

PENN-DELCO SD

2821 Concord Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Mission of the Penn-Delco School District is to enable all students to achieve, succeed, and excel: - Achieve mastery of essential academic competencies - Succeed at mastering "Ready for Life" skills - Excel in the pursuit of a personal interest or talent

VISION STATEMENT

We envision a districtwide culture committed to ensuring that all graduates are Ready for Life, prepared and capable of making a positive contribution to society. The Penn-Delco Portrait of a Graduate delineates 5 Core Ready for Life Competencies (our 5C's) that all graduates should possess upon completion of our program of studies: Character, Critical Thinking, Communication, Collaboration, and Creativity. The School District Tagline shall be: "Committed To Excellence"

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The students of the Penn Delco School District can help to successfully attain the mission and the vision of the district by attending school regularly, being prepared, organized, and attentive, completing and returning assignments, respecting themselves and others, observing student rules, and by being kind at all times.

STAFF

The staff of the Penn Delco School District can help to attain the mission and the vision of the district by providing a safe and caring learning environment for students. The learning environment should be grounded on instruction that is standards-based and reflects effective best practices. Staff should also provide appropriate and meaningful assignments for students, encourage parents to check and monitor student homework and assignments, and regularly communicate to students and parents by providing information related to student's progress. All staff can help ensure students are Ready for Life by reinforcing or developing our 5c Skills: Character, Critical Thinking, Communication, Collaboration, and Creativity.

ADMINISTRATION

The administration is charged with leading and supporting the school community by creating a student-centered environment and culture. Administrators must ensure that there are a variety of learning experiences and personalized levels of academic rigor that prepares each child for their future. The Administration will practice fiscal responsibility, maintain safe and effective operations, engage in collaboration and shared decision making with staff and stakeholder groups, and work to utilize individual strengths of their team. The Administrators must clearly articulate to employees the mission and vision of our district through word and deed.

PARENTS

Penn-Delco School District parents can help to attain the mission and the vision of the district by ensuring that children are punctual and attend school regularly, supporting the school discipline policies, establishing and monitoring healthy study habits and routines, attending to

their children's overall health and wellness, and encouraging digital citizenship and reduced use of social media from their children. Parents should reiterate the importance of working hard at student school work and collaborate with district staff. Parents can be effective and essential partners to ensure that their children are receiving and responding to an excellent educational program. Parents should have confidence that they can trust school staff to make the best-intentioned and well-informed decisions for their child's education.

COMMUNITY

The Penn-Delco School District Community can assist the district in attaining its mission and vision by supporting our district through deed and word. The community can help by sharing positive experiences that make us all Penn Delco Proud. The Community can assist by realizing that investments in its schools meets both a civic and personal obligation. Funding schools ensures that the students who reside in PDSD are properly prepared for life beyond high school. Additionally, it is simply smart financial sense as school support leads to increased property values as a result of effective stewardship by the district. The Community can provide relevant and engaging career and work partnerships, support in a volunteer capacity, and remain committed to making our district as best as it can be.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
George Steinhoff	Administrator	Central Administration
Regina McClure	Administrator	Central Administration
Mark Thomas	Administrator	Central Administration
Lisa Palmarini	Parent	PDSB
Danielle Murray	Administrator	Central Administration
Ryan Coughlin	Administrator	Central Administration
John Paul Roskos	High School Principal	Sun Valley High School
Ryan Snyder	Administrator	Central Administration
Susan Phillips	Elementary School Principal	Aston Elementary School
Leon Armour	Board Member	School Board
Kevin Tinsley	Board Member	School Board
Karen Scharrer	Parent	PDSB
Tara Young	Administrator	Parkside Elementary School

Name	Position	Building/Group
Teri Ford	Administrator	Coebourn Elementary School
Christa Palladino	Administrator	Pennell Elementary School
Bernie Seasock	Board Member	School Board
Al Groer	Staff Member	Service Center
Nicole Armbruster	Staff Member	Northley Middle School
Eric Zebley	Administrator	Central Administration
Eric Kuminka	Administrator	Central Administration
Linda Giles	Staff Member	Asst Principal
Chris Gorniok	Administrator	Service Center
Brian Datte	Administrator	Service Center
Elementary Staff Focus Group	Staff Member	PDSD
Secondary Staff Focus Group	Staff Member	PDSD
School Student Focus Group	Student	Sun Valley High School
John Mancinelli	Community Member	Business Owner
Joseph Jones	Other	Consultant

