

UPPER MERION AREA SD

435 Crossfield Rd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Upper Merion Area School District is to inspire excellence...in every student, every day.

VISION STATEMENT

We envision our district to be one where... Our Students • graduate prepared academically, culturally, and technologically prepared for the challenges of the 21st century • graduate prepared to be life-long learners • graduate with a strong sense of self, a deep concern for fellow human beings, and a lasting commitment to their community Our Parents • are engaged in their children's educational experiences • work collaboratively with school personnel to understand and support educational endeavors • model high ethical and work standards and demonstrate the value of school attendance Our Community • works collaboratively to foster supportive partnerships that benefit all students • takes pride in our schools • holds high expectations for all students Our Leadership and Governance • support a culture of learning • serve as educational mentors • are future-focused and guide change • model perseverance, strong work ethic and lifelong learning

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Core values which guide our thoughts, decisions, and actions are: Student Learning and Safety People, Relationships, and Multiple Perspectives Honesty, Integrity, and Respect Commitment, Collaboration, and High Work Ethic Teamwork and Purpose Principles of Professionalism which provide guidelines for decisions and performance include:

- We believe that learning takes place in multiple contexts and that one domain does not take precedence over another
- We believe that families and the community must be partners in influencing student success
- We believe that all students can learn
- We believe that excellence is inspired in a culture of respect that extends to all students and adults
- We need to approach learning with respect for the cultural and linguistic identity of students and their families
- We need to actively foster engagement, alignment, and collaboration between all aspects of the school district and community partners
- We need to use valid data to identify and prioritize needs and to measure success
- We need to be future focused

We believe:

- Every student is uniquely capable and
- deserves to be challenged each day.
- Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.
- Critical thinking, problem-solving and adaptability are necessary for students to be equipped for future challenges.
- Meaningful and relevant work engages students and staff in profound learning.
- An educated citizenry is essential for equal opportunity and a prosperous society.
- Education is the shared responsibility of the community and can transform and empower students to take responsibility to act as change agents.
- Genuine transformation requires disruptive innovation.

STAFF

Core values which guide our thoughts, decisions, and actions are: Student Learning and Safety People, Relationships, and Multiple Perspectives Honesty, Integrity, and Respect Commitment, Collaboration, and High Work Ethic Teamwork and Purpose Principles of Professionalism which provide guidelines for decisions and performance include:

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ADMINISTRATION

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PARENTS

Core values which guide our thoughts, decisions, and actions are: Student Learning and Safety People, Relationships, and Multiple Perspectives Honesty, Integrity, and Respect Commitment, Collaboration, and High Work Ethic Teamwork and Purpose Principles of Professionalism which provide guidelines for decisions and performance include: • We believe that learning takes place in multiple contexts and that one domain does not take precedence over another • We believe that families and the community must be partners in influencing

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COMMUNITY

Core values which guide our thoughts, decisions, and actions are: Student Learning and Safety People, Relationships, and Multiple Perspectives Honesty, Integrity, and Respect Commitment, Collaboration, and High Work Ethic Teamwork and Purpose Principles of Professionalism which provide guidelines for decisions and performance include: • We believe that learning takes place in multiple contexts and that one domain does not take precedence over another • We believe that families and the community must be partners in influencing student success • We believe that all students can learn • We believe that excellence is inspired in a culture of respect that extends to all students and adults • We need to approach learning with respect for the cultural and linguistic identity of students and their families • We need to actively foster engagement, alignment, and collaboration between all aspects of the school district and community partners • We need to use valid data to identify and prioritize needs and to measure success • We need to be future focused We believe: • Every student is uniquely capable and • deserves to be challenged each day. • Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment. • Critical thinking, problem-solving and adaptability are necessary for students to be equipped for future challenges. • Meaningful and relevant work engages students and staff in profound learning. • An educated citizenry is essential for equal opportunity and a prosperous society. • Education is the shared responsibility of the community and can transform and empower students to take responsibility to act as change agents. • Genuine transformation requires disruptive innovation.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Susan Silver	Assistant Superintendent	Administration
John Toleno	Superintendent	Administration
Sean Gardiner	Director of STEM	Administration
Andrew Kuhn	Director of Humanities	Administration
Treena Sadler	Supervisor of Special Education 5-12	Administration
Staci Futrick	Supervisor of Special Education K-4	Administration
John Moody	Director of Student Services	Administration
Mark Erb	Director of Technology	Administration
Jonathan Bauer	High School Principal	Administration
Adam Slavin	Middle School Principal	Administration
Carole Hoy	Elementary Principal	Administration
Steve Van Mater	Elementary Principal	Administration
Frank McCartney	Elementary Principal	Administration

