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LEA Profile

The Derry Township School District is a midsized, suburban public school district which serves Derry Township in Dauphin County, Pennsylvania. Derry Township encompasses approximately 27 square miles (70 km2). The unincorporated town of Hershey is situated in a suburban area in central Pennsylvania approximately 15 miles east of the state capital of Harrisburg. There are two major highways that border our schools as well as a railway system that is within close proximity.

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

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

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

The district's 114-acre campus hosts all of the district's schools: the Early Childhood Center (Grades K and 1), a Primary and Intermediate Elementary School building (Grades 2-5), one middle school (Grades 6-8), and one high school (Grades 9-12). The total enrollment across all grade levels is approximately 3,200 students.

All our schools have exemplary facilities, curriculum, faculty and staff, administrators, co-curricular and extra-curricular programs. While the Primary school is an award-winning Blue Ribbon School, the elementary building is over 70 years old, and the district is embarking upon a project to update our elementary school to better support innovative educational practices.

At all assessed grade levels, PSSA and Keystone assessment scores are consistently well-above state and national averages. Annually more than 90% of our graduating seniors pursue post-secondary education. Hershey High School has also been recognized as one of the top public schools in America by several national publications.

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

Derry Township School District offers a wide and significant range of special education services and supports. These are accessed by approximately 320 (10.2%) students through a full range of supplementary supports and services in a variety of locations throughout each building K-12. Services and supports are also accessed by and offered to students from consortium districts. Intensive learning support and autism support classroom options were added between 2008 and 2012. Programming such as Laurel Life continues to be added in order to meet the varying and complex needs of our students.

English Language Learners represent some 4.2% (approximately 135 students) of the total student body. In 2022 - 2023 there were 39 different home languages reported for these students.

In the last 15 years, the total of students qualifying for free and reduced lunches has increased from 7% of the student body to a current 27% of the student body.

The district currently provides gifted support to 150 students (4.7%) in grades kindergarten through 12th grade. Services are provided and facilitated by 3 full-time gifted support teachers – 1 elementary school, 1 middle school, and 1 high school.

The district employs approximately 500 staff in professional and support positions. The Derry Township School District employs 24 administrators, 286 professional staff and 209 support staff. Of the professional staff, 53 hold bachelor's degrees and 231 master's degrees. The majority (163) of the staff have more than 10 years of teaching experience; however, 128 members of the professional staff have been with the district for less than 10 years.

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

Derry Township School Board established a district wellness policy in June 2006 - *Student Wellness* Policy 246. The policy deals with nutritious meals served at school, the control of access to some foods and beverages during school hours, age-appropriate nutrition education for all students, and physical education or approved activity for students K-12. In addition, the district has partnered with a non-profit, Cocoa Packs. Headquartered within the Hershey community, the Cocoa Packs program and its volunteers provide single serving foods for more than 300 students on weekends and other times when school food programs are not available.

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

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

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Mission and Vision

Mission

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

Vision

Cultivating an extraordinary learning environment in which all students and staff feel loved, welcomed, respected and a sense of belonging as they exceed academic expectations.

Educational Values

Students

During the 2022-2023 school year as well as the fall of 2023, all students 5-12 were surveyed in the areas of culture, climate, and academics to seek an understanding of their perceptions of the educational experiences provided in our schools, as well as their perceptions of their school environments. In addition, several secondary students serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning team culled the following look-for and areas for growth: *Respect for others/differences *Equity *Communication/Relationships with staff -Relevance of learning.

Staff

During the 2022-2023 school year, all district staff were surveyed in the areas of culture, climate, and academics, (specifically instructional strategies and standards-based understanding) to seek an understanding of their perceptions of the educational experiences provided in our schools, as well as their perceptions of their school environments as employees. Additionally multiple staff serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning team culled the following look-for and areas for growth: *Relationships among all stakeholders *Communication *Time constraints/feeling overwhelmed.