Name	Position	Building/Group
PTL Officers Focus Group	Community Member	PDSD Schools
Dawn Jones	Community Member	PDSD
Kate Denney	Community Member	PDSD
Stephanie Ellis	Board Member	PDSD
Pat Twisler	Board Member	PDSD
Brent Hefton	Parent	PDSD

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Wellbeing and Belonging -The district will establish and refine the systems that support a safe learning environment, the development of social emotional skills, and the promotion of well-being and belonging for all.

School climate and culture

Essential Practices 3: Provide Student-Centered Support Systems

Highest Quality Instruction - The district will refine systems that support the delivery of highly-effective standards-aligned instruction.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 3: Provide Student-Centered Support Systems

Readiness for Life - The district will establish and refine the systems that enable meaningful, relevant Ready for Life skills to be taught within a standards-based curriculum.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

Safety and Security Enhancements

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Wellness and Belonging: Mental Health and Social- Emotional Supports	The district will implement aligned MTSS System of social and mental health supports to provide interventions and action steps to increase wellness, belonging, and improved behavior and mental health.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district safety committee will assess and implement necessary recommendations from the district safety audit	2023-09-01 - 2026-06-30	Assistant Superintendents, Building Principals, School Resource Officer, Director of Facilities	School District funding, DCIU supports, Safe School Grant Funding, Feedback from consultants, SRO, and local first responder agencies

Anticipated Outcome

Staff and student safety, security, and well-being will be improved through the implementation of recommendations.

Monitoring/Evaluation

CRSS Assessment, District Safety Committee, School Level Assessments.

Evidence-based Strategy

Character and SEL Programming

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Wellness and Belonging: SEL/Character Programs	The district will refine and implement effective school wide character, anti-bullying, SEL, and PBIS programs in all schools.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.	- 2026-06-30	Special Education Administrators; Building Administrators, School Counselors, School Psychologists	Local dedicated funding, Safe School or Mental Health Grants, ACA Resources

Anticipated Outcome

All schools in Penn-Delco will have an effective Character Education program in place to support the development of essential SEL skills and general well-being

Monitoring/Evaluation

Annually

Evidence-based Strategy

Multi-Tiered Supports for Mental Health and Well-being

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Wellness and Belonging: Mental Health and Social- Emotional Supports	The district will implement aligned MTSS System of social and mental health supports to provide interventions and action steps to increase wellness, belonging, and improved behavior and mental health.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will implement a comprehensive K-12 continuum of tiered services to address the mental health and well-being of its staff and students	- 2026-06-30	Special Education and Student Services Administrators, Building Principals, Superintendent, Assistant Superintendent, Counselors and School Psychologists	Local and State funding; IU training and technical assistance, third-party professional service providers

Anticipated Outcome

The district will have a clear and coherent multi-tiered list of supports available for use in all schools to address mental health and Social-emotional needs of staff and students.

Monitoring/Evaluation

Annual Assessment and Report to Board of School Directors.

Evidence-based Strategy

Creation and Implementation of Departmental Continuous Improvement Plans

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

High Quality Teaching:
MTSS

100% of district schools will utilize a comprehensive MTSS approach for the delivery of student supports and academic interventions.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Operational Departments will assess and complete annual continuous improvement plans that actualize the district's commitment to excellence

- 2026-06-30

Superintendent, Business Administrator, Director of Human Resources and Departmental Directors and Supervisors

Updated Continuous Improvement Plan template, Training for Department Leads, Local funding to support CIP goals

Anticipated Outcome

Each department will submit and follow an annual Continuous Improvement Plan that will support school district aims and goals.

Monitoring/Evaluation

Annual Submission of a CIP plan to Superintendent and Board of School Directors.