Name	Position	Building/Group
Anthony Grazel	Elementary Principal	Administration
Timothy Bickhart	Elementary Principal	Administration
Fred Remelius	Director of Facilities & Operations	Administration
Steve Kozol	Staff Member	Upper Merion Area High School
Joan Durland	Staff Member	Upper Merion Area High School
Alice Hope	Board Member	Upper Merion Area School District
Norman Jones	Staff Member	Upper Merion Area High School
Karen DeStefano	Staff Member	Caley Elementary School
Rachel Albright	Staff Member	Upper Merion Area High School
Amy Odgers	Staff Member	Upper Merion Area Middle School
Dena Yassky	Staff Member	Gulph Elementary School
Candice Stinson	Staff Member	Upper Merion Area High School
Stephanie Dell'Elmo	Staff Member	Upper Merion Area High School
Jennifer Wert	Staff Member	Candlebrook Elementary School
Danielle Sabato	Staff Member	Upper Merion Area High School

Name	Position	Building/Group
Liz Cooke	Community Member	Upper Merion Area School District
Melissa White	Parent	Upper Merion Area School District
Eliud RuizReyes	Parent	Upper Merion Area School District
Tim April	Parent	Upper Merion Area School District
Jenn Wert	Staff Member	Candlebrook Elementary School
Yolanda Washington	Parent	Upper Merion Area School District
Gail Ward	Staff Member	Upper Merion Area High School
Crystal Walker	Parent	Upper Merion Area School District
Laura Walker	Parent	Upper Merion Area School District
Beth Stribrny	Parent	Upper Merion Area School District
Laura Schick	Staff Member	Gulph Elementary School
Erin Rado	Staff Member	Caley Elementary School
Jason Potten	Parent	Upper Merion Area School District
Shiba Parida	Parent	Upper Merion Area School District
Marie Onwubuariri	Parent	Upper Merion Area School District

Name	Position	Building/Group
Adil Nure	Parent	Upper Merion Area School District
Jill Murray	Staff Member	Upper Merion Area High School
Nicole Miller	Staff Member	Upper Merion Area High School
Greg Matzner	Staff Member	Candlebrook Elementary School
Hilary Mapson	Staff Member	Upper Merion Area High School
Jenn Sharp	Staff Member	Upper Merion Area School District
Gretta Lamosa	Parent	Upper Merion Area School District
Mark Jones	Parent	Upper Merion Area School District
Laura Ebersole	Staff Member	Upper Merion Area High School
Angela Haynie	Parent	Upper Merion Area School District
Lauren Roder	Staff Member	Upper Merion Area Middle School
Daryl Schumacher	Staff Member	Upper Merion Area High School
Susan Shelton	Staff Member	Upper Merion Area School District
Laura Yoder	Staff Member	Upper Merion Area Middle School
Beth Triolo	Staff Member	Upper Merion Area School District

Name	Position	Building/Group
Cheryl Bacchi	Staff Member	Upper Merion Area High School
Arturo Perez	Parent	Upper Merion Area School District
Julie Overly	Staff Member	Upper Merion Area School District
Shannon Lotz	Staff Member	Roberts Elementary School
Shira Kempes	Staff Member	Upper Merion Area Middle School
Brenda Rodriguez	Staff Member	Administration
Dana Baker	Parent	Upper Merion Area School District
Dr. Dana Bedden	Parent	Upper Merion Area School District
Melissa Adams	Parent	Upper Merion Area School District
Michael Griffith	Staff Member	Upper Merion Area High School
Claudia Aust	Community Member	Upper Merion Area School District
Megan Dreyfus	Staff Member	Upper Merion Area Middle School
Ashley Cook	Staff Member	Upper Merion Area High School
Leslie Clifton	Staff Member	Upper Merion Area High School
Scott Cox	Staff Member	Upper Merion Area High School

