

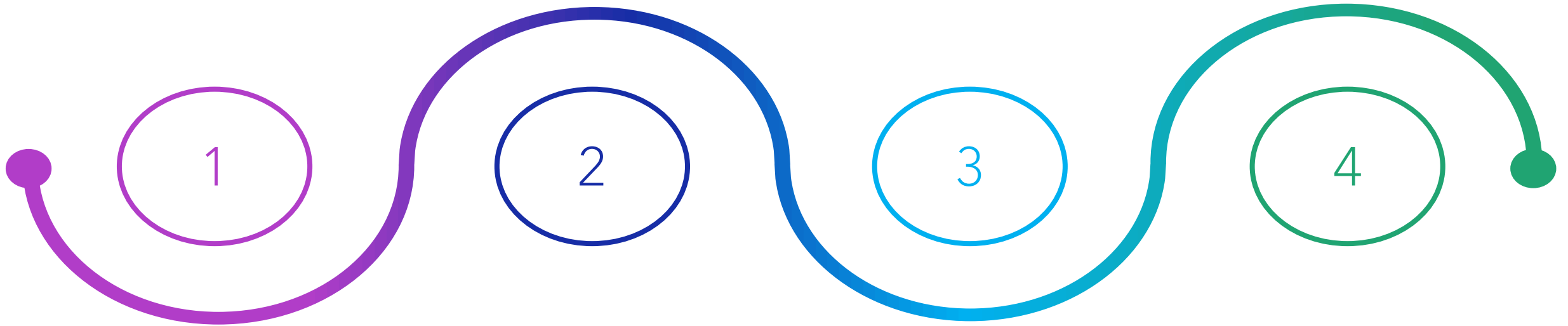
Education Committee Meeting
Tuesday, October 11, 2022

Pennsylvania Comprehensive Planning Update



Department of Education

PA Comprehensive Plan Timeline



MILESTONE

1

Final Draft Completed:
11/22/22

MILESTONE

2

Public Comment Period:
28 days
Public Hearing: 12/19/22

MILESTONE

3

Board Vote:
12/21/22

MILESTONE

4

Submit:
by 12/ 23/22

What is the PA Comprehensive Plan?

Pennsylvania school districts must submit a Future Ready Comprehensive Plan to the Pennsylvania Department of Education. The plan includes district goals and action items, with sections for new teacher induction, professional development, and gifted education.

PA COMPREHENSIVE PLAN FRAMEWORK



READY



SET



GO

READY:

Prepare for Planning



Profile and Plan Essentials

Steering Committee

Local Education Agency (LEA) Profile

Mission and Vision

Educational Values

Steering Committee Members

Role Groups

- Board Members (Education Committee Members)
- Parents
- Students
- Administrators
- Staff Members
- Community Partners

Meeting and activities

- Meeting 1 – Essential Practices & Data Review
- Meeting 2 – Review Strengthens and Challenges, Root Cause, and Goals
- Meeting 3 – Review Action Plan and other required Reports

Educational Values

For each stakeholder group listed, what is the expectation for them to help the LEA successfully attain the mission and vision?