Evidence-based Strategy

Development of a Comprehensive Curriculum Management Plan

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Highest Quality Teaching: Curriculum Plan	The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school district will create a comprehensive curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides coherence around instructional frameworks.	- 2026-06-30	Superintendent, Assistant Superintendent, Supervisors of Curriculum, Building Administrators, Lead Teachers	IU and consultant technical support, Title II funds, Local funding for teacher prep and curriculum writing time.

Anticipated Outcome

A comprehensive curriculum management plan shall be in place for staff use to guide and direct instructional decisions.

Monitoring/Evaluation

Quarterly. Plan development will be shared with teacher committees, and the School Board's Committee of the Whole on a quarterly basis.

Evidence-based Strategy

Implementation and Use of Data Warehouse Tools

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Highest Quality Teaching: Curriculum Plan	The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff in all schools will begin to utilize the LinkIt Data Mgt and Warehouse tool to guide instructional and student support decisions.	- 2026-06-20	Director of Technology, Assistant Superintendent, Building Principals, Supervisor of Instructional Technology	District Linkit! License/Training for administrators and staff, development of internal assessment that can provide Linkit formative data.

Anticipated Outcome

Professional Staff in all schools shall have access to the data within the Linkit! Data Warehouse system to better inform instructional decisions.

Monitoring/Evaluation

Annual. Update on Linkit Metrics shall be provided by the Director of Technology to the Board Committee of the Whole every Spring.

Evidence-based Strategy

Implementation of Tiered Interventions and Supports for Students

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
High Quality Teaching: MTSS	100% of district schools will utilize a comprehensive MTSS approach for the delivery of student supports and academic interventions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All schools will complete the full implementation of a comprehensive MTSS program to ensure opportunities for tiered interventions are in place for all students	- 2026-06-30	Assistant Superintendent, Supervisors of Curriculum, Building Principals, Special Education Administrators	IU technical support, Local Funding to support third party tiered services and additional staff time for students supports.

Anticipated Outcome

100% of all Penn-Delco Schools will have a comprehensive MTSS intervention program in place to support student achievement

Monitoring/Evaluation

Annual report to the Board of School Directors. Monthly Assessment of MTSS implementation and reporting at admin leadership meetings.

Evidence-based Strategy

Implementation of multi-year POG roadmap

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Readiness for Life: Portrait of a Graduate	The district will implement the "EdLeader21" Multi-Year Implementation Roadmap for putting its Portrait of A Graduate into practice.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school district will implement the Edleader 21 multi-year Portrait to Practice roadmap	- 2026-06-30	Superintendent, Director of Technology, Supervisor of Instructional Technology, Building Principals, Supervisors of Curriculum	EdLeader 21 Membership EdLeader 21 POG Roadmap and Implementation guide.

Anticipated Outcome

The EdLeader 3-Year implementation plan will be completed by January 2027

Monitoring/Evaluation

Annual Report; Monthly Review of Progress at Admin Leadership Meetings. Completion of roadmap checklist.

Evidence-based Strategy

Collaborative Identification of Ready for Life skills and dispositions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Readiness for Life: Skills
and Dispositions

By the end of the 2026 school year, Ready for Life knowledge, skills, and dispositions for each grade level shall be established.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school district shall convene a committee to identify Ready for Life (RFL) knowledge, skills, and dispositions that should be evident in a Ready for Life graduate	- 2026-06-30	Superintendent, Building Administrators, Supervisors of Curriculum, Community Partners,	Ready for Life Committee Hours Funding to support initiatives College and Career Partners Inputs and Technical Assistance.

Anticipated Outcome

The school district will have a list of concrete skills, knowledge, and dispositions that a Ready for Life graduate possesses

Monitoring/Evaluation

School Board presentation and adoption of final document.