Administration

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

Parents

During the 2022-23 school year, all district parents were presented with a survey to solicit their perceptions of the district in the areas of climate, culture, academics, and safety. Additionally, parents representing each building level serve on the Future Ready Comprehensive Planning Team. From these surveys, the Comprehensive Planning Team culled the following look-for and areas for growth: *Communication *Relationships between school and parents *Social/emotional learning/needs.

Community

During the 2022-2023 school year, all community members were presented with a survey to solicit their perceptions of the district in the areas of climate, culture academics and safety. Unfortunately, only 14 community members completed the survey. However, community

members are actively engaged in school activities, on board sub-committees as Citizen Advisors, and serve on the Comprehensive Planning Steering Committee.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts All Student Group meets 2030 Statewide Goal	All student group exceeds the 2030 goal by 10% in ELA at the HS
Mathematics/Algebra All Student Group meets 2030 Statewide goal	All student group exceeds the 2030 goal by 15% at the HS
Career Standards Benchmark - HS	Students are meeting the Career Standards Benchmark 95%
Hershey MS Attendance	MS exceeds all student group performance standard benchmark set by the state
English Language Arts All Student Group meets 2030 Statewide goal at Hershey Intermediate School	Intermediate School Exceeds 2030 Statewide goal by 2.1%

Challenges

Indicator	Comments/Notable Observations
Hershey HS All Student Group Prof/Adv in ELA/Literature	The All-student group Prof/Adv indicator is down from last year despite exceeding the statewide goal and average.
Hershey HS All Student Group Prof/Adv in Algebra I	The All-student group Prof/Adv indicator is down from last year despite exceeding the statewide goal and average.
Hershey HS Regular Attendance	Percent of students with regular attendance is 84.1%, lower than the statewide average of 85.8% and far lower than Performance Standard of 94.1%.
Hershey MS English Language Arts Growth Expectations	Students in 8th grade at Hershey MS did not meet the standard demonstrating growth in ELA and their overall scores are down from last year despite exceeding the 2030 statewide goal by a slim margin.

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

Strengths

Indicator	Comments/Notable Observations
Hershey Int School English Language Arts	This ESSA reported subpopulation is demonstrating strong growth, exceeding the state performance standard, and overall Prof/Adv is up from last year.

Grade Level(s) and/or Student Group(s) Students with Disabilities	
Indicator Hershey Int School English Language Arts/Mathematics **Grade Level(s) and/or Student Group(s)** Hispanic	**Comments/Notable Observations** This ESSA reported subpopulation is demonstrating higher levels of Prof/Adv in both ELA and mathematics from last year. They met the interim target goal for closing the achievement gap.
Indicator Hershey High School English Language Arts/Literature **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** This ESSA reported subpopulation is demonstrating strong Prof/Adv performance, up from last year and exceeding the interim growth target toward the statewide 2030 goal.
Indicator Hershey High School Science/Biology **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** This ESSA reported subpopulation is demonstrating high levels of Prof/Adv performance from last year and has met the interim growth target toward the 2030 statewide goal.

Challenges

Indicator Hershey MS English Language Arts **Grade Level(s) and/or Student Group(s)** Black Students	**Comments/Notable Observations** Students in this ESSA subpopulation are not meeting the statewide performance goal, nor are they showing appropriate academic growth. Additionally, their performance is down from last year, particularly in 8th grade.
Indicator Hershey MS English Language Arts **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged, English Learner, Students with Disabilities	**Comments/Notable Observations** Students in these ESSA subpopulations are not meeting the statewide goal for performance, while they are doing better than last year, there is still considerable growth to be made.

Indicator Hershey MS Mathematics **Grade Level(s) and/or Student Group(s)** Black Students and Students with Disabilities	**Comments/Notable Observations** Students in these ESSA reported subpopulations are both very low in their percentage of Prof/Adv in PSSA mathematics as well as their performance is decreased from last year.
Indicator Hershey Int School Mathematics **Grade Level(s) and/or Student Group(s)** Black Students and Students with Disabilities	**Comments/Notable Observations** Students in these ESSA reported subpopulations continue to demonstrate a wide gap in proficiency when compared with their peers and demonstrated a downward trend from last year.