- Board Members
- Students
- Staff
- Administration
- Parents
- Community



SET: Complete a Needs Assessment



Future Ready PA Index

Student Performance Data

Supplemental LEA Plans

Conditions for Leadership, Teaching, and Learning

Summary of Strengths and Challenges from the Needs Assessment

Student-Level Data Sources



Future Ready PA Academics - School and District-Level Data



Related to Academics – Other Data Points



Equity Considerations – Achievement Gaps



Designated Schools for Targeted Support and Improvement – Trends

Making the
Connection to
other LEA Plans

**Special
Education**

**Title I
Programs**

**Student
Services**

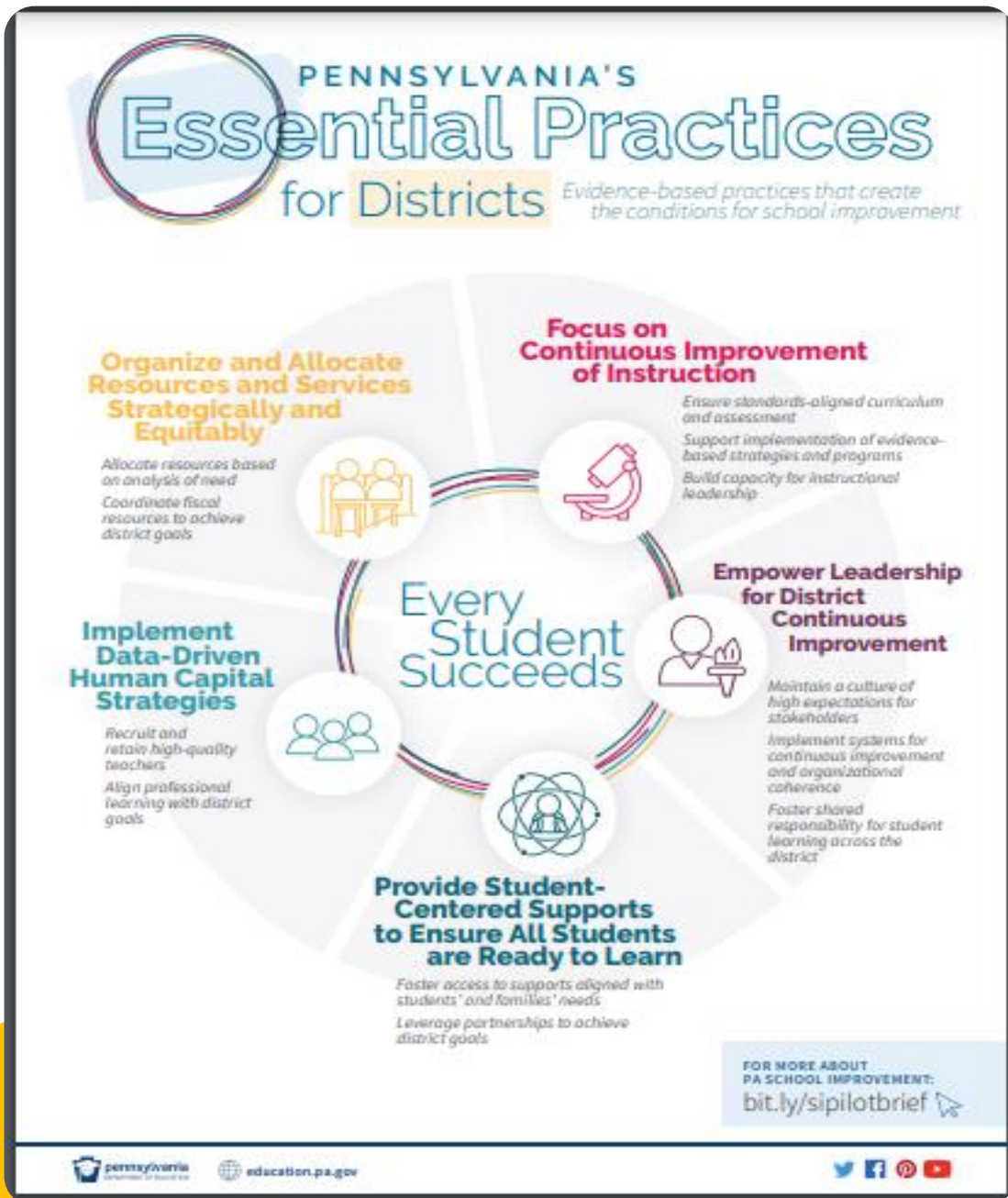
**On Track to
Equity**

Technology

**English
Language
Development**

**K-12
Guidance
Plan**

ESSER



Conditions for leadership, teaching, & learning

1. Empowering Leadership for District Continuous Improvement
2. Focus on Continuous Improvement of Instruction
3. Provide Student-Centered Support so That All Students are Ready to Learn
4. Implement Data-Driven Human Capital Strategies
5. Organize and Allocate Resources and Services Strategically and Equitably

Essential Practices Rubric

Core Condition

CONDITION:

Empower Leadership for District Continuous Improvement

District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.



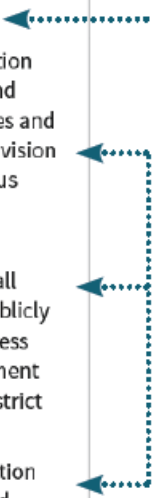
Essential Practice

PRACTICE 1: Foster a vision and culture of high expectations for success for all stakeholders

NOT YET EVIDENT	EMERGING	OPERATIONAL	EXEMPLARY
<ul style="list-style-type: none"> District leadership does not define or communicate a clear vision for district and school continuous improvement. There is no clear vision for the success of all students, including students who have historically experienced opportunity and achievement gaps. The district does not yet take observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders. 	<ul style="list-style-type: none"> District leadership demonstrates efforts to define a vision for district and school continuous improvement; the vision is informal and/or inconsistently communicated. The developing vision may articulate expectations for the success of students but does not yet specifically address students who have historically experienced opportunity and achievement gaps. The district has initiated steps toward building a culture of trust, shared responsibility, and/or a growth-orientation among district staff and/or stakeholders; efforts may be developing and/or limited to only a few stakeholder groups. 	<ul style="list-style-type: none"> District leadership defines and regularly communicates a clear vision for district and school continuous improvement. The vision clearly articulates expectations for the success of all students, including students who have historically experienced opportunity and achievement gaps. The district takes observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders. 	<ul style="list-style-type: none"> District leadership, in collaboration with a diverse array of school and community stakeholders, defines and regularly communicates a clear vision for district and school continuous improvement. The vision clearly articulates expectations for the success of all students and district leaders publicly communicate, review, and address these opportunity and achievement gaps in order to advocate for district and school needs. The district takes observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders, resulting in high levels of school, family, and community belief and trust in the district and district leadership (e.g., as measured by formal surveys).