Evidence-based Strategy

Delivery of Relevant and Rigorous Coursework

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Readiness for Life: Skills and Dispositions	By the end of the 2026 school year, Ready for Life knowledge, skills, and dispositions for each grade level shall be established.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will conduct and complete a comprehensive evaluation of course offerings for relevancy, efficacy, rigor, and student interest towards updated pathways	2023-09-01 - 2026-06-30	Assistant Superintendent, Building Principals	N/A

Anticipated Outcome

The district will have an updated academic and interest pathways program in place to provide more relevant and targeted coursework for students

Monitoring/Evaluation

School Board approval of program changes Funding for new course curriculum; funding for training in building-wide programs.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will implement aligned MTSS System of social and mental health supports to provide interventions and action steps to increase wellness, belonging, and improved behavior and mental health. (Wellness and Belonging: Mental Health and Social-Emotional Supports)	Safety and Security Enhancements	The district safety committee will assess and implement necessary recommendations from the district safety audit	09/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will refine and implement effective school wide character, anti-bullying, SEL, and PBIS programs in all schools. (Wellness and Belonging: SEL/Character Programs)	Character and SEL Programming	Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.	01/01/0001 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching: Curriculum Plan)	Development of a Comprehensive Curriculum Management Plan	The school district will create a comprehensive curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides coherence around instructional frameworks.	01/01/0001 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching: Curriculum Plan)	Implementation and Use of Data Warehouse Tools	Staff in all schools will begin to utilize the LinkIt Data Mgt and Warehouse tool to guide instructional and student support decisions.	01/01/0001 - 06/20/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of district schools will utilize a comprehensive MTSS approach for the delivery of student supports and academic interventions. (High Quality Teaching: MTSS)	Implementation of Tiered Interventions and Supports for Students	All schools will complete the full implementation of a comprehensive MTSS program to ensure opportunities for tiered interventions are in place for all students	01/01/0001 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will refine and implement effective school wide character, anti-bullying, SEL, and PBIS programs in all schools. (Wellness and Belonging: SEL/Character Programs)	Character and SEL Programming	Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.	01/01/0001 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching: Curriculum Plan)	Development of a Comprehensive Curriculum Management Plan	The school district will create a comprehensive curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides coherence around instructional frameworks.	01/01/0001 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2026 school year, Ready for Life knowledge, skills, and dispositions for each grade level shall be established. (Readiness for Life: Skills and Dispositions)	Collaborative Identification of Ready for Life skills and dispositions	The school district shall convene a committee to identify Ready for Life (RFL) knowledge, skills, and dispositions that should be evident in a Ready for Life graduate	01/01/0001 - 06/30/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

George Steinhoff

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Attention to Regular Attendance at the High School has enabled the school to be released from the A-TSI designation.

Mathematics achievement at the elementary level has meaningfully improved since the implementation of a new program.

Significant number of students at the Elementary and Middle School level earn distinction in published writing efforts and student competitions.

Teams of Middle School and High School ELA teachers are participating in multi-year professional development through the DCIU and intensive curriculum review and writing process.

2022-2023 - Math curriculum review in grades 6, 7, 8 completed. New curriculum materials identified and purchased. Training provided to all math teachers.

2022-2023 - Intensive review of Algebra I curriculum conducted with all middle school and high school Algebra teachers. Identification of priority standards and development of common assessments completed. New curriculum resources aligned with grades 6-8 curriculum identified and purchased. Training provided

Challenges

The grade 3 early indicator of success (reading) requires swift attention to students needs at the earliest grades to effect the type of outcomes we expect.

There is a significant drop in achievement in assessed mathematics proficiency between elementary and secondary school.

The percentage of students scoring Advanced on any of the tested subject areas is below the state average and suggests a need for increased rigor and differentiation.

Challenges identifying planning time to improve ELA curriculum and instruction particularly with regard to vertical articulation

Mathematics performance drops significantly from the Elementary to Secondary Level.

Over 50% drop in 8th grade proficient and advanced PSSA math score performance between the past two years (2021, 2022) and the previous two years (2018, 2019). Near 50% increase in below basic scores during the same time period.

Low performance rates on the Algebra I Keystone

Strengths

to all Algebra I teachers in the fall of 2023.

Added a Math Interventionist to the middle school staff (2022-2023).

Increasing STEM course offerings at middle and high school level

Elementary School Career Awareness Programs meet and exceed benchmark requirements

When grouped by Race/Ethnicity, Black students are performing above the state average in Industry-Based Competency Assessments.

Fostering a Vision of Success for students remains a strength in the district. Stakeholders support the district's mission.

The district currently provides academic supports that are aligned with student and family needs.

