

Comprehensive Plan

PENN HILLS SCHOOL DISTRICT

Profile and Plan Essentials

LEA Type

Penn Hills SD

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Address 2

City

Pittsburgh

State

Pennsylvania

Chief School Administrator

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LEA Profile

Penn Hills is the second-largest community in Allegheny County. The Penn Hills School District serves the community with three buildings enrolling 3,000 students. Elementary students in K through grade 5 are housed in a central elementary building, a mega building with 1250 students, a middle school serving grades 6 through 8 with 600 students, and the senior high school grades 9 through 12 with about 1100 students.

The cultural, socioeconomic, racial, religious, and educational differences in Penn Hills make it a unique, diverse community. The district recognizes these factors and the impact they have on the school system. We address these issues through differentiated educational interventions, offering educational resource materials and curricula that are culturally responsive and incorporate social justice standards. Additionally, schoolwide behavior programs that include consistent behavioral expectations and provide positive recognition for students are operating. Through these programs, we work to provide students with the words and skills to grow as both learners and citizens and provide them with a standard, consistent message. They are valued and supported.

The Board has established four primary committees (Finance, Curriculum, HR/Policy, and Safety/Buildings and Grounds) with agendas posted on the district website before the meetings. Meetings are open to the public, and minutes are posted on the district website afterward. All of these meetings are recorded for viewing at any time. In addition, the district has an Athletic Advisory Committee, an Arts Committee, and a Public Relations Committee, which meet four times a year.

Penn Hills has experienced a decline in enrollment, property values, and overall per capita income over the past 20 years and continues to decline. Penn Hills holds high expectations and continues to promote culture, diversity, and excellence for all.

Budget Information

The Penn Hills School District budget serves as the financial blueprint for ensuring quality education within a community. It encompasses allocations for staffing, instructional materials, technology upgrades, facility maintenance, transportation, and extracurricular activities. Crafting a balanced budget requires meticulous planning to meet the diverse needs of students while adhering to fiscal constraints. School administrators and board members collaborate to prioritize funding, aiming to enhance academic opportunities while maintaining fiscal responsibility. Effective budget management fosters an environment conducive to learning, empowering educators to innovate and students to thrive.

Additionally, transparent communication with stakeholders is essential, promoting trust and accountability within the community. A well-structured school district budget supports educational excellence. It reflects the community's values and priorities, ultimately shaping future generations.

For the 2023-24 School Year, the Penn Hills School District passed a balanced budget of \$97,312,600 with a tax rate of 30.5965 mils.

The Penn Hills School District employs teachers, full-time and part-time support personnel, and administrators.

Mission and Vision

Mission

The mission of the Penn Hills School District is to foster an equitable learning environment where all students have access to opportunities and resources that construct a pathway for every student to achieve their full potential.

Vision

At the heart of the Penn Hills School District lies a vision that inspires the creation of a vibrant educational space fueled by diversity and inclusion, where each student is acknowledged and celebrated for their distinctive contributions. Through collaborative efforts, we aspire to build a community steeped in mutual respect and understanding, crafting an environment that nurtures learning and social/emotional development. Our dedication to student success and pursuing lifelong learning knows no bounds. We are steadfast in our commitment to equipping individuals with the essential skills, knowledge, and global perspectives to triumph in a constantly evolving world. Together, we illuminate the path to a future where every student can thrive and make a meaningful impact.

Educational Values

Students

Students in the Penn Hills School District contribute to the mission and vision by:

1. **Active Participation in Learning:** Students engage actively in their learning process, demonstrating curiosity, critical thinking, and a desire to acquire knowledge. They are committed to their own educational growth and college and career readiness.
2. **Respect for Diversity and Inclusion:** Students embrace the values of respect, empathy, and inclusion, recognizing the importance of diversity in their school community. They treat all individuals with kindness and fairness, fostering a harmonious and supportive environment.
3. **Academic Excellence:** Students are dedicated to achieving high academic standards. They consistently attend classes, complete assignments, and seek help when needed. They take pride in their accomplishments and strive to excel in their studies.
4. **Character Development:** Students work on character development, cultivating integrity, responsibility, and ethical behavior. They understand the importance of good character and its impact on their future success.
5. **Collaboration and Teamwork:** Students engage in collaborative learning and teamwork inside and outside the classroom. They value the contributions of their peers and appreciate the benefits of working together to achieve common goals.
6. **Practical Communication Skills:** Students develop effective communication skills, including written and verbal communication, essential for academic success and building positive relationships.
7. **Adaptability and Resilience:** Students embrace change and challenges, showing resilience in adversity. They view setbacks as opportunities for growth and learning.
8. **Goal Setting and Planning:** Students set clear educational goals, create a plan to achieve them, and use data to monitor them.
9. **Innovation and Creativity:** Students are encouraged to think creatively, seek innovative solutions to problems, and pursue their unique talents and interests.

By embodying these qualities and actively participating in their educational journey, students play a crucial role in realizing the school district's mission and vision.

Staff

At Penn Hills, our staff supports our mission and vision. The following are expectations of commitment for ALL Penn Hills staff members. **Dedication to Instructional Excellence:** Teachers are responsible for delivering high-quality instruction that aligns with the PA standards and the District's mission and vision. Teachers design and implement curriculum, adapt teaching methods, and assess student progress to ensure all students succeed.

1. **High Expectations:** Teachers believe that ALL students can learn.
2. **Student Support:** Teachers provide students the necessary support and resources to meet individual, academic, physical/mental health, and employment goals.
3. **Student Engagement:** All staff members, including teachers, support staff, and administrators, create a welcoming and engaging learning environment. They foster a sense of belonging, safety, and inclusion, essential for students to thrive academically, socially, and emotionally. **Community Engagement:** School district staff engage with parents, families, and the broader community. They build partnerships and networks to provide authentic learning experiences for our students.

4. **Professional Development:** Continuous professional development is critical to ensure staff is up-to-date with the latest teaching methods, technologies, and educational research. By investing in their growth, staff contributes to the District's mission by growing and evolving as classroom leaders and role models for our students.
5. **Innovation and Adaptation:** Staff members are often responsible for implementing innovative approaches and adapting to changing educational trends. Despite evolving educational needs and priorities, they help the District stay relevant and practical.
6. **Data and Assessment:** All staff have a vital role in collecting and analyzing data to assess the effectiveness of educational programs and instructional delivery. The data is used to make informed decisions and necessary adjustments to teaching and learning for our students.
7. **Cultural Competence and Diversity:** Penn Hills staff is expected to be culturally competent and sensitive to the needs of a diverse student body. Understanding and respecting different backgrounds and perspectives contribute to the District's vision of an inclusive and equitable educational environment.
8. **Advocacy:** The staff is expected to advocate for students and families. They help with resources to support and achieve a culture of trust and community. Penn Hills staff members are the backbone of the education system and play a multifaceted role in the District. They are parents, teachers, resources, and role models within their craft. Their dedication, expertise, and commitment are essential for the success of the District's educational objectives and the well-being of the students and the Penn Hills community.
9. **Equity:** Teachers are expected to meet students where they are. Teachers nurture and support positive relationships to create a safe and welcoming environment for students and staff. Teachers profoundly impact student development and should have ample training, support, and resources.