Name	Position	Building/Group
Dawn Hallquist	Staff Member	Upper Merion Area High School
Maxine Gesualdi	Parent	Upper Merion Area School District
Regina Fain	Parent	Upper Merion Area School District
Trisha Gaskins	Parent	Upper Merion Area School District
Peter Greenwood	Parent	Upper Merion Area School District
Rachelle Gough	Parent	Upper Merion Area School District
Shana Gordon Dupuis	Parent	Upper Merion Area School District
Grace Wu	Other	Alumni
Brittney Gambone	Parent	Upper Merion Area School District
Sheila Frederick	Parent	Upper Merion Area School District
Arthi Jayaprasanna	Parent	Upper Merion Area School District
Tiffany Cherry	Board Member	Upper Merion Area School District
Jalen Owen	Student	Upper Merion Area High School
Diana Bedden	Student	Upper Merion Area High School
Jessica Homa	Parent	Upper Merion Area School District

Name	Position	Building/Group
Kelly Jacobson	Parent	Upper Merion Area School District
Justin Duffie	Student	Upper Merion Area High School
Trinity Pike	Other	Alumni
Caitlin Navarro	Administrator	Administration
Jason Jones	Board Member	Upper Merion Area School District
Jenn Lyons	Board Member	Upper Merion Area School District
Eric Wellington	Board Member	Upper Merion Area School District
Maggie Philips	Board Member	Upper Merion Area School District
Brett Oslon	Board Member	Upper Merion Area School District
Gary Ledebur	Board Member	Upper Merion Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
UMASD will continue to prioritize the needs of our African American/Black students by examining/implementing programs that will have the greatest positive impact on student outcomes.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 1: Focus on Continuous Improvement of Instruction Professional learning
UMASD will continue to prioritize the needs of students with disabilities by providing an inclusive and rigorous special education program.	Essential Practices 3: Provide Student-Centered Support Systems Professional learning
UMASD will continue to prioritize the needs of our economically disadvantaged students by examining/implementing programs that will have the greatest positive impact on student outcomes.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Social emotional learning
UMASD will prioritize communication with stakeholders to increase clear and concise	Parent and family engagement

Priority Statement**Outcome Category**

communication among all stakeholders.

Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

Fly-Five

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Social & Emotional
Learning - African
American/Black Students

Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.

Social & Emotional
Learning - Economically
Disadvantaged

Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.

Social and Emotional
Learning - Students with
Disabilities

Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide Fly-Five training for K-4 homeroom teachers over a three month period.	2021-08-23 - 2022-06-30	Chris Dickerson, Assistant Principal	https://www.flyfivesel.org/
Implement Fly-Five SEL program during Homeroom Responsive Classroom- Morning Meeting daily.	2021-11-08 - 2024-06-28	Chris Dickerson, Assistant Principal	https://www.flyfivesel.org/

Anticipated Outcome
Through the use of the C.A.R.E.S. Standards, a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs, our students will be gain developmentally-appropriate, culturally accurate, and situation-appropriate social and emotional competence.

Monitoring/Evaluation
Survey data and SWIS PBIS data (attendance and discipline data) Monthly data meetings and District-wide PBIS meetings to monitor progress of implementation.

Evidence-based Strategy
FUNDATIONS

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Fluency	Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Foundations, a Wilson Language Training multisensory, structured language program, in grades K, 1 and 2 with fidelity.	2021-08-30 - 2024-06-28	Dr. Andrew Kuhn, Director of Humanities	https://www.wilsonlanguage.com/programs/foundations/
Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	2021-08-23 - 2022-06-17	Dr. Andrew Kuhn	https://www.wilsonlanguage.com/programs/foundations/

Anticipated Outcome
K-2 students will increase their reading fluency.

Monitoring/Evaluation
NWEA MAP assessments and Oral Reading Fluency probes will assess student progress. Administered by elementary homeroom teachers.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social & Emotional Learning - African American/Black Students	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.
Social & Emotional Learning - Economically Disadvantaged	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.
Social and Emotional Learning - Students with Disabilities	Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of all tiers (1, 2, and 3) of the Positive Behavior Intervention Supports program in all 7 school buildings.	2021-08-23 - 2024-06-28	John Moody, Director of Student Services	https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/Positive-Behavior-Interventions-and-Supports/Positive-Behavior-Interventions-and-Supports-PBIS
Continued training in the tenets of PBIS and effective implementation of tiers 1, 2, and 3	2021-08-30 - 2024-06-28	John Moody, Director of Student	https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/Positive-Behavior-Interventions-and-Supports/Positive-Behavior-Interventions-and-Supports-PBIS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Services	Supports-PBIS

Anticipated Outcome

PBIS integration in all schools would promote a positive and welcoming school culture. Specifically, PBIS outcomes would be to improve student behavior, or fewer office discipline referrals.

