing Student Assessments ▪ 3d: Using Assessment in Instruction 	

<ul style="list-style-type: none"> ▪ 1d: Demonstrating Knowledge of Resources ▪ 3b: Using Questioning and Discussion Techniques
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing (2024-2027)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 1e: Designing Coherent Instruction ▪ 3c: Engaging Students in Learning ▪ 1c: Setting Instructional Outcomes ▪ 3d: Using Assessment in Instruction ▪ 1a: Demonstrating Knowledge of Content and Pedagogy ▪ 3b: Using Questioning and Discussion Techniques ▪ 1d: Demonstrating Knowledge of Resources ▪ 4b: Maintaining Accurate Records ▪ 1f: Designing Student Assessments ▪ 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (2024-2027)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 1d: Demonstrating Knowledge of Resources ▪ 4a: Reflecting on Teaching ▪ 1a: Demonstrating Knowledge of Content and Pedagogy ▪ 3b: Using Questioning and Discussion Techniques ▪ 1e: Designing Coherent Instruction ▪ 1b: Demonstrating Knowledge of Students ▪ 3d: Using Assessment in Instruction ▪ 1c: Setting Instructional Outcomes 	

<ul style="list-style-type: none"> ▪ 3c: Engaging Students in Learning ▪ 2b: Establishing a Culture for Learning
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Mathematics

Action Step		
Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of Mathematics.		
Audience		
All K-8 Teachers; 9-12 Teachers of mathematics		
Topics to be Included		
Research-based mathematics instructional materials, practices, and applications.		
Evidence of Learning		
Professional development agendas, evaluations, feedback; student achievement data (as applicable/appropriate) to the scope and timeline of the professional development.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	2024-04-01	2027-06-11

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing (2024-2027)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 3a: Communicating with Students ▪ 1e: Designing Coherent Instruction ▪ 1a: Demonstrating Knowledge of Content and Pedagogy ▪ 3d: Using Assessment in Instruction ▪ 1f: Designing Student Assessments ▪ 1c: Setting Instructional Outcomes ▪ 1d: Demonstrating Knowledge of Resources ▪ 3b: Using Questioning and Discussion Techniques 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (2024-2027)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> ▪ 1d: Demonstrating Knowledge of Resources ▪ 3c: Engaging Students in Learning ▪ 1c: Setting Instructional Outcomes ▪ 3a: Communicating with Students ▪ 1e: Designing Coherent Instruction ▪ 3b: Using Questioning and Discussion Techniques ▪ 1a: Demonstrating Knowledge of Content and Pedagogy ▪ 2b: Establishing a Culture for Learning ▪ 4b: Maintaining Accurate Records ▪ 1b: Demonstrating Knowledge of Students ▪ 2c: Managing Classroom Procedures ▪ 1f: Designing Student Assessments ▪ 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Building / Developing ELA Instructional Capacity	Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA).
Social-Emotional Learning	Implement, monitor, and further develop our Social-Emotional Learning programs for K-12 students.

Building / Developing ELA Instructional Capacity

Action Step		
<ul style="list-style-type: none"> ▪ Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA). ▪ Implement, monitor, and further develop our Social-Emotional Learning programs for K-12 students. 		
Audience		
School Board and Community; Staff		
Topics to be Included		
Structured Literacy Professional Development and ELA Curricular Resources		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Shawn Dutkiewicz / Assistant to the Superintendent for Teaching and Learning	2024-04-01	2027-06-11

Communication

Type of Communication	Frequency
Brief	At selected Board Curriculum Committee Meetings (ongoing)

Communication

Type of Communication	Frequency
Brief	At selected Board Curriculum Committee Meetings (ongoing)

Communication

Type of Communication	Frequency
Posting on district website	Ongoing (2024-2027)

Communication

Type of Communication	Frequency
Presentation	As needed/appropriate during Board Curriculum Committee Meetings (ongoing)

Social-Emotional Learning

Action Step		
<ul style="list-style-type: none"> Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA). Implement, monitor, and further develop our Social-Emotional Learning programs for K-12 students. 		
Audience		
Topics to be Included		
Lead Person/Position	Anticipated Start	Anticipated Completion

Communication

Type of Communication	Frequency
Brief	At selected Board Curriculum Committee Meetings (ongoing)

Communication

Type of Communication	Frequency
Brief	At selected Board Curriculum Committee Meetings (ongoing)

Communication

Type of Communication	Frequency
Posting on district website	Ongoing (2024-2027)

Communication

Type of Communication	Frequency
Presentation	As needed/appropriate during Board Curriculum Committee Meetings (ongoing)