Regular Attendance Rates for Students with Disabilities at the Elementary Level are positively quite high.

The district organizes and allocates resources strategically, equitably, and responsibly. The district has been recognized by third party organizations for exemplary return on investment.

The district has an extraordinarily high level of satisfaction from

Challenges

Providing teachers with adequate training in PA STEELS Standards at all grade levels

Identifying and procuring materials and resources aligned to PA STEELS Standards at all grade levels

Ensuring vertical articulation between middle and high school level life science/biology

PDSD Ready for Life Teaching and Learning opportunities are not fully maximized due to limited community partnerships with businesses, employers, and community agencies.

Clear and effective, standards-aligned curricula and assessments are not fully developed and implemented in all subjects and in all grades.

Additional Professional Development that supports the district's mission, vision, and Portrait of a Graduate is required to assist staff with the development and delivery of an exemplary educational program that addresses relevant, future-focused "ready for life" skills.

Systems to assess and ensure continuous improvement and a commitment to excellence in all operational departments are in need of review, development, and support.

Strengths

parents of special needs students. Efforts to promote education within the least restrictive environment are consistently a highest priority and the quality of services for these students is considered to be superb.

Parents and staff report high levels of regular communication from the district which facilitates essential 2-way practices in the area of communication and partnerships.

The 1:1 Technology Support specified within our plans has made a demonstrably positive difference on access to essential academic learning tools for all students

The district support for families, particularly through family outreach in Title I programs remains valued by the parents who participate in the offerings.

Career exploration and awareness remains an evident strength and contributes positively to school ratings and parental and student satisfaction. Guidance and Classroom teachers make career awareness meaningful through various activities

Supports for divergent student needs remains a strength and are addressed within a comprehensive student services program at all grades. Plans to implement MTSS with greater fidelity have been met and are productive.

Challenges

The growing need for mental health, and student behavioral and safety supports has become a limiting factor to increased academic achievement.

School district partnerships with institutions of higher learning for dual credit are currently limited and can be expanded, particularly in highly-skilled, technical areas of study.

N/A : No PDS schools are designated as CSI or ATSI

Economically-Disadvantaged students are not meeting expectations in growth and proficiency measures for tested subject areas.

Students lose interest in performing to the best of their ability on state standardized tests as they mature within the system

The district is considered to be "Underfunded" by an Inquirer Analysis. This gap in resources, if addressed, would alleviate funding challenges that limit the districts ability to meet its mission and vision at higher levels.

Excessive social media use by adolescent students is impacting their ability to engage in other more productive activities and should be addressed within future technology plans or informational initiatives.

Increased requests from parents to test and find students eligible

Challenges

for special education services is straining the required timetables and resources on hand to accommodate such interest.

Students with Disabilities show a growing gap in attendance as they mature through our K-12 program.

Students with Disabilities are not yet meeting expectations in proficiency measures for tested subject areas.

Funding the increased interest in CTE and Dual Enrollment Programs within existing budgetary constraints

Access constraints to Dual Enrollment Opportunities that are outside of the physical school environment

Most Notable Observations/Patterns

The School District's program of studies would benefit from enhanced business and community partnerships. According to staff and administrator survey data, areas from the PA Essential Practices list that deserve to be improved are According to staff and parent survey data, the district would benefit from increased attention on the socio-emotional and mental health needs of students. Academic performance on state standardized tests reflect a decrease in participation and personal investment and attention towards the assessments as students grow through the K-12 grades. There is agreement that life-ready skills should be explicitly taught and developed within the schools. However, training on how to infuse and address these skills, within the constraints of a standards-aligned, time-pressed program is needed.