Monitoring/Evaluation

Data is monitored and evaluation through the SWIS (Collect office discipline referral data and make active, data-driven decisions to create the kind of school where every student is successful) and the PBIS Tiered Fidelity Inventory (TFI) Regularly check the effectiveness of their practices: Pull from a continuum of evidence-based interventions to support student needs Develop content expertise through coaching and on-going professional development Rely on teams to guide implementation Use data to monitor student progress Implement universal screening practices Include community members and families to create culturally-relevant practices.

Evidence-based Strategy

Link Crew

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social & Emotional Learning - African	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.

Goal Nickname	Measurable Goal Statement (Smart Goal)		
American/Black Students			
Social & Emotional Learning - Economically Disadvantaged	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.		
Social and Emotional Learning - Students with Disabilities	Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to implement Link Crew program. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.	2021-08-23 - 2024-06-28	Jonathan Bauer/High School Building Principal	https://www.boomerangproject.com
Anticipated Outcome			
Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their			

high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.

Monitoring/Evaluation

High School School Counselors and administrators will monitor implementation and evaluation of the program.

Evidence-based Strategy

Culturally Proficiency Training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social & Emotional Learning - African American/Black Students	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.
Social & Emotional Learning - Economically Disadvantaged	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.
Diversity, Equity, and Inclusion Professional Development	Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social and Emotional Learning - Students with Disabilities	Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff
Professional Development - Inclusion	Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators, teachers, Staff, parents, students, and community members.	2021-06-30 - 2024-06-28	Dr. Susan Silver, Assistant Superintendent	District data/Partnerships with HBSUs, local universities, and experts in the field of cultural proficiency
Provide on-going and embedded professional development for staff on cultural proficiency.	2021-06-30 - 2024-06-28	Dr. Susan Silver/Assistant Superintendent	District data/Partnerships with experts in the field of cultural proficiency/support from the Curriculum and Instruction Department,
Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.	2021-08-30 - 2024-06-30	Dr. Susan Silver, Assistant Superintendent	BMW Associates, Dr. Barbara Moore-Williams

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development on the Social Justice Standards and embed these standards into the curriculum	2021-08-23 - 2024-06-30	Dr. Susan Silver, Assistant Superintendent	
Provide professional development on the Social Justice Standards and embed these standards into the curriculum	2021-08-23 - 2024-06-30	Dr. Susan Silver, Assistant Superintendent	

Anticipated Outcome
The outcome of these action steps is to move the District on the continuum of cultural proficiency.

Monitoring/Evaluation
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.

Evidence-based Strategy
First in Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Fluency	Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement First in Math at Bridgeport Elementary School to support math fluency.	2021-08-30 - 2024-06-28	Dr. Sean Gardiner	https://www.firstinmath.com/
Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	2021-08-30 - 2024-06-28	Dr. Sean Gardiner, Director of STEM	https://www.firstinmath.com/

Anticipated Outcome
Improved student achievement for our economically disadvantaged students in math fluency, problem-solving, and reasoning skills.