Administration

Administrators in Penn Hills play a crucial role in supporting the mission and vision. The administration is responsible for ensuring that these statements are not just words but are actively implemented and embedded in the day-to-day operations.

1. **Comprehensive Planning:** The administration is responsible for implementing the comprehensive plan within and throughout the District. The goals and objectives that must be achieved throughout the plan are expected to be part of all Penn Hills administration's expectations.
2. **Curriculum and Instruction:** The administration in Penn Hills ensures educators implement a curriculum and instructional strategies that are in the best interest of the students, meeting their needs. This may include classroom visits, walkthroughs, observations, lesson planning, and data discussions.
3. **Professional Development:** Administrators support and provide professional development opportunities for teachers and staff to ensure they have the skills and knowledge needed to deliver high-quality education. They are also expected to pursue professional development for their own professional growth.
4. **Evaluation and Accountability:** The administration monitors systems for assessing progress toward goals and student growth. Data and assessments measure outcomes and adjust as needed to keep Penn Hills on the growth trajectory.
5. **Communication and Engagement:** Administrators communicate the mission and vision to all stakeholders, including students, parents, teachers, and the broader community. They create a shared purpose and engage stakeholders for input and support.
6. **Culture and Climate:** Administrators create a positive and inclusive school culture that fosters the values and principles of the mission and vision. They ensure that the school environment reflects the desired atmosphere and ethos. The role our administrators play in ensuring that the mission and vision of the Penn Hills School District are not words but are embedded in the school's culture, policies, practices, and outcomes. The leadership and decision-making within these roles are essential in driving Penn Hills forward. Improvement in education is guided by consistent and effective leadership.

Parents

Penn Hills parents are encouraged to engage with the district staff, schools, and the broader community to provide support, input, and constructive criticism to grow the Penn Hills SD. They contribute to partnerships and networks to build capacity throughout the system. Families are an essential part of the educational process.

Community

The Committee of Penn Hills supports the mission and vision by partnering with businesses to provide students with internships, authentic learning opportunities, and career exploration opportunities. Community feedback is pivotal to the success and support of the District's mission and vision. A commitment from the entire community is necessary to build a culture that encourages student achievement.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

- We observed that all ELA student groups increased in performance compared to previous years' data across all buildings within the all-student group. Additionally, the all-student group at PHHS showed an improvement in their performance. At Linton, our performance met or exceeded the growth standard across the all-student group in ELA.
- We noticed that all student groups at PHE and PHHS demonstrated an increase from previous years' data concerning Career Standards Benchmarks for elementary and high school.
- Our observation regarding Science Growth revealed that while we met the growth standard at the elementary level, there was a decrease in performance. However, at the high school level, we saw an increase and met performance and growth expectations in Biology. Notably, elementary and high school levels have met or exceeded the growth standards from the previous year.
- Our analysis of the 4-year graduation rate at the high school indicated an increase from the previous year's cohort. Despite this increase, we still missed the average by 3.5%.

Challenges

- We observed that regular attendance across all three buildings declined from previous years' data. Every student group fell, except for the middle school Hispanic student group.
- Our analysis showed that math growth at PHE and Linton declined from the previous year, while PHHS performance also declined. This decline coincides with the first year of implementation of new math resources.
- In terms of Science Performance, we noticed that HS Biology growth increased. However, both PHE and Linton experienced declines from the previous year.

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

Strengths

- The performance of Hispanic students at PHE in grades 3-5 on the Future Ready Index for both Math and ELA grew, meeting or exceeding the interim target. Notably, Hispanics are a growing subgroup for PHE.
- Among two or more races of students in grades 6-8, there was growth in Math and ELA on the Future Ready Index, meeting or exceeding the interim and statewide goals. It's worth noting that there is insufficient data to register a subgroup of 2 or more races at the HS, but it exists at PHE and Linton.
- At PHHS, in Math Algebra, students with Disabilities showed increased growth, meeting or exceeding the interim target. Students were provided with an intervention period in math to support IEP goals.

Challenges

- In terms of Attendance on the Future Ready Index, all Black Economically Disadvantaged and IEP student groups across all buildings (PHE, Linton, and PHHS) experienced a decline in attendance compared to the previous year. Notably, among all student groups at all three buildings, IEP students had the lowest attendance.
- Regarding Academic Performance in all subjects, the performance of Black students compared to other student groups stands out significantly. The black student group demonstrates substantial inequity in student performance compared to any other race or ethnicity student group across all buildings and subjects.

Summary

Strengths

- ELA growth and or performance at all buildings in the all-student group
- Career Standards Benchmarks for Elementary and HS
- Science Growth

Challenges

- The black student group shows a substantial inequity in student performance in comparison to any other race or ethnicity student group across all buildings and subjects.
- Regular attendance across all three buildings declined from previous years' data.
- Career Standards Benchmarks inconsistent across District
- IEP students are the lowest performing across all subjects

Local Assessment

English Language Arts

- In terms of Data, notable observations from PHE include:
 - All student groups (Grades 1-5) finished the school year at 41% Proficient/Advanced on the Star reading assessment. However, among Grades 3-5, the percentage dropped to 38%.
 - By the year's end, 88% of kindergarten students met the Star early literacy assessment benchmark.
 - Among students in grades 1-5 and 3-5, there was a 2% decrease in the percentage of students scoring Proficient/Advanced from the beginning to the end of the year. Notably, most individual grade levels remained consistent, with the largest decrease observed in 1st Grade and a significant increase in 2nd Grade. There's a recurring observation of an abnormality in the scale used for 1st-grade scoring, with expectations significantly growing beyond the beginning of the year assessment.
 - Kindergarten students increased the percentage meeting the benchmark on the Star early literacy assessment by 43% from the beginning to the end of the year.
- For Linton, all student groups (Grades 6-8) finished the school year at 31% Proficient/Advanced on the Star reading assessment. Notably, there was an increase of 6% in the percentage of students scoring Proficient/Advanced from the beginning of the year to the end of the year, with improvements observed across all grade levels.
- All student groups at PHHS, Literature I finished the school year at 28% Proficient/Advanced on the Star reading assessment. However, there wasn't a significant increase or decrease in the percentage of students scoring proficient or advanced.