Challenges	Discussion Point	Priority for Planning
<p>PDSB Ready for Life Teaching and Learning opportunities are not fully maximized due to limited community partnerships with businesses, employers, and community agencies.</p>		✓
<p>Clear and effective, standards-aligned curricula and assessments are not fully developed and implemented in all subjects and in all grades.</p>		✓
<p>Additional Professional Development that supports the district's mission, vision, and Portrait of a Graduate is required to assist staff with the development and delivery of an exemplary educational program that addresses relevant, future-focused "ready for life" skills.</p>		
<p>Systems to assess and ensure continuous improvement and a commitment to excellence in all operational departments are in need of review, development, and support.</p>		
<p>The growing need for mental health, and student behavioral and safety supports has become a limiting factor to increased academic achievement.</p>		✓

ADDENDUM B: ACTION PLAN

Action Plan: Safety and Security Enhancements

Action Steps	Anticipated Start/Completion Date
The district safety committee will assess and implement necessary recommendations from the district safety audit	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
CRSS Assessment, District Safety Committee, School Level Assessments.	Staff and student safety, security, and well-being will be improved through the implementation of recommendations.

Material/Resources/Supports Needed	PD Step	Comm Step
School District funding, DCIU supports, Safe School Grant Funding, Feedback from consultants, SRO, and local first responder agencies	yes	no

Action Plan: Character and SEL Programming

Action Steps	Anticipated Start/Completion Date
Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.	01/01/0001 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Annually	All schools in Penn-Delco will have an effective Character Education program in place to support the development of essential SEL skills and general well-being

Material/Resources/Supports Needed	PD Step	Comm Step
Local dedicated funding, Safe School or Mental Health Grants, ACA Resources	yes	yes

Action Plan: Multi-Tiered Supports for Mental Health and Well-being

Action Steps

Anticipated Start/Completion Date

The district will implement a comprehensive K-12 continuum of tiered services to address the mental health and well-being of its staff and students

01/01/0001 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

Annual Assessment and Report to Board of School Directors.

The district will have a clear and coherent multi-tiered list of supports available for use in all schools to address mental health and Social-emotional needs of staff and students.

Material/Resources/Supports Needed

PD Step

Comm Step

Local and State funding; IU training and technical assistance, third-party professional service providers

no

no

Action Plan: Creation and Implementation of Departmental Continuous Improvement Plans

Action Steps	Anticipated Start/Completion Date
Operational Departments will assess and complete annual continuous improvement plans that actualize the district's commitment to excellence	01/01/0001 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Annual Submission of a CIP plan to Superintendent and Board of School Directors.	Each department will submit and follow an annual Continuous Improvement Plan that will support school district aims and goals.

Material/Resources/Supports Needed	PD Step	Comm Step
Updated Continuous Improvement Plan template, Training for Department Leads, Local funding to support CIP goals	no	no



Action Plan: Development of a Comprehensive Curriculum Management Plan

Action Steps	Anticipated Start/Completion Date
The school district will create a comprehensive curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides coherence around instructional frameworks.	01/01/0001 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Quarterly. Plan development will be shared with teacher committees, and the School Board's Committee of the Whole on a quarterly basis.	A comprehensive curriculum management plan shall be in place for staff use to guide and direct instructional decisions.

Material/Resources/Supports Needed	PD Step	Comm Step
IU and consultant technical support, Title II funds, Local funding for teacher prep and curriculum writing time.	yes	yes

Action Plan: Implementation and Use of Data Warehouse Tools

Action Steps	Anticipated Start/Completion Date
Staff in all schools will begin to utilize the LinkIt Data Mgt and Warehouse tool to guide instructional and student support decisions.	01/01/0001 - 06/20/2026

Monitoring/Evaluation	Anticipated Output
Annual. Update on Linkit Metrics shall be provided by the Director of Technology to the Board Committee of the Whole every Spring.	Professional Staff in all schools shall have access to the data within the Linkit! Data Warehouse system to better inform instructional decisions.

Material/Resources/Supports Needed	PD Step	Comm Step
District Linkit! License/Training for administrators and staff, development of internal assessment that can provide Linkit formative data.	yes	no



Action Plan: Implementation of Tiered Interventions and Supports for Students

Action Steps	Anticipated Start/Completion Date
All schools will complete the full implementation of a comprehensive MTSS program to ensure opportunities for tiered interventions are in place for all students	01/01/0001 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Annual report to the Board of School Directors. Monthly Assessment of MTSS implementation and reporting at admin leadership meetings.	100% of all Penn-Delco Schools will have a comprehensive MTSS intervention program in place to support student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
IU technical support, Local Funding to support third party tiered services and additional staff time for students supports.	yes	no