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.

HS - All student group exceeds the 2030 goal by 10% in ELA at the HS
HS - All student group exceeds the 2030 goal by 15% at the HS
Intermediate School ELA - This ESSA reported subpopulation is demonstrating strong growth, exceeding the state performance standard, and overall Prof/Adv is up from last year.
HS Literature - Economically Disadvantaged Students - This ESSA reported subpopulation is demonstrating strong Prof/Adv performance, up from last year and exceeding the interim growth target toward the statewide 2030 goal.
HS Biology - Economically Disadvantaged Students - This ESSA reported subpopulation is demonstrating high levels of Prof/Adv performance from last year and has met the interim growth target toward the 2030 statewide goal.

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.

MS English Language Arts - Black Students - Students in this ESSA subpopulation are not meeting the statewide performance goal, nor are they showing appropriate academic growth. Additionally, their performance is down from last year, particularly in 8th grade.

MS English Language Arts - Economically Disadvantaged, English Learner, Students with Disabilities - Students in these ESSA subpopulations are not meeting the statewide goal for performance, while they are doing better than last year, there is still considerable growth to be made.
MS Mathematics - Black Students and Students with Disabilities - Students in these ESSA reported subpopulations are both very low in their percentage of Prof/Adv in PSSA mathematics as well as their performance is decreased from last year.
Hershey Int School Mathematics - Black Students and Students with disabilities - Students in these ESSA reported subpopulations continue to demonstrate a wide gap in proficiency when compared with their peers and demonstrated a downward trend from last year.

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA PSSA	Our district ELA scores on the PSSA have remained steady at 79% proficient and advanced since 2017. There are fluctuations by grade level, while the overall score has stayed steady, pre and post pandemic.
MS PSSA	All MS grades scored at 79% or higher for proficient/advanced. There are significant achievement gaps between students receiving special education services and their regular education peers.
Elementary PSSA	Elementary students consistently score at 74% and above proficient and advanced. Though again, students receiving special education services are scoring significantly lower than their regular education peers.
Literature Keystone Exams	85% of students scored proficient or advanced, far above the state average of 53%. However, a year to parity analysis shows that it would take 46 years to close the gap between students categorized as economically disadvantaged vs. their non economically disadvantaged peers.

English Language Arts Summary

Strengths

Students are scoring at consistently high levels of proficient and advanced over a three to five year testing period.
Students score at well above the state averages.

Challenges

Moving students who receive special education services into a higher level of proficient and advanced would not only impact our progress as a district for achieving our vision, it would also greatly impact future student success in multiple endeavors.
Shortening the years to parity for our students designated as economically disadvantaged would allow them greater future success as well as improve district College and Career measures.
When looking at ELA for our English Language Learners, we are lagging behind our 2023 benchmark goal by a minimum of 7.1% at every grade level except grade 4.

Mathematics

Data	Comments/Notable Observations

Middle School PSSA	While we would like to see larger percentages of students scoring proficient and advanced on the mathematics assessment, we also note that our 7th and 8th grade scores rank at 29 and 32 out of over 880 7th and 8th grade classes across the state.
Algebra I Keystone Exam	Students who take Algebra I in middle school score exceedingly high. Students who do not take algebra and therefore do not take the assessment until 9th or 10th grade generally have a greater struggle. Of the 81 students taking the assessment in high school grade 9, 39% are categorized as economically disadvantaged. This is a disproportionate number of students in poverty compared to the overall ratio in the student population.

Mathematics Summary

Strengths

Between the MS and HS, 70% of students taking the Algebra I Keystone exam scored proficient/advanced.