English Language Arts Summary

Strengths

- Kindergarten students are showing consistent improvement during the school year.
- Students at Linton Middle School showed growth throughout the year.
- The district ELA curriculum is aligned with social justice standards and incorporates culturally relevant instructional materials for K-12.

Challenges

- Although growth has been shown at some grade levels, the overall percentage of students scoring Proficient or above is low.
- Provide teachers opportunities to visit distinguished classroom instructors and share strategies and best practices with fellow colleagues.
- Implementation of structured literacy and the Science of reading with fidelity.

Mathematics

- At PHE, the all-student group (Grades 1-5) finished the school year at 28% Proficient/Advanced on the Star math assessment, while for Grades 3-5, it was 23%. Most grade levels showed stagnant growth throughout the year, except for 3rd Grade, which exhibited a decrease of 5% from the beginning of the year to the end. Notably, this was our first year implementing a new math program for grades K-8.
- For Linton, the all-student group (Grades 6-8) finished the school year at 13% Proficient/Advanced on the Star math assessment. However, all grade levels showed improvement from the beginning of the year to the end. It's important to mention that this was our first year implementing a new math program for grades K-8.
- At PHHS, the Algebra I all-student group finished the school year at 4% Proficient/Advanced on the Star Algebra assessment. There was a slight increase in the number of students scoring Proficient/Advanced from the beginning of the year to the end.

Mathematics Summary

Strengths

- We are currently implementing year 2 of Illustrative Math K-8. The District has support from Duquesne University, Dr. Boston, and the AIU Math Science Collaborative.
- The k-5 master schedule has double periods of math and a built-in intervention period to support Tier 2 and 3 students.

Challenges

- IEP student group
- Black student group
- Differentiation for students is not systematic, especially for IEP, Black, and Economically Disadvantaged student groups.
- The District needs to develop an MTSS model that supports all K-12 students, with ongoing professional development to support the implementation.

Science, Technology, and Engineering Education

- At PHE, the all-student group (Grades 3-5) finished the school year at 9% Blue and 37% Green on the CDT Science assessment. Notably, PHE students increased from 3% to 9% in the blue range and from 31% to 37% in the Green range. All grade levels tested showed some improvements.
- For Linton, the all-student group (Grades 6-8) finished the school year at 2% Blue and 19% Green on the CDT Science assessment. However, Linton students' scoring percentage in the Blue and Green range stayed stagnant across the grade levels, with a slight drop observed in the 8th Grade.
- At PHHS, the Biology all-student group finished the school year at 3% Blue and 25% Green on the CDT Science assessment. Notably, PHHS Biology students increased from 0% to 3% in the blue range and 11% to 25% in the Green range.

Science, Technology, and Engineering Education Summary

Strengths

- Growth throughout the year is evident at the elementary and high school levels.
- The professional Development schedule has built-in systematic data dives for the beginning, middle, and end of the year and two interim progress monitoring sessions.

Challenges

- Students show growth early in their academic careers, then plateau before showing growth again at the High School level.
- Increasing instructional time throughout is a current barrier due to CBA language.
- Provide more STEM-based opportunities to students systematically.

Related Academics

Career Readiness

- At PHE, 88.3% of students met the benchmark, marking an increase from the previous year. Trainings were held to help continue this upward trend.
- At Linton Middle School, 69.4% of students met the benchmark, indicating a substantial decrease in performance from the previous year. Further investigation within the school revealed that the absence of a school counselor created a gap in the collection of artifacts needed in the middle grades.
- At PHSB, 77.2% of students met the benchmark, representing an increase from previous years.

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

No Social Studies (Civics and Government, Economics, Geography, History) Omit

- 20-21 – 18% passed; 0 students achieved 100%
- 21-22 – 75% passed; 4 students achieved 100%
- 22-23 – 80% passed; 7 students achieved 100%

US Citizens test given in 9th grade as EOY exam

Articulation Agreements

Partnering Institution

- LaRoche University
- University of Pittsburgh
- Seton Hill University

Program/Course Area

- Biology, Chemistry, Intro to American Hist, English Comp and English Lit, Intro Stats, and Pre Calc

Uploaded Files

- Penn Hills SD CHS Dual Agreement 2023-2024 - Fully Executed.pdf
- Concurrent Enrollment Agreement Penn Hills SD-LRU 2023-24.pdf

Summary

Strengths

- Biology and 4th Grade Science increased
- Four-year Graduation Rate increased minimal

Challenges

- Black Student Group Academic Achievement.
- Student Attendance rates
- IEP Student Achievement
- Career Benchmark

Equity Considerations

Students with Disabilities

Data	Comments/Notable Observations
Future Ready PA Index	In the 21-22 SY Across most measures, Students with Disabilities are in the red range and trending in the wrong direction. A few exceptions are Middle School ELA growth, Elementary and Middle School Math growth, and Science growth at all levels. Some improvements have taken place in the 22-23 SY. Although this student group is mainly in the red range, some areas are trending up in academics and attendance. A highlight of the 22-23 SY Showed a green growth score and an upward trend for both PHE ELA and High School Algebra.
Local Assessment Data	When looking at assessment scores from Star Math and Reading in the 22-23 SY, Students with Disabilities scored Proficient or Advanced less often than Students without Disabilities. In Math grades 1-8, 13% of Students with Disabilities scored Proficient or Advanced, while 24% of all other students scored Proficient or Advanced. In Reading grades 1-8, 19% of Students with Disabilities scored Proficient or Advanced, while 44% of all other students scored Proficient or Advanced. When looking at assessment scores from CDT Science in the 22-23 SY, Students with Disabilities scored Green or Blue less often than Students without Disabilities. In grades 3-HS, 14% of Students with Disabilities scored Green or Blue, while 33% of all other students scored Green or Blue.
Classroom Grades	Across most grade levels and subject areas, Students with Disabilities received a failing grade more often than students without Disabilities. There are a few areas where this is not the case, but there is no consistency across areas or grade levels. At the elementary school, there are no significant examples of this discrepancy.
Safe Schools Report	32.27% of offenders were students with an IEP.

Students Considered Economically Disadvantaged

No, this student group is not a focus of this plan.