Monitoring/Evaluation
Data from EM4 mathematics unit assessments, student process on First in Math modules, and data collected by research team. Monthly and end of year monitoring.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Implement First in Math at Bridgeport Elementary School to support math fluency.	08/30/2021 - 06/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	08/30/2021 - 06/28/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Provide Fly-Five training for K-4 homeroom teachers over a three month period.	08/23/2021 - 06/30/2022
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	08/23/2021 - 06/17/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	PBIS	Continued training in the tenets of PBIS and effective implementation of tiers 1, 2, and 3	08/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Link Crew	Continue to implement Link Crew program. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors	08/23/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	<p>Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators, teachers, Staff, parents, students, and community members.</p>	<p>06/30/2021</p> <p>-</p> <p>06/28/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Provide on-going and embedded professional development for staff on cultural proficiency.	06/30/2021
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			-
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			06/28/2024
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.	08/30/2021
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			-
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			06/30/2024
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these standards into the curriculum	<p>08/23/2021</p> <p>-</p> <p>06/30/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these standards into the curriculum	08/23/2021 - 06/30/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Implement First in Math at Bridgeport Elementary School to support math fluency.	08/30/2021 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	08/30/2021 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Provide Fly-Five training for K-4 homeroom teachers over a three month period.	08/23/2021 - 06/30/2022
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Implement Fly-Five SEL program during Homeroom	11/08/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)		Responsive Classroom-Morning Meeting daily.	
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Implement Foundations, a Wilson Language Training multisensory, structured language program, in grades K, 1 and 2 with fidelity.	08/30/2021 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	08/23/2021 - 06/17/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	PBIS	Implementation of all tiers (1, 2, and 3) of the Positive Behavior Intervention Supports program in all 7 school buildings.	08/23/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	PBIS	Continued training in the tenets of PBIS and effective implementation of tiers 1, 2, and 3	08/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Link Crew	Continue to implement Link Crew program.	08/23/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)		Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors	
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators, teachers, Staff, parents, students, and community members.	<p>06/30/2021</p> <p>-</p> <p>06/28/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	Provide on-going and embedded professional development for staff on cultural proficiency.	<p>06/30/2021</p> <p>-</p> <p>06/28/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.	<p>08/30/2021</p> <p>-</p> <p>06/30/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	<p>Culturally Proficiency Training</p>	<p>Provide professional development on the Social Justice Standards and embed these standards into the curriculum</p>	<p>08/23/2021</p> <p>-</p> <p>06/30/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these standards into the curriculum	08/23/2021
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)			-
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			06/30/2024
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			

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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr. John A. Toleno

2021-10-19

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

98% of our 11th grade students passed the US Naturalization Test by 80% or above.

Graduation Rates are exceed performance standard - 93.1%

English Language Growth and Attainment - All Student Group Met Interim Goal/Improvement Target

Students with Disabilities - growth in ELA, Math and Science

Economically Disadvantaged - growth in ELA, Math and Science

Student Subgroup - Black/African American - growth in ELA, Math, and Science

Foster a vision and culture of high expectations for success for all students, educators, and families

Ensure effective, standards-aligned curriculum and assessment

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Challenges

Beyond knowledge, promote civic engagement.

Focus on higher scoring in CTE assessments and industry-based competency

English Language Growth and Attainment - All Student Group Met Interim Goal/Improvement Target - statewide goal is 70.3%

Students with Disabilities - below "all student" percentage in ELA, Math, and Science

Economically Disadvantaged - below "all student" percentage in ELA, Math, and Science

Student Subgroup - Black/African American - below "all student" percentage in ELA, Math, and Science

The central office communicates effectively with stakeholders to keep them fully informed on matters affecting them.

Schools and community stakeholders have an opportunity to provide feedback on the nature and quality of central office services.

Strengths

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

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

Technology Plan - Refresh-Infrastructure Plan 2019-2023 maintains effective planning for 1:1 devices for all students and staff. Provide opportunities for students to have access to technology.

English Language Development Programs continue to expand and staffing increases to meet growing population of English learners.

Special Education Plan continues to focus on students with complex needs and the expansion of this program. Inclusionary practices are required with the addition of a Special Education Instructional Coach at the elementary level who services all 5 elementary schools.

Targeted-assisted Title I program provides staffing and resources for the highest need elementary school. Increased focus on ELA and mathematics with the addition of First in Math (<https://www.firstinmath.com>) and Trapezium Math curriculum resources and instructional strategies. Guided reading and Response to Intervention and instruction (RTII) continue as a focus for ELA.

Challenges

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Recovery from COVID 19 program changes such as virtual learning and mandatory stay-at-home orders.

Staffing/programming for increase in English learners and students with disabilities

Addressing the social and emotional needs of our students and staff.

3rd grade - Identify Tier 2 and 3 interventions for those 25% that scored below the national mean.

Any student who does not score an 8 or above in TDAs needs additional instruction in writing and should be considered for Writing Workshop course.

Students who scores 9% or below need a post-secondary plan which could include vocational and/or community college options

COVID 19 shut-down and virtual learning - March 2020-January 2021 - limited standardized data

Increase to between 90% and 100% in 3rd grade foundational skills on or above grade level. Interventions needed to address this discrepancy.

Strengths

75% of the exiting 3rd graders scored at or above the 50% national percentile.

Exiting 8th graders have strong analytical writing skills going into high school.