Challenges

The district has taken a slight hit since the pandemic in the number of students scoring proficient and advanced on the Keystone Algebra I assessment. Students who struggle in mathematics do not take the exam until high school and a disproportionate number of those students are categorized as economically disadvantaged (39%) - compared to the overall student population which is around 26% economically disadvantaged.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology Keystones - eMetric	87.4% of the students taking the Biology Keystone exam scored proficient/advanced. These scores continue to rise with a large number of students (61.5%) scoring advanced. Only 12 of the 301 students tested scored below basic.

Science, Technology, and Engineering Education Summary

Strengths

87.4% of the students taking the Biology Keystone exam scored proficient/advanced. These scores continue to rise with a large number of students (61.5%) scoring advanced. Only 12 of the 301 students tested scored below basic.

Challenges

The new standards mean a realignment of curriculum. While we are certainly up for the task, it will take a bit of time to reach the same high levels of achievement we have been seeing.

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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Grade 3 ELA: 2021 - 54.5% proficient (n=11) 2022 - 9.1% proficient (n=11) 2023 - 12.5% proficient (n=8)	Pre-pandemic (2017, 2018, 2019), we saw only 3 students scoring proficient and advanced over a 3-year period of time. In our post-pandemic data, we are seeing a dramatic increase in our students who are English Language Learners performing at proficient and advanced levels in grades 3 - 5.
Grade 4 ELA: 2021 - 62.5% proficient & advanced (n=8) 2022 - 38.9% proficient & advanced (n=18) 2023 - 33.3% proficient (n=12)	There is still a considerable achievement gap between our English Language Learners and the overall student population, while the work we are doing with the new reading program (Open Court) as well as the targeted interventions are showing a marked improvement of our summative scores.
Grade 5 ELA: 2021 - 0 proficient (n=3) 2022 - 45.5% proficient (n=11) 2023 - 21.4% proficient (n=14)	

Students with Disabilities

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

Data	Comments/Notable Observations
27.4% of students with disabilities scored proficient or advanced on the ELA PSSA at Hershey Int. School	This proficiency rate is nearly 50% below what the majority of students are achieving at the Intermediate building.
48.8% of students with disabilities scored proficient or advanced on the Mathematics PSSA at Hershey Int. School	This percentage of proficiency is nearly 30% below the achievement levels of the majority of the students in the building, especially when pulled apart by grade level.

4% (n=8 of 32) tested students with disabilities scored proficient or advanced on the ELA PSSA at Hershey Middle School	Much like the elementary level, this data indicates a gap that is over 60 percentage points below the proficiency levels of other students in the building and is additionally concerning due to the heavy reliance upon reading in order to learn new material at the middle level.
4.2% (n=6 of 25) tested students with disabilities scored proficient or advanced on the mathematics PSSA at Hershey Middle School	This data indicates a gap that is 55% below the proficiency rate of other students in the middle school and this level of achievement has long-lasting impacts on a student's ability to progress into higher level mathematics.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In 2023, 61.3% of students categorized as economically disadvantaged in 5th grade scored proficient or advanced on the ELA PSSA as compared to 78.4% of the "all students" category	Our economically disadvantaged students are underperforming compared to their peers in the same grade levels.
In 2023, 23% of students categorized as economically disadvantaged in 5th grade scored proficient or advanced on the mathematics PSSA as compared to 60.3% in the "all students" category.	Our economically disadvantaged students are underperforming compared to their peers in the same grade levels. While there has been some moderate growth in mathematics.
In 2023, 57.4% of students in 8th grade categorized as economically disadvantaged scored proficient or advanced on the ELA PSSA as compared to 79.4% of "all students"	Our economically disadvantaged students are underperforming compared to their peers in the same grade levels. While there was significant growth from the 2018 cohort, the overall number of students scoring prof/adv dropped.
In 2023, 27.3% of students in 8th grade categorized as economically disadvantaged scored proficient or advanced on the mathematics PSSA as compared to 56.6% of "all students"	Our economically disadvantaged students are underperforming compared to their peers in the same grade levels. While overall the scores showed a dip between the 2018 and 2019 testing cohorts.
When examining the demographics of our Advanced Placement courses, only about 10% of students in these courses are categorized as economically disadvantaged when the total population of HHS students who are ED is over 22%	Our economically disadvantaged students are underrepresented in our highest level, most rigorous courses.