Data	Comments/Notable Observations
Future Ready PA Index	In the 21-22SY, across all but a few measures, there is an upward trend for Students Considered Economically Disadvantaged in all three schools. In comparison, the 22-23 SY saw a slide in most categories in academics and attendance. A highlight was in the High School. Students Considered Economically Disadvantaged had a growth score of 79 in Biology and are on an upward trend.
Local Assessment Data	When looking at assessment scores from Star Math and Reading in the 22-23 SY, Students Considered Economically Disadvantaged scored Proficient or Advanced less often than Students not Considered Economically Disadvantaged. In Math grades 1-8, 19% of Students Considered Economically Disadvantaged scored Proficient or Advanced, while 29% of all other students scored Proficient or Advanced. In Reading grades 1-8, 35% of Students Considered Economically Disadvantaged scored Proficient or Advanced, while 47% of all other students scored Proficient or Advanced. When looking at assessment scores from CDT Science in the 22-23 SY, Students Considered Economically Disadvantaged scored Green or Blue less often than Students not Considered Economically Disadvantaged. In grades 3-HS, 26% of Students Considered Economically Disadvantaged scored Green or Blue, while 37% of all other students scored Green or Blue.
Classroom Grades	Across many grade levels and subject areas, Students Considered Economically Disadvantaged received a failing grade more often than students not Considered Economically Disadvantaged. Very few places exist where this is not the case, except for the elementary school. At the elementary school, there are no significant examples of this trend.

Student Groups by Race/Ethnicity

No, This student group is not a focus of this plan.

Student Groups	Comments/Notable Observations
Black	Black and Brown students show an academic gap in all areas in comparison to the white student group.
Black	Disproportionality in behavior consequences between black and white student groups in middle and high school

Summary

Strengths

- Black Student Group Academic Achievement.
- Student Attendance rates
- IEP Student Achievement
- Career Benchmark

Challenges

- Students with Disabilities are not showing the growth that their peers are, with a few exceptions.
- Students with Disabilities are listed as offenders at a higher rate than students without disabilities based on the percentage of students within the groups.

- Black students are not performing or growing at the rate of their white peers.
- Math is a challenging area where proficiency and growth index show volatility.

Designated Schools

Penn Hills High School

Priority Challenge	Comments and Notable Observations
Math	Academic growth and achievement are low if at all.
ELA	Did not meet growth for economic disadvantaged and students with disabilities.
Attendance	Regular attendance is a concern over a 3 year trend.

Linton MS

Priority Challenge	Comments and Notable Observations
Math and ELA Achievement for Students with Disabilities	All challenges listed for Linton Middle School include Students with Disabilities. This challenge was also included in the Equity considerations area.
Math and ELA Growth for Students with Disabilities	All challenges listed for Linton Middle School include Students with Disabilities. This challenge was also included in the Equity Considerations Area.
Regular Attendance for Students with Disabilities	All Challenges listed for Linton Middle School include Students with Disabilities
Career Standards Benchmark for students with Disabilities	All Challenges listed for Linton Middle School include Students with Disabilities

Penn Hills Elementary School

Priority Challenge	Comments and Notable Observations
Math and ELA Achievement for Students with Disabilities and Students Identified as Hispanic	All Challenges listed for PHE include Students with Disabilities. This is one of 2 areas that also include Students Identified as Hispanic. This challenge was included in the Equity Considerations area.
Math and ELA Growth for Students with Disabilities	All challenges listed for PHE include students with disabilities. This challenge was also included in the Equity considerations area.
Regular Attendance for Students with Disabilities and Students Identified as Hispanic	All challenges listed for PHE include Students with Disabilities. This is one of 2 areas that also include Students identified as Hispanic
Career Standards Benchmark for Students with Disabilities	All challenges listed for PHE include Students with Disabilities.

Systemic LEA Challenges

- Attendance
- Students with Disabilities and Black student group achievement and growth
- Career Benchmark

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Schoolwide Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	The district is upgrading its classroom
English Language Development Programs	
Financial Recovery Plan	The District has been in financial recovery since February of 2019. The District has recently petitioned PDE for termination of economic recovery status.

Strengths

- Quarterly progress reports have tracked the District's journey through 5 years of financial recovery, including academic initiatives.

Challenges

- Financial sustainability upon exiting economic recovery.

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the District.	Emerging

Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs	Emerging
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.	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Operational

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	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the District's goals and priorities.	Operational

Summary

Strengths

- Coordinate fiscal resources from local, state, and federal programs to achieve the District's goals and priorities *
- Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *
- Partner with local businesses, community organizations, and other agencies to meet the needs of the District *
- Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

- The District has aligned professional development with the recovery plan.

Challenges

- Foster a vision and culture of high expectations for success for all students, educators, and families.
- Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
- Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.
- Ensure practical, standards-aligned curriculum and assessment.
- Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in the Plan
ELA growth and or performance at all buildings in the all-student group	Yes
Career Standards Benchmarks for Elementary and HS	No
Science Growth	Yes
Kindergarten students are showing consistent improvement during the school year.	Yes
Students at Linton Middle School showed growth throughout the year.	No
Growth throughout the year is evident at the elementary and high school levels.	No
Biology and 4th Grade Science increased	No
According to the Future Ready PA Index, students Considered Economically Disadvantaged are showing improvement in all areas.	No
Four-year Graduation Rate increased by a minimal	Yes
ELA has performance increases evident in all buildings; the Students Considered Economically Disadvantaged are the only student group consistent in all three buildings according to the Future Ready PA Index.	No
Coordinate fiscal resources from local, state, and federal programs to achieve the District's goals and priorities *	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the District *	Yes
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Yes
We are currently implementing year 2 of Illustrative Math K-8. The District has support from Duquesne University, Dr. Boston, and the AIU Math Science Collaborative.	Yes
The k-5 master schedule has double periods of math and a built-in intervention period to support Tier 2 and 3 students.	Yes
The professional Development schedule has built-in systematic data dives for the beginning, middle, and end of the year and two interim progress monitoring sessions.	Yes
The district ELA curriculum is aligned with social justice standards and incorporates culturally relevant instructional materials for K-12.	Yes
Quarterly progress reports have tracked the District's journey through 5 years of financial recovery, including academic initiatives.	Yes
The District has aligned professional development with the recovery plan.	Yes