Four-Year Cohort - All Student Group Meets 2030 Statewide Goal for Graduation Rate - 93.1% Attendance for 2018-2019 - 88.9%

Students have a foundational knowledge of the concepts required to continue on or above grade level in math

All Student Group Exceed the Percent Proficient/Advanced in Mathematics/Algebra 1 as well as the Academic Growth Expectations in Mathematics/Algebra 1

All Student Group Met 2030 Statewide Goal (2018-2019) All Student Group Exceeds the Standard Demonstrating Growth

English Language Growth and Attainment All Student Group Meets 2030 Statewide Goal

HS - English Language Arts/Literature/Mathematics/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth

PSSA Grades 3 through 8- English Language Arts/Literature All Student Group Meets 2030 Statewide Goal Percent Proficient or

Challenges

African American and Latino students are performing 60-70% proficient and advanced which is 10 to 20% below the overall student body.

Continue to move to 90% proficient or advanced.

PSSA Grades 3 & 4 - English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target for Bridgeport and Gulph Elementary Schools

PSSA Grades 3 & 4 Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target for Bridgeport and Gulph Elementary Schools

Strengths

Advanced Statewide Average Statewide 2030 Goal for Middle School and 3 out of 5 District elementary schools.

PSSA Grades 3 through 8 Mathematics/Algebra All Student Group Meets 2030 Statewide Goal Percent Proficient or Advanced Statewide Average Statewide 2030 Goal for the Middle School and 3 out of 5 District Elementary Schools

Most Notable Observations/Patterns

D.E.I. Subcommittee - Parent and Community Engagement will be working on the challenge of increasing partnerships with local businesses, community organizations and other agencies to support the needs of our diverse student population. Significant increase in personnel of color over the past five years. District still needs to focus on recruitment and retention of candidates of color. All disaggregated data indicate growth in ELA, Mathematics, and Science. However, marginalized groups still are not at District and State-wide goals.

Challenges

Discussion Point

Priority for Planning

The central office communicates effectively with stakeholders to keep them fully

Challenges	Discussion Point	Priority for Planning
informed on matters affecting them.		
Schools and community stakeholders have an opportunity to provide feedback on the nature and quality of central office services.	Survey feedback indicates this need. Formation of Diversity, Equity, and Inclusion subcommittee (2nd year) to focus on parent and community engagement.	
3rd grade - Identify Tier 2 and 3 interventions for those 25% that scored below the national mean.		
Any student who does not score an 8 or above in TDAs needs additional instruction in writing and should be considered for Writing Workshop course.		
Increase to between 90% and 100% in 3rd grade foundational skills on or above grade level. Interventions needed to address this discrepancy.		

Challenges	Discussion Point	Priority for Planning
English Language Growth and Attainment - All Student Group Met Interim Goal/Improvement Target - statewide goal is 70.3%		
Students with Disabilities - below "all student" percentage in ELA, Math, and Science	Though growth has occurred, the district will need to address the disproportionality with regard to student achievement. A focus on school and District culture, social and emotional learning, as well academic interventions and instruction must be enhanced. Diversity, Equity, and Inclusion Subcommittee - Disproportionality has been created (2nd year) to examine this issue.	
Economically Disadvantaged - below "all student" percentage in ELA, Math, and Science	Though growth has occurred, the district will need to address the disproportionality with regard to student achievement. A focus on school and District culture, social and emotional learning, as well academic interventions and instruction must be enhanced. Disproportionality has been created (2nd year) to examine this issue.	
Student Subgroup - Black/African American - below "all student" percentage in ELA, Math, and Science	Though growth has occurred, the district will need to address the disproportionality with regard to student achievement. A focus on school and District culture, social and emotional learning, as well academic interventions and instruction must be enhanced. Disproportionality has been created (2nd year) to examine this issue.	

ADDENDUM B: ACTION PLAN

Action Plan: Fly-Five

Action Steps		Anticipated Start/Completion Date	
Provide Fly-Five training for K-4 homeroom teachers over a three month period.		08/23/2021 - 06/30/2022	
Monitoring/Evaluation		Anticipated Output	
Survey data and SWIS PBIS data (attendance and discipline data) Monthly data meetings and District-wide PBIS meetings to monitor progress of implementation.		Through the use of the C.A.R.E.S. Standards, a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs, our students will be gain developmentally-appropriate, culturally accurate, and situation-appropriate social and emotional competence.	
Material/Resources/Supports Needed		PD Step	Comm Step
https://www.flyfivesel.org/		yes	yes