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.

Our professional learning opportunities are beginning to address some of the disparity issues that we have seen arise, in particular with referrals for special education and discipline.
Our academic structures, notably Professional Learning Communities (PLCs) and Multi-Tier Systems of Support are instrumental in ensuring that artificial barriers are not keeping students from marginalized groups from achieving academic success.

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.

When examining the demographics of our Advanced Placement courses, only about 10% of students in these courses are categorized as economically disadvantaged when the total population of HHS students who are ED is over 22%.
Our economically disadvantaged students are underperforming compared to their peers in the same grade levels.
Much like the elementary level, when reviewing the proficiency levels of students with disabilities, this data indicates a gap that is over 60% below the proficiency levels of other students in the building and is additionally concerning due to the heavy reliance upon reading in order to learn new material at the middle level.
When reviewing the mathematics PSSA scores, this data indicates a gap that is 55% below the proficiency rate of other students in the middle school and this level of achievement has long-lasting impacts on a student's ability to progress into higher level mathematics.
There is a considerable achievement gap between our English Learners and our native speakers when it comes to performance on the PSSA tests at the elementary level.

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Goal Setting

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

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.		
Measurable Goal Nickname (35 Character Max)		
Elementary Reading Performance		
Target Year 1	**Target Year 2**	**Target Year 3**
English Language Learners = 31.3% Economically Disadvantaged = 56.5% Students with Disabilities = 42.1%	English Language Learners = 34.1% Economically Disadvantaged = 58.3% Students with Disabilities = 44.5%	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.		
Measurable Goal Nickname (35 Character Max)		
Secondary English Language Arts Performance		
Target Year 1	**Target Year 2**	**Target Year 3**
English Language Learners = 31.3% Economically Disadvantaged = 56.5%	English Language Learners = 34.1% Economically Disadvantaged = 58.3%	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure that English

Students with Disabilities = 42.1%	Students with Disabilities = 44.5%	Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.

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

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By May of 2027, the district will have either created or enhanced at least 3 means for community stakeholders to provide feedback and input into district operations.		
Measurable Goal Nickname (35 Character Max)		
Communications Avenues		
Target Year 1	**Target Year 2**	**Target Year 3**
Updated district website with appropriate accessibility features, reduced pages, increased search logic and the ability to provide feedback embedded into the website. Implementation by Sept. of 2023, refinement ongoing.	Accessible newsletter that is produced on a monthly basis and is available to all community members. Implementation by May of 2024, refinement ongoing.	By May of 2027, the district will have either created or enhanced at least 3 means for community stakeholders to provide feedback and input into district operations.

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

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June of 2026, the district, at each school level, will have implemented a student assessment and onboarding program that allows for appropriate interventions, whether acceleration or enrichment, to be put in place for new students to the district.		
Measurable Goal Nickname (35 Character Max)		
New Student Onboarding		
Target Year 1	**Target Year 2**	**Target Year 3**
At the middle school and high school, systems of support such as WEB, LINK Crew, SEL programming, REACH, school	At the middle school and high school, systems of support such as WEBB Crew, LINK Crew, SEL programming, REACH, school counselors	By June of 2026, the district, at each school level, will have implemented a student assessment and onboarding

| counselors and the instructional coaches will develop a plan to onboard and support new students. These plans will be developed by June of 2024. | and the instructional coaches will develop a plan to onboard and support new students. These plans will be fully implemented by September of 2025. | program that allows for appropriate interventions, whether acceleration or enrichment, to be put in place for new students to the district. |