Implementation Continuum

Indicators



GO:

Develop the Plan



Analyzing (Strengths and Challenges)

Goal Setting

Action Plan

Professional Development

Communications

OTHER: Required Reports

Academics Standards and Assessment Requirements (Chap. 4)

(Teacher) Induction Plan (Chapter 49)

Professional Development (Chapter 48)

Student Support Services Assurances (Chapter 12)

Gifted Education Plan Assurances (Chapter 16)



Action Steps



ACTION ITEM

Overview
Presentation to the
Board: 10/11/22

ACTION ITEM

Three Steering
Committee Meetings
between: 10/25/22 –
11/22/22

ACTION ITEM

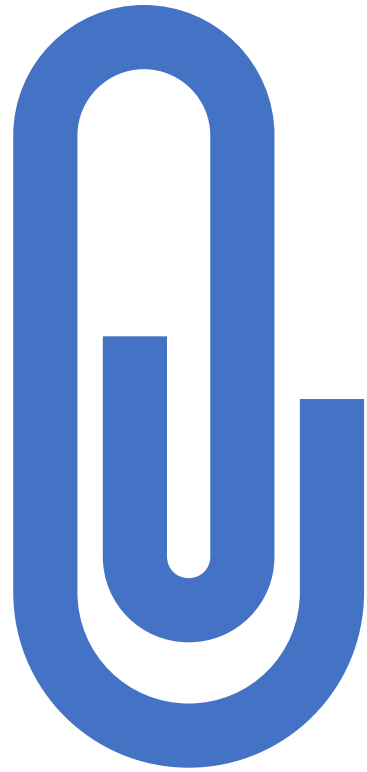
Post to the Website
for Comment:
11/23/22

ACTION ITEM

Present Final Draft
to the Board:
12/06/22
Board Vote:
12/21/22



Questions & Comments



Appendix

Theory of Action for School Improvement in PA

- Focused on shared responsibility for establishing the conditions for continuous improvement of leadership, teaching, and learning in PA
- The **Essential Practices for Districts** is a tool for assessing our progress in establishing the necessary conditions for all students to be engaged, healthy, safe, and ready for college, career, and community

A THEORY OF ACTION for School Improvement

The Pennsylvania Department of Education is committed to supporting and monitoring the school improvement efforts of **Local Education Agencies (LEAs)**^{*}, schools, and their communities. With a shared vision for the future of education in PA, we will work together to create:

- GOAL:** LEAs that are accountable and empowered to serve schools identified for support and improvement
- GOAL:** Schools and communities that are accountable and empowered to provide effective, engaging instruction within a supportive culture
- GOAL:** Engaged, healthy, safe students who are college • career • community ready

^{*}LEAs include public school districts, charter schools, and career and technical schools.

If Pennsylvania:

- Meaningfully engages stakeholders in the design, implementation, and monitoring of supports for continuous improvement;
- Implements a cycle of improvement that is focused on results;
- Fosters a culture of evidence-based policies and practices; and
- Deploys regional systems of differentiated resources, supports and interventions responsive to LEAs' and schools' highest-priority needs,

and LEAs:

- Establish effective, standards-aligned instructional programs;
- Support schools and their communities in removing barriers to learning;
- Customize support systems to meet the local needs and context of individual schools;
- Implement data-informed human capital systems; and
- Allocate resources based on the needs of individual schools and their communities,

then schools and their communities can:

- Support effective instructional practices in all classrooms;
- Foster collective responsibility for the academic, social, emotional and behavioral outcomes of all students;
- Cultivate a safe, positive and supportive climate that is conducive to learning; and
- Provide high-quality professional learning opportunities for all administrators, teachers and support staff.

READ MORE: bit.ly/sipilotbrief

Last revised 12/2018.

Condition	Descriptor
Empower Leadership for District Continuous Improvement	District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.
Focus on Continuous Improvement of Instruction	District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.
Provide Student-Centered Supports so That All Students are Ready to Learn	District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

Condition	Descriptor
Implement Data-Driven Human Capital Strategies	The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.
Organize and Allocate Resources and Services Strategically and Equitably	The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district’s goals and priorities.