Action Plan: Implementation of multi-year POG roadmap

Action Steps	Anticipated Start/Completion Date
The school district will implement the Edleader 21 multi-year Portrait to Practice roadmap	01/01/0001 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Annual Report; Monthly Review of Progress at Admin Leadership Meetings. Completion of roadmap checklist.	The EdLeader 3-Year implementation plan will be completed by January 2027

Material/Resources/Supports Needed	PD Step	Comm Step
EdLeader 21 Membership EdLeader 21 POG Roadmap and Implementation guide.	no	no

Action Plan: Collaborative Identification of Ready for Life skills and dispositions

Action Steps	Anticipated Start/Completion Date		
The school district shall convene a committee to identify Ready for Life (RFL) knowledge, skills, and dispositions that should be evident in a Ready for Life graduate	01/01/0001 - 06/30/2026		
Monitoring/Evaluation	Anticipated Output		
School Board presentation and adoption of final document.	The school district will have a list of concrete skills, knowledge, and dispositions that a Ready for Life graduate possesses		
Material/Resources/Supports Needed	PD Step	Comm Step	
Ready for Life Committee Hours Funding to support initiatives College and Career Partners Inputs and Technical Assistance.	no	yes	

Action Plan: Delivery of Relevant and Rigorous Coursework

Action Steps	Anticipated Start/Completion Date
The district will conduct and complete a comprehensive evaluation of course offerings for relevancy, efficacy, rigor, and student interest towards updated pathways	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
School Board approval of program changes Funding for new course curriculum; funding for training in building-wide programs.	The district will have an updated academic and interest pathways program in place to provide more relevant and targeted coursework for students

Material/Resources/Supports Needed	PD Step	Comm Step
N/A	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will implement aligned MTSS System of social and mental health supports to provide interventions and action steps to increase wellness, belonging, and improved behavior and mental health. (Wellness and Belonging: Mental Health and Social-Emotional Supports)</p>	<p>Safety and Security Enhancements</p>	<p>The district safety committee will assess and implement necessary recommendations from the district safety audit</p>	<p>09/01/2023 - 06/30/2026</p>
<p>The district will refine and implement effective school wide character, anti-bullying, SEL, and PBIS programs in all schools. (Wellness and Belonging: SEL/Character Programs)</p>	<p>Character and SEL Programming</p>	<p>Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.</p>	<p>01/01/0001 - 06/30/2026</p>
<p>The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching:</p>	<p>Development of a Comprehensive</p>	<p>The school district will create a comprehensive</p>	<p>01/01/0001 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Curriculum Plan)	Curriculum Management Plan	curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides coherence around instructional frameworks.	
The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching: Curriculum Plan)	Implementation and Use of Data Warehouse Tools	Staff in all schools will begin to utilize the LinkIt Data Mgt and Warehouse tool to guide instructional and student support decisions.	01/01/0001 - 06/20/2026
100% of district schools will utilize a comprehensive MTSS approach for the delivery of student supports and academic interventions. (High Quality Teaching: MTSS)	Implementation of Tiered Interventions and Supports	All schools will complete the full implementation of a comprehensive	01/01/0001 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	for Students	MTSS program to ensure opportunities for tiered interventions are in place for all students	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Safety and Security	Safety Committee Members All Staff	Trauma-Informed Instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthroughs, Training Summaries, Evaluations will provide evidence of effectiveness of training	09/01/2023 - 06/30/2026	Assistant Superintendent/Building Principals/School Resource Officer
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	At Least 1-hour of Trauma-informed Care Training for All Staff	



Professional Development Step	Audience	Topics of Prof. Dev
Implementing Character and SEL programs	School Level Staff who work with students Support Staff who work with students	Character Education Fundamentals SEL Fundamentals Restorative Practices De-escalation Training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Building Walkthroughs School-Level PBIS and Discipline Data Staff Evaluations Staff, Student and Parent Surveys	08/01/2023 - 06/30/2026	Special Education and Student Services Administrators School Counselors Building Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 3a: Communicating with Students 2d: Managing Student Behavior	Common Ground: Culturally Relevant Sustaining Education