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
The district will maintain and refine a K-12 social emotional learning curriculum with ongoing cycles of improvement through June of 2027.
Measurable Goal Nickname (35 Character Max)
SEL Curriculum

Target Year 1	Target Year 2	Target Year 3
The district will purchase and implement the programming from Character Strong for secondary students. The lessons will be refined and taught at the Middle School during mid-day meeting and at the High School during Community Periods. Full implementation will occur during the 23-24 school year with refinement occurring during the 24-25 school year.	Through student survey data, as well as teacher interviews conducted by Lehigh University partners, the district will continue to refine the implementation of the SEL curriculum and programming. This will be an ongoing cycle of improvement with refinement occurring in each year of this plan.	The district will maintain and refine a K-12 social emotional learning curriculum with ongoing cycles of improvement through June of 2027.

Priority: Through the PLC and MTSS process, as well as new mathematics programming at both the elementary and middle schools, we will be able to target individual student needs and reach pre-pandemic data goals.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (38%), Economically Disadvantaged (49.3%), and Students with Disabilities (43.2%), are meeting state benchmarks for mathematics.
Measurable Goal Nickname (35 Character Max)
Elementary Mathematics

Target Year 1	Target Year 2	Target Year 3

English Language Learners = 29.6% Economically Disadvantaged = 42.4% Students with Disabilities = 35.4%	English Language Learners = 32.4% Economically Disadvantaged = 44.7% Students with Disabilities = 38%	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (38%), Economically Disadvantaged (49.3%), and Students with Disabilities (43.2%), are meeting state benchmarks for mathematics.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure that English Language Learners (38%), Economically Disadvantaged (49.3%), and Students with Disabilities (43.2%), are meeting state benchmarks for mathematics.		
Measurable Goal Nickname (35 Character Max)		
Secondary Mathematics		
Target Year 1	**Target Year 2**	**Target Year 3**
English Language Learners = 29.6% Economically Disadvantaged = 42.4% Students with Disabilities = 35.4%	English Language Learners = 32.4%% Economically Disadvantaged = 44.7% Students with Disabilities = 38%	Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure that English Language Learners (38%), Economically Disadvantaged (49.3%), and Students with Disabilities (43.2%), are meeting state benchmarks for mathematics.

Action Plan

Measurable Goals

Elementary Reading Performance	Secondary English Language Arts Performance
Communications Avenues	New Student Onboarding
SEL Curriculum	Elementary Mathematics
Secondary Mathematics	

Action Plan For: Structured Literacy Training

Measurable Goals:

- Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.
- Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our secondary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.
- By June of 2026, the district, at each school level, will have implemented a student assessment and onboarding program that allows for appropriate interventions, whether acceleration or enrichment, to be put in place for new students to the district.

Action Step		Anticipated Start/Completion Date	
Develop a plan and a schedule for Structured Literacy Training for all elementary classroom and special education teachers and all secondary teachers who need to maintain elementary certifications (as outlined in Act 55)		2024-03-01	2024-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Aaron Shuman/Assistant to the Superintendent for CIA	Structured Literacy Training materials; Structured Literacy Instructors; Instructional Coaches; Director of Professional Learning & Innovation	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Implementation of Structured Literacy training for all elementary classroom and special education teachers and all secondary teachers who need to maintain elementary certifications (as outlined in Act 55)		2024-03-01	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Aaron Shuman/Assistant to the Superintendent for CIA	Structured Literacy Training materials; Structured Literacy Instructors; Instructional Coaches; Director of Professional Learning & Innovation	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. All elementary teachers and appropriate secondary teachers will have been trained 2. Teachers will be refining their practices based upon the LETRS training concepts 3. Students will show improved performance as outlined in our SMART Goals	1. Assistant to the Superintendent for CIA; Director of Professional Learning and Innovation; Instructional Coaches; Elementary School Psychologists; Building Principals 2. Bi-weekly, by marking period, yearly 3. Local assessments (Acadience), IPMs, Student Support Team meetings; state assessments (PSSA and Literature Keystone)

Action Plan For: Social Emotional Learning Training

Measurable Goals:
• The district will maintain and refine a K-12 social emotional learning curriculum with ongoing cycles of improvement through June of 2027.