Action Steps	Anticipated Start/Completion Date
Implement Fly-Five SEL program during Homeroom Responsive Classroom- Morning Meeting daily.	11/08/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Survey data and SWIS PBIS data (attendance and discipline data) Monthly data meetings and District-wide PBIS meetings to monitor progress of implementation.	Through the use of the C.A.R.E.S. Standards, a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs, our students will be gain developmentally-appropriate, culturally accurate, and situation-appropriate social and emotional competence.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.flyfivesel.org/	no	yes

Action Plan: FOUNDATIONS

Action Steps		Anticipated Start/Completion Date	
Implement Foundations, a Wilson Language Training multisensory, structured language program, in grades K, 1 and 2 with fidelity.		08/30/2021 - 06/28/2024	
Monitoring/Evaluation		Anticipated Output	
NWEA MAP assessments and Oral Reading Fluency probes will assess student progress. Administered by elementary homeroom teachers.		K-2 students will increase their reading fluency.	
Material/Resources/Supports Needed		PD Step	Comm Step
https://www.wilsonlanguage.com/programs/foundations/		no	yes

Action Steps	Anticipated Start/Completion Date
Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	08/23/2021 - 06/17/2022

Monitoring/Evaluation	Anticipated Output
NWEA MAP assessments and Oral Reading Fluency probes will assess student progress. Administered by elementary homeroom teachers.	K-2 students will increase their reading fluency.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.wilsonlanguage.com/programs/foundations/	yes	yes

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Implementation of all tiers (1, 2, and 3) of the Positive Behavior Intervention Supports program in all 7 school buildings.	08/23/2021 - 06/28/2024

Monitoring/Evaluation

Data is monitored and evaluation through the SWIS (Collect office discipline referral data and make active, data-driven decisions to create the kind of school where every student is successful) and the PBIS Tiered Fidelity Inventory (TFI) Regularly check the effectiveness of their practices: Pull from a continuum of evidence-based interventions to support student needs Develop content expertise through coaching and on-going professional development Rely on teams to guide implementation Use data to monitor student progress Implement universal screening practices Include community members and families to create culturally-relevant practices.

Anticipated Output

PBIS integration in all schools would promote a positive and welcoming school culture. Specifically, PBIS outcomes would be to improve student behavior, or fewer office discipline referrals.

Material/Resources/Supports Needed**PD
Step****Comm
Step**

<https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/Positive-Behavior-Interventions-and-Supports/Positive-Behavior-Interventions-and-Supports-PBIS>

no

yes

Action Steps	Anticipated Start/Completion Date		
Continued training in the tenets of PBIS and effective implementation of tiers 1, 2, and 3	08/30/2021 - 06/28/2024		
Monitoring/Evaluation	Anticipated Output		
Data is monitored and evaluation through the SWIS (Collect office discipline referral data and make active, data-driven decisions to create the kind of school where every student is successful) and the PBIS Tiered Fidelity Inventory (TFI) Regularly check the effectiveness of their practices: Pull from a continuum of evidence-based interventions to support student needs Develop content expertise through coaching and on-going professional development Rely on teams to guide implementation Use data to monitor student progress Implement universal screening practices Include community members and families to create culturally-relevant practices.	PBIS integration in all schools would promote a positive and welcoming school culture. Specifically, PBIS outcomes would be to improve student behavior, or fewer office discipline referrals.		
Material/Resources/Supports Needed	PD Step	Comm Step	
https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/Positive-Behavior-Interventions-and-Supports/Positive-Behavior-Interventions-and-Supports-PBIS	yes	yes	

Action Plan: Link Crew

Action Steps	Anticipated Start/Completion Date
Continue to implement Link Crew program. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.	08/23/2021 - 06/28/2024

Monitoring/Evaluation

High School School Counselors and administrators will monitor implementation and evaluation of the program.

Anticipated Output

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.

Material/Resources/Supports Needed

<https://www.boomerangproject.com>

PD Step

yes

Comm Step

yes

Action Plan: Culturally Proficiency Training

Action Steps	Anticipated Start/Completion Date
Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators, teachers, Staff, parents, students, and community members.	06/30/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.	The outcome of these action steps is to move the District on the continuum of cultural proficiency.

Material/Resources/Supports Needed	PD Step	Comm Step
District data/Partnerships with HBSUs, local universities, and experts in the field of cultural proficiency	yes	yes

Action Steps	Anticipated Start/Completion Date
Provide on-going and embedded professional development for staff on cultural proficiency.	06/30/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.	The outcome of these action steps is to move the District on the continuum of cultural proficiency.