Challenges

Examine the Summary of Challenges. Identify the most pressing challenges 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 the Plan
The black student group shows a substantial inequity in student performance in comparison to any other race or ethnicity student group across all buildings and subjects.	Yes
Regular attendance across all 3 buildings declined from previous years' data.	Yes
Career Standards Benchmarks inconsistent across District	Yes
IEP students are the lowest performing across all subjects	Yes
Although growth has been shown at some grade levels, the overall percentage of students scoring Proficient or above is low.	Yes
Students show growth early in their academic careers, then plateau before showing growth again at the High School level.	Yes
IEP student group	Yes
Black Student Group Academic Achievement.	Yes
Students with Disabilities are not showing the growth that their peers are, with a few exceptions.	Yes
Students with Disabilities are listed as offenders at a higher rate than students without disabilities based on the percentage of students within the groups.	Yes
Student Attendance rates	Yes
IEP Student Achievement	Yes
Career Benchmark	Yes
Black students are not performing or growing at the rate of their white peers.	Yes
Math is a challenging area where proficiency and growth index show volatility.	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families.	Yes
Black student group	Yes
Differentiation for students is not systematic, especially for IEP, Black, and Economically Disadvantaged student groups.	Yes
Provide teachers opportunities to visit distinguished classroom instructors and share strategies and best practices with fellow colleagues.	Yes
Implementation of structured literacy and the Science of reading with fidelity.	Yes
The District needs to develop an MTSS model that supports all K-12 students, with ongoing professional development to support the implementation.	Yes
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.	Yes
Ensure practical, standards-aligned curriculum and assessment	Yes
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Yes
Increasing instructional time throughout is a current barrier due to CBA language.	Yes

Provide more STEM-based opportunities to students systematically.	Yes
Financial sustainability upon exiting economic recovery.	Yes

Most Notable Observations/Patterns

Throughout stakeholder meetings, the areas that surfaced as ongoing challenges are attendance, graduation rates, career benchmarks, and the performance of black and IEP student groups. The team felt strongly that resources and finances were needed to support the instructional needs. Focus on curriculum alignment and authentic opportunities were also necessary to move the needle and show growth within our areas of need.

Strategies have been implemented to align with the financial recovery plan to create conditions for academic growth. Professional development focuses on formative assessments, student engagement, culturally responsive pedagogy, classroom management, and research on How People Learn. Professional Learning Opportunities include increased teacher collaboration, data-based decision-making, walk-throughs, and lesson sharing. Administrators are required to participate in PIL and Act 13 training.

School safety remains our District's number one priority. We are committed to keeping this at the forefront of everything we do, with a focus on process-driven results and continuous improvement. Across all buildings, achievement and growth in mathematics are not where we want them to be. In addition, teaching and learning continue to be significantly emphasized within Penn Hills, SD. Increasing rigor and relevance will be a focal point of the professional development of our staff over the term of this plan. We will emphasize the whole student, including academics, growth, and social-emotional well-being. Caring adults who welcome students into their classrooms and buildings, hold students accountable and provide opportunities for connection and belonging.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Although growth has been shown at some grade levels, the overall percentage of students scoring Proficient or above is low.	The district is exploring scheduling options to provide students opportunities for remediation, and enrichment.	No
Black Student Group Academic Achievement.	The district is exploring scheduling option to provide students opportunities for remediation and enrichment.	No
Students with Disabilities are not showing the growth that their peers are, with a few exceptions.	The District must continue to improve the implementation of MTSS support for all students and provide ongoing training to teachers to improve their instructional practices and interventions.	Yes
Students with Disabilities are listed as offenders at a higher rate than students without disabilities based on the percentage of students within the groups.	The implementation of the District's alternative to suspension programs 6-12 that focus on problem-solving and counseling needs to monitor data and adjust to programming needs accordingly.	No
The black student group shows a substantial inequity in student performance in comparison to any other race or ethnicity student group across all buildings and subjects.	Classrooms need to build a sense of community and belonging, allowing students to thrive and grow from setbacks in a safe, trusted environment. PD for staff on relationship building will help support this challenge.	Yes
Regular attendance across all three buildings declined from previous years' data.	School climate and culture need to reflect a space of safety and comfort. Tap into students' voices through surveys and discussion forums to hear students' perspectives on how we can improve so students want to be at school.	Yes
Career Standards Benchmarks inconsistent across District	All Career artifacts need to be collected in a systematic format.	No
IEP students are the lowest performing across all subjects	The District must continue to improve the implementation of MTSS support for all students and provide ongoing training to teachers to improve their instructional practices and interventions.	No
Students show growth early in their academic careers, then plateau before showing growth again at the High School level.	Data analysis	No
Student Attendance rates	School climate and culture need to reflect a space of safety and comfort. Tap into students' voices through surveys and discussion forums to hear students' perspectives on how we can improve so students want to be at school.	No
IEP Student Achievement	The District must continue to improve the implementation of MTSS support for all students and provide ongoing training to teachers to improve their instructional practices and interventions. Reviews of goals and IEPs being individualized will help support student needs.	No
Career Benchmark	Career artifacts need to be collected in a systematic format. Ensure the 339 plan is authentic and aligned with ASCA standards and PDE requirements.	No

Analyzing Challenges	Discussion Points	Check for Priority
Black students are not performing or growing at the rate of their white peers.	Achievement gaps exist. Low expectations	No
Math is a challenging area where proficiency and growth index show volatility.	New IM Math resource	No
Foster a vision and culture of high expectations for success for all students, educators, and families.	Culture and climate surveys indicate this	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Historical achievement data in proficiency and growth	No
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.	Administrative retreats, weekly central office and building administrator meetings	No
Ensure practical, standards-aligned curriculum and assessment	Teacher walk-throughs, observations, and continuous professional development and support will help implement implementations with fidelity. Multiple measures of evaluation are used to determine the student's knowledge.	No
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Teacher walk-throughs, observations, and continuous professional development and support will help implement implementations with fidelity. Multiple measures of assessment are used to determine the student's knowledge.	Yes
IEP student group	Identification of a factor needs a solid, consistent, and systematic MTSS model.	No
Black student group	Identify inequities, culturally responsive pedagogy, restorative practices and parent engagement	No
Differentiation for students is not systematic, especially for IEP, Black, and Economically Disadvantaged student groups.	Identify inequities, culturally responsive pedagogy, restorative practices and parent engagement	No
Increasing instructional time throughout is a current barrier due to CBA language.	Contract ends June 30, 2024	No
Provide teachers opportunities to visit distinguished classroom instructors and share strategies and best practices with fellow colleagues.	Professional learning communities, additional PD time through CBA	No
Implementation of structured literacy and the Science of reading with fidelity.	Walk-throughs and observations. Reading Specialist to help support teachers	No
The District needs to develop an MTSS model that supports all K-12 students, with ongoing professional development to support the implementation.	Work with AIU and Pattan	No
Provide more STEM-based opportunities to students systematically.	Curriculum alignment	No
Financial sustainability upon exiting economic recovery.	Applying for exit in 2024	No