Professional Development Step	Audience	Topics of Prof. Dev
High Quality Teaching and Learning	Professional Staff who deliver instruction or support students.	Standards Aligned System, Setting Objectives, Instructional Frameworks, Understanding by Design

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Building walkthrough data, Classroom Evaluations, Student Achievement Data	08/01/2023 - 06/30/2026	Assistant Superintendent/Supervisors of Curriculum, Building Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings Structured Literacy



Professional Development Step	Audience	Topics of Prof. Dev
Use of Assessment and Data-Warehouse Resources to design instruction	Professional Staff charged with designing and delivering instruction Administrative Staff charged with making data-based decisions	Use of a Data-Warehouse Assessments and Data Fundamentals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Achievement Data; Building Walkthroughs, Staff Evaluations, Post-Training surveys, Data Warehouse activity and usage logs.	08/01/2023 - 06/30/2026	Assistant Superintendent Director of Technology Supervisor of Instructional Technology

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments 4b: Maintaining Accurate Records	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Implementing MTSS with fidelity	School and District-Level staff responsible for instructional and mental health supports for students	Tier I Interventions; Use of Tier 2 and Tier 3 Interventions; Special Education Identification Process

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of Tier 1, 2, and 3 Interventions within school programs Special Education Referral Data Staff Surveys Student Achievement Data	08/23/2023 - 06/30/2026	Supervisors of Curriculum, Building Administrators, Special Education Administrators, School Psychologists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness	Common Ground: Culturally Relevant Sustaining Education



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will refine and implement effective school wide character, anti-bullying, SEL, and PBIS programs in all schools. (Wellness and Belonging: SEL/Character Programs)	Character and SEL Programming	Each school will evaluate and implement proven SEL/Character Ed Programs to enable increased responsibility, well-being and belonging.	- 2026-06-30
The district will develop and implement the components of a Curriculum Management Plan that will improve the systems and intersection of curriculum, instructional strategies, and assessment for grades K-12 (Highest Quality Teaching: Curriculum Plan)	Development of a Comprehensive Curriculum Management Plan	The school district will create a comprehensive curriculum management plan that delineates curriculum, vertical articulation, outlines review timelines, and provides	- 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		coherence around instructional frameworks.	
By the end of the 2026 school year, Ready for Life knowledge, skills, and dispositions for each grade level shall be established. (Readiness for Life: Skills and Dispositions)	Collaborative Identification of Ready for Life skills and dispositions	The school district shall convene a committee to identify Ready for Life (RFL) knowledge, skills, and dispositions that should be evident in a Ready for Life graduate	- 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Character Counts	School District Community including parents and community partners	Promulgation of district efforts to develop SEL and character skills

Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 06/01/2026	Quarterly	Newsletter Podcast Newsletter

Lead Person/Position
Communications Coordinator; Building Principals and Superintendent

Communication Step	Audience	Topics/Message of Communication
Assessing and Using a Curriculum Management Plan	Professional Staff charged with delivering instruction and curriculum	Standards-Aligned Systems, Instructional Frameworks, Effectively designed assessments, how to set objectives and aligned interventions.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 06/01/2026	Regularly	Email Memorandum Presentation

Lead Person/Position

Supervisors of Curriculum

Communication Step

Audience

Topics/Message of Communication

Ready for Life and Portrait of a Graduate Activities

Entire School District Community

Portrait of a Graduate Ready for Life knowledge, skills, and dispositions Implementation of EdLeader21 3-year roadmap

Anticipated Timeframe

Frequency

Delivery Method

06/01/2023 - 09/01/2026

Monthly

Newsletter
Posting on district website
Presentation
Podcast

Lead Person/Position

Communications Coordinator Building Administrator Superintendent and Assistant Superintendent

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The school district will promote the adoption of its comprehensive plan through varied means such as newsletters, website, school board presentations, PTL presentations, and district podcast topics.	Comprehensive Plan Goals Review of Community Survey Feedback Timelines for Implementation	Electronic, Digital, Paper and In-person	Entire school district group of stakeholders	Ongoing beginning in September of 2023 and including progress updates looking ahead