Action Step		Anticipated Start/Completion Date	
Check and Connect Training and Implementation (High School)		2024-09-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lindsey Schmidt/High School Principal	SEL Coach/Intervention Coordinator	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance increases to 95% on average at the high school.	Intervention Coordinator monitors student attendance, check and connect training and supports, monthly analysis

Action Plan For: Social Emotional Learning

Measurable Goals:
• The district will maintain and refine a K-12 social emotional learning curriculum with ongoing cycles of improvement through June of 2027.

Action Step		Anticipated Start/Completion Date	
Core Team Training in Restorative Practices		2024-04-15	2024-04-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Stacy Winslow/Superintendent	IIRL Restorative Practices for Educators Training	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of a district-wide discipline philosophy centered around Restorative Practices principles.	Building Principals, SEL Core Team, ongoing

Action Plan For: WIN (What I Need) Instructional Periods

Measurable Goals:
• Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (39.7%), Economically Disadvantaged (61.9%), and Students with Disabilities (49.1%), are meeting state benchmarks for ELA.
• By June of 2026, the district, at each school level, will have implemented a student assessment and onboarding program that allows for appropriate interventions, whether acceleration or enrichment, to be put in place for new students to the district.
• Given the potential gaps in student learning and instructional impacts of COVID-19 modifications, we will use our elementary PLC and MTSS structures to target interventions that ensure that English Language Learners (38%), Economically Disadvantaged (49.3%), and Students with Disabilities (43.2%), are meeting state benchmarks for mathematics.

Action Step	Anticipated Start/Completion Date

An integral element of MTSS, WIN periods at the elementary school have created opportunities for student acceleration and enrichment; The Middle School is in the process of designing similar opportunities for grades 6 - 8.	2022-08-22	2026-06-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Aaron Shuman/Assistant Superintendent for CIA	Instructional Coaches; Interventionists; all classroom teachers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student achievement in both ELA and mathematics improves and state identified benchmarks for English Language Learners, Economically Disadvantaged and Students with Disabilities will be met on a year over year basis.	Instructional Coaches and Collaborative Teams will monitor student achievement through IPMs and benchmark and curricular assessments. Monitoring will occur at a minimum on a bi-weekly basis.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy Training	Develop a plan and a schedule for Structured Literacy Training for all elementary classroom and special education teachers and all secondary teachers who need to maintain elementary certifications (as outlined in Act 55)
Structured Literacy Training	Implementation of Structured Literacy training for all elementary classroom and special education teachers and all secondary teachers who need to maintain elementary certifications (as outlined in Act 55)
Social Emotional Learning Training	Check and Connect Training and Implementation (High School)
Social Emotional Learning	Core Team Training in Restorative Practices

Structured Literacy Training

Action Step
• Implementation of Structured Literacy training for all elementary classroom and special education teachers and all secondary teachers who need to maintain elementary certifications (as outlined in Act 55)
Audience
Teachers
Topics to be Included
Science of Reading: LETRS Training modules 1 and 2
Evidence of Learning
Increased student performance as outlined by state benchmark goals. English Language Learners = 34.1% Economically Disadvantaged = 58.3% Students with Disabilities = 44.5%

Lead Person/Position	Anticipated Start	Anticipated Completion
Aaron Shuman/Assistant to the Superintendent for CIA	2024-03-01	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	Training will begin with a full day in-service on March 8, 2024, and will continue with additional learning days throughout the 2024-25 school year.

Observation and Practice Framework Met in this Plan
• 1a: Demonstrating Knowledge of Content and Pedagogy
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed, but at least monthly via PLC team collaboration times.
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	