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten students are showing consistent improvement during the school year.	Transition planning, Analysis of Universal Screening data, Common Planning Time
ELA growth and or performance at all buildings in the all-student group	Curriculum Alignment
Science Growth	Biology growing implemented Life Science then Biology.
Four-year Graduation Rate increased by a minimal	Updating and refining the withdrawal procedures systematically is expected to continue to impact the grad rate positively.
Coordinate fiscal resources from local, state, and federal programs to achieve the District's goals and priorities *	New business manager and accountant
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Financial Recovery Plan
Partner with local businesses, community organizations, and other agencies to meet the needs of the District *	Community outreach and partnerships
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	Continuous, systematic Professional Development at all levels will create the same narrative across the system. It needs to happen at every step of the organization, from onboarding staff to regular PD and communicated to all stakeholders.
We are currently implementing year 2 of Illustrative Math K-8. The District has support from Duquesne University, Dr Boston, and the AIU Math Science Collaborative.	Partnerships
The k-5 master schedule has double periods of math and a built-in intervention period to support Tier 2 and 3 students.	Time is available, but we need to make sure it is used accurately
The professional Development schedule has built-in systematic data dives for the beginning, middle, and end of the year and two interim progress monitoring sessions.	Updated contract language has helped support the implementation
The district ELA curriculum is aligned with social justice standards and incorporates culturally relevant instructional materials for K-12.	PDE Best Practice
Quarterly progress reports have tracked the District's journey through 5 years of financial recovery, including academic initiatives.	PDE Recovery plan
The District has aligned professional development with the recovery plan.	PDE Recovery plan, Professional Development Committee

Priority Challenges

- The District must continue to improve the implementation of MTSS support for all students and provide ongoing training to teachers to improve their instructional practices and interventions.
- District expectation is to build a sense of community and belonging, allowing students to thrive and fail in a safe, trusted environment. PD for staff on relationship building will help support this challenge.
- The District will prioritize school climate and culture needs to reflect a space of safety and comfort. Tap into students' voices through surveys and discussion forums to hear students' perspectives on how we can improve so students want to be at school.
- The District will provide continuous, systematic Professional Development at all levels and create the same narrative across the system. It needs to happen at every step of the organization, from onboarding staff to regular PD and communicated to all stakeholders.

Goal Setting

Priority: The District must continue to improve the implementation of MTSS support for all students and provide ongoing training to teachers to improve their instructional practices and interventions.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
1. Increase student proficiency and growth across all student groups. This will be reported annually in the Future Ready PA Index and support the District's Financial Recovery Plan. 2. Principals will increase the number of walk-throughs by 10% a. A. Look for engagement b. Formative Assessment c. Culturally Relevant Pedagogy d. Classroom management 3. Local assessment data with progress monitoring will increase each administration.		
Measurable Goal Nickname (35 Character Max)		
Proficiency and Growth		
Target Year 1	Target Year 2	Target Year 3
1. Student proficiency and growth will show improvement from baseline data from the 23- 24 Future Ready Indicators. 2. Principals will increase the number of walk-throughs by 10% A. Look for engagement B Formative Assessment C Culturally Relevant Pedagogy D. Classroom management. 3. Local assessment data with progress monitoring will increase each administration.	1. Student proficiency and growth will show improvement from baseline data from the 24- 25 Future Ready Indicators. 2. Principals will increase the number of walk-throughs by 10% A. Look for engagement B Formative Assessment C Culturally Relevant Pedagogy D. Classroom management. 3. Local assessment data with progress monitoring will increase each administration.	1. Increase student proficiency and growth across all student groups. This will be reported annually in the Future Ready PA Index. Supported the District's Financial Recovery Plan. 2. Principals will increase the number of walk-throughs by 10% A. Look for engagement B Formative Assessment C Culturally Relevant Pedagogy D. Classroom management. 3. Local assessment data with progress monitoring will increase each administration.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
The District will create an Infrastructure and Support Mechanism that includes the knowledge (training), resources, and structure necessary to operationalize and implement all three tiers of MTSS in all three buildings to meet student needs behaviorally and academically—support the District's Financial Recovery Plan. The District will continue to see special education referrals decrease as the MTSS structure solidifies.		
Measurable Goal Nickname (35 Character Max)		
MTSS		
Target Year 1	Target Year 2	Target Year 3
1. A needs assessment of the current systems is completed on what the District has in place to support K-12 students academically and behaviorally for the system. 2. The District will create a systematic protocol for the documentation of all Tiers within the MTSS process.	1. District and building leadership will continue to work collaboratively with the Allegheny Intermediate Unit and Pattan to build the MTSS structure and resources for accurate implementation and documentation. 2. Special Education referrals will decrease annually as MTSS supports are in place and well documented.	The District will create an Infrastructure and Support Mechanism that includes the knowledge (training), resources, and structure necessary to operationalize and implement all three tiers of MTSS in all three buildings to meet student needs behaviorally and academically. Supported in District's Financial Recovery Plan. The District will continue to see special education referrals decrease as the MTSS structure solidifies.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The District will increase the combined average percentage of students and parents who agree/strongly agree that the overall academic coursework is challenging to them at a total of 75% Supported in the District's Financial Recovery Plan.		
Measurable Goal Nickname (35 Character Max)		
Academic Rigor Core Instruction		
Target Year 1	Target Year 2	Target Year 3
The District will review historical data in Math and ELA to determine the needs of K-12. This will support the selection of specified evidence-based resources that will be used.	Teacher training on MTSS, data, and criteria on how need is identified and when and where and supports are implemented.	The District will increase the combined average percentage of students and parents who agree/strongly agree that the overall academic coursework is challenging to them at a total of 75% Supported in the District's Financial Recovery Plan.

Priority: The District expects to build a sense of community and belonging, allowing students to thrive and fail in a safe, trusted environment. PD for staff on relationship building will help support this challenge.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Provide ongoing professional development for staff on restorative practices, building relationships, and conflict resolution strategies expected to be used within the school system. Supported in District's Financial Recovery Plan. The District will track and analyze behavior data and implement interventions and referrals, and repeat behaviors will decrease annually.		
Measurable Goal Nickname (35 Character Max)		
Culture		
Target Year 1	Target Year 2	Target Year 3
The District will use 23-24 student culture and climate survey data as a baseline for building improvement. Initial training will be provided for core teams.	1. Professional development continues for K-12 staff, and the annual student culture and climate surveys are expected to show an increase of 10% or more in the safety and culture experienced in their building as agree/strongly agree. 2. Principals will track and analyze behavior data and implement interventions and referrals, and repeat behaviors will decrease annually.	Provide ongoing professional development for staff on restorative practices, building relationships, and conflict resolution strategies expected to be used within the school system. Supported the District's Financial Recovery Plan. The District will track and analyze behavior data and implement interventions and referrals, and repeat behaviors will decrease annually.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Student attendance rates will increase across all buildings. Evidence will be collected from the annual PA Future Ready Index.		
Measurable Goal Nickname (35 Character Max)		
Attendance rates		
Target Year 1	Target Year 2	Target Year 3
Check and Connect was implemented for students with six or more absences across all buildings.	Policy updates par, ent communication, and quarterly attendance meetings to address any inconsistencies and reconciliation.	Student attendance rates will increase across all buildings. Evidence will be collected from the annual PA Future Ready Index.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Increase teacher professional development PLCs on implementation of research-based strategies. Framework is built using How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. (Engagement, Cultural Responsiveness, Classroom management, Formative Assessment, Higher Level Questioning, and Metacognition.) Supported by Financial Recovery Plan. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building. Teacher agency (all students can learn) will increase as well.		
Measurable Goal Nickname (35 Character Max)		
PLC's		
Target Year 1	Target Year 2	Target Year 3
Contract negotiations will include the need for more PD time monthly. Adding 1.5 more days of PD and 75 minutes monthly for all teachers. Teacher/student surveys in culture and climate will serve as a baseline.	A PD team of teachers and administrators was created annually to build out PD offerings. Teacher PD is planned purposefully, and implementation is documented in walkthroughs and lesson planning.	Increase teacher professional development PLCs on implementation of research-based strategies. Framework is built using How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. (Engagement, Cultural Responsiveness, Classroom management, Formative Assessment, Higher Level Questioning, and Metacognition.) Supported by Financial Recovery Plan. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building. Teacher agency (all students can learn) will increase as well.

Priority: The District will prioritize school climate and culture needs to reflect a space of safety and comfort. Tap into students' voices through surveys and discussion forums to hear students' perspectives on how we can improve so students want to be at school.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
The District will establish and maintain a threat assessment team and keep technologies and practices in alignment with the district emergency operations plan.		
Measurable Goal Nickname (35 Character Max)		
Threat Assessment		
Target Year 1	Target Year 2	Target Year 3
Identify and train key identified individuals across the District to be part of the threat assessment team.	Annual 3-hour threat assessment PD was provided to all staff 23-24 SY. Both in-person and asynchronous are provided.	The District will establish and maintain a threat assessment team and keep technologies and practices in alignment with the district emergency operations plan.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
The District will implement an interventionist position in each building to de-escalate behaviors and address common behavior issues. Discipline data will show a decline of 10% annually. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building.		
Measurable Goal Nickname (35 Character Max)		
Interventionists		
Target Year 1	Target Year 2	Target Year 3
Emulate interventionist model from middle school into elementary and senior high school.	Implement a school police officer position to coordinate district safety efforts.	The District will implement an interventionist position in each building to de-escalate behaviors and address common behavior issues. Discipline data will show a decline of 10% annually. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building.

Priority: The District will provide continuous, systematic Professional Development at all levels and will create the same narrative across the system. It needs to happen at every step of the organization, from onboarding staff to regular PD and communicated to all stakeholders.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
The District will create a systematic onboarding process, including updated job descriptions for all new hires that include the necessary relevant information for a successful start to employment within the Penn Hills School District. The District will show an annual 95% retention of new hires.		
Measurable Goal Nickname (35 Character Max)		
Onboarding		
Target Year 1	Target Year 2	Target Year 3
Review job descriptions and gaps in current onboarding processes. Create a district team to work through needs and provide voice.	Communicate to district employees updated job descriptions and implement new training protocol for any new hire's summer of 2024	The District will create a systematic onboarding process, including updated job descriptions for all new hires that include the necessary relevant information for a successful start to employment within the Penn Hills School District. The District will show an annual 95% retention of new hires.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
The district will increase college and career benchmarks annually as measured by the Future Ready Index		
Measurable Goal Nickname (35 Character Max)		
College and Career		
Target Year 1	Target Year 2	Target Year 3
District will use the Future Ready Index as a baseline for improvement. District 339 plan is updated to include more relevant opportunities.	Career artifacts are collected and categorized K-12 and improvement is reported through the Future Ready Index annually.	The district will increase college and career benchmarks annually as measured by the Future Ready Index.

Action Plan

Measurable Goals

- Proficiency and Growth
- Academic Rigor Core Instruction
- Attendance rates
- College and Career
- Threat Assessment
- Onboarding
- MTSS
- Culture
- PLC's
- Interventionists

Action Plan For Increase Student Achievement and Academic Rigor

Measurable Goals

- Increase student proficiency and growth across all student groups. This will be reported annually in the Future Ready PA Index. Supported the District's Financial Recovery Plan.
- Principals will increase the number of walk-throughs by 10%
 - Look for engagement
 - Formative Assessment
 - Culturally Relevant Pedagogy
 - Classroom management
- Local assessment data with progress monitoring will increase each administration.

- The District will create an Infrastructure and Support Mechanism that includes the knowledge (training), resources, and structure necessary to operationalize and implement all three tiers of MTSS in all three buildings to meet student needs behaviorally and academically. Supported the District's Financial Recovery Plan. The District will continue to see special education referrals decrease as the MTSS structure solidifies.
- The District will increase the combined average percentage of students and parents who agree/strongly agree that the overall academic coursework is challenging to them at a total of 75% Supported in the District's Financial Recovery Plan.
- Provide ongoing professional development for staff on restorative practices, building relationships, and conflict resolution strategies expected to be used within the school system. Supported the District's Financial Recovery Plan. The District will track and analyze behavior data and implement interventions and referrals, and repeat behaviors will decrease annually.
- Student attendance rates will increase across all buildings. Evidence will be collected from the annual PA Future Ready Index.
- Increase teacher professional development PLCs on implementation of research-based strategies. Framework is built using How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. (Engagement, Cultural Responsiveness, Classroom management, Formative Assessment, Higher Level Questioning, and Metacognition.) Supported by Financial Recovery Plan. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building. Teacher agency (all students can learn) will increase as well.

Action Step		Anticipated Start/Completion Date	
Pilot Wit and Wisdom K-8 in 13 ELA classrooms and Implement Illustrative Math K-8 in all classrooms. Provide training and support while implementing.		2023-08-21	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Renel Williams, Director of Teaching and Learning	PD Time. Teacher and student resources and teacher and student feedback were collected and compared to determine adoptions. Principals to ensure implementation with fidelity is occurring.	Yes	No
Action Step		Anticipated Start/Completion Date	
Walkthroughs in piloting ELA classrooms and math classrooms K-8		2023-11-01	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Associate Principals, and Director(s)	Walk through data Lesson sharing among colleagues (modeling)	No	No
Action Step		Anticipated Start/Completion Date	
Data and addressing student needs.		2023-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers, Parents, Principals, and District Administration	Academic, behavior, & attendance data	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Creating a positive culture and climate for students and staff		2022-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Directors Principals Teachers and students	PD restorative training conflict resolution culture and climate surveys academic DEI training and discipline data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
3c. Engaging Students in Learning 1 d Demonstrating knowledge of resources 2 d Managing student behavior 3 b Questioning and discussion 4a Reflecting on Teaching 2b Establishing a culture for learning 2a Creating an environment of respect and rapport	Teacher and student survey -end of May 2024 CDT/ Star data comparison to classrooms not piloting Future Ready Index proficiency and growth increases in ELA and Math.

Action Plan For School Safety

Measurable Goals:
- Student attendance rates will increase across all buildings. Evidence will be collected from the annual PA Future Ready Index. - Increase teacher professional development PLCs on implementation of research-based strategies. Framework is built using How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. (Engagement, Cultural Responsiveness, Classroom management, Formative Assessment, Higher Level Questioning, and Metacognition.) This plan is Supported by the Financial Recovery Plan. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building. Teacher agency (all students can learn) will increase as well. - The District will establish and maintain a threat assessment team and keep technologies and practices in alignment with the district emergency operations plan. - The District will implement an interventionist position in each building to de-escalate behaviors and address common behavior issues. Discipline data will show a decline of 10% annually. The annual student/staff culture and climate survey will indicate that students feel safe and welcome in their school building.

Action Step		Anticipated Start/Completion Date	
Establish a District Safety Plan		2022-08-22	2025-07-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Safety Coordinator	Safety & Security Plan Drills training	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Designing a coherent operational plan Communication to stakeholders Procedures Reflection with necessary adjustments Responsiveness (timing and effectiveness)	Safety Audit Training(s) Feedback

Action Plan For New Hires

Measurable Goals:			
The District will create a systematic onboarding process, including updated job descriptions for all new hires that include the necessary relevant information for a successful start to employment within the Penn Hills School District. The District will show an annual 95% retention of new hires.			

Action Step		Anticipated Start/Completion Date	
To create a systematic process for all new employees that provides a comprehensive overview of what is needed to be successful in Penn Hills, SD.		2023-08-21	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HR Director	Job descriptions, policies, and procedures	No	Yes
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
A systematic hiring and onboarding process		This will occur as individuals are hired.	

Action Plan for Climate and Culture

Measurable Goals:			
Student attendance rates will increase across all buildings; evidence will be collected from the annual PA Future Ready Index.			

Action Step		Anticipated Start/Completion Date	
District employees dealing with attendance will conduct student attendance improvement plan. Families are expected to be notified after the 6 th absence and be part of the student attendance plan meeting.		2024-01-03	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, School Counselors and Social Workers	SAIP plan (document)	No	Yes
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
To decrease absenteeism		Daily	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase student Achievement and Academic Rigor	Pilot Wit and Wisdom K-8 in 13 ELA classrooms and Implement Illustrative Math K-8 in all classrooms. Provide training and support while implementing.
Increase student Achievement and Academic Rigor.	Data and addressing student needs.
Increase student Achievement and Academic Rigor.	Creating a positive culture and climate for students and staff
School Safety	Establish a District Safety Plan

Teaching and Learning

Action Step		
- Pilot Wit and Wisdom K-8 in 13 ELA classrooms and Implement Illustrative Math K-8 in all classrooms. Provide training and support while implementing. - Data and addressing student needs.		
Audience		
Professional Staff		
Topics to be Included		
Math ELA Science Steels Act 158 (DOK) Depth of Knowledge How People Learn Questioning, Formative Assessment Culturally Relevant Pedagogy, Metacognition SAS curriculum framework Data - PSSA Keystone, PVAAS, CDT, Star Authentic assessment Career Standards Engagement Structured Literacy		
Evidence of Learning		
Lesson plan, walk-throughs, observations, PVAAS, Future Ready Index, PD attendance		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent, Director of Teaching & Learning, Principals	2022-08-22	2025-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Ongoing
Observation and Practice Framework Met in this Plan	
• 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Training	
Structured Literacy	

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 1e: Designing Coherent Instruction • 4e: Growing and Developing Professionally • 4b: Maintaining Adequate Records	
This Step Meets the Requirements of State Required Training	

Type of Activities	Frequency
Action Research	Daily
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Training	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Increase student Achievement and Academic Rigor	Data and addressing student needs.
Increase student Achievement and Academic Rigor	Creating a positive culture and climate for students and staff
School Safety	Establish a District Safety Plan
New Hires	To create a systematic process for all new employees that provides a comprehensive overview of what is needed to be successful in Penn Hills, SD.
Climate and Culture	District employees dealing with attendance will conduct student attendance improvement plan. Families are expected to be notified after the 6 th absence and be part of the student attendance plan meeting.

School Safety

Action Step		
Audience		
District staff Parents		
Topics to be Included		
Establish, review, and adjust the school operations plan. Will include drills by building and District		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brian Brown	2024-01-03	2024-06-28

Communication

Type of Communication	Frequency
Email	Drills Monthly Training annually
Email	1x per 9 weeks minimally
Posting on the district website	Annually Future Ready Index

Academic Rigor

Action Step
Audience
School Board of Directors New Hires Staff
Topics to be Included
Hiring Process Policies Procedural Manuals Job Descriptions

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Human Resources	2024-03-01	2026-06-30

Communication

Type of Communication	Frequency
Email	Drills Monthly Training annually
Email	1x per 9 weeks minimally
Posting on the district website	Annually Future Ready Index

New Hires

Action Step		
Audience		
School Board of Directors New Hires Staff		
Topics to be Included		
Hiring Process Policies Procedural Manuals Job Descriptions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Human Resources	2024-03-01	2026-06-30

Communication

Type of Communication	Frequency
Email	Drills Monthly Training annually
Email	1x per 9 weeks minimally
Posting on the district website	Annually Future Ready Index

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date