Material/Resources/Supports Needed	PD Step	Comm Step
District data/Partnerships with experts in the field of cultural proficiency/support from the Curriculum and Instruction Department,	yes	yes

Action Steps		Anticipated Start/Completion Date	
Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.		08/30/2021 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.		The outcome of these action steps is to move the District on the continuum of cultural proficiency.	
Material/Resources/Supports Needed		PD Step	Comm Step
BMW Associates, Dr. Barbara Moore-Williams		yes	yes

Action Steps	Anticipated Start/Completion Date
Provide professional development on the Social Justice Standards and embed these standards into the curriculum	08/23/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.	The outcome of these action steps is to move the District on the continuum of cultural proficiency.

Material/Resources/Supports Needed	PD Step	Comm Step
	yes	yes

Action Steps	Anticipated Start/Completion Date
Provide professional development on the Social Justice Standards and embed these standards into the curriculum	08/23/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Evaluation of perceptual data, process data, student achievement data (specifically disproportionality) and demographic data by District administration.	The outcome of these action steps is to move the District on the continuum of cultural proficiency.

Material/Resources/Supports Needed	PD Step	Comm Step
	yes	yes

Action Plan: First in Math

Action Steps		Anticipated Start/Completion Date	
Implement First in Math at Bridgeport Elementary School to support math fluency.		08/30/2021 - 06/28/2024	
Monitoring/Evaluation		Anticipated Output	
Data from EM4 mathematics unit assessments, student process on First in Math modules, and data collected by research team. Monthly and end of year monitoring.		Improved student achievement for our economically disadvantaged students in math fluency, problem-solving, and reasoning skills.	
Material/Resources/Supports Needed		PD Step	Comm Step
https://www.firstinmath.com/		yes	yes

Action Steps	Anticipated Start/Completion Date
Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	08/30/2021 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Data from EM4 mathematics unit assessments, student process on First in Math modules, and data collected by research team. Monthly and end of year monitoring.	Improved student achievement for our economically disadvantaged students in math fluency, problem-solving, and reasoning skills.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.firstinmath.com/	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Implement First in Math at Bridgeport Elementary School to support math fluency.	08/30/2021 - 06/28/2024
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	08/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Provide Fly-Five training for K-4 homeroom teachers over a three month period.	08/23/2021 - 06/30/2022
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	08/23/2021 - 06/17/2022
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	PBIS	Continued training in the tenets of PBIS and effective implementation of	08/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)		tiers 1, 2, and 3	
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Emotional Learning - Students with Disabilities)			
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p>	Link Crew	<p>Continue to implement Link Crew program. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior</p>	<p>08/23/2021</p> <p>-</p> <p>06/28/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.	
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators,	06/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)		teachers, Staff, parents, students, and community members.	
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Provide on-going and embedded professional development for staff on cultural proficiency.	06/30/2021 - 06/28/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.	08/30/2021 - 06/30/2024
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Provide professional development on	08/23/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>		the Social Justice Standards and embed these standards into the curriculum	
<p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p>	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these standards into the curriculum	08/23/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
First In Math	K-4 Bridgeport Elementary Homeroom Teachers	First in Math modules: Just The Facts, Very Important Facts® (VIFs), Workout Gyms, Skill Sets®, Know & Show, Bonus Games , Measurement World , Computational Thinking (2.0), K-2 World

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation in the classroom of First in Math learning strategies	08/30/2021 - 06/30/2022	Dr. Andrew Kuhn

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

Professional Development Step**Audience****Topics of Prof. Dev**

FUNDATIONS

K-2 Elementary Homeroom Teachers

Implementation of FUNDATIONS

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Implementation of FUNDATIONS and improved fluency and decoding of K-2 students.

08/30/2021 - 06/30/2022

Dr. Andrew Kuhn

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

2b: Establishing a Culture for Learning

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

Professional Development Step**Audience****Topics of Prof. Dev**

Cultural Proficiency

K-12 Staff

Cultural proficiency tenets and essential elements

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Analysis of data: perceptual, process, demographic, and student achievement	06/30/2020 - 06/28/2024	Dr. Susan Silver, Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2a: Creating an Environment of Respect and Rapport		
1b: Demonstrating Knowledge of Students		
2b: Establishing a Culture for Learning		
4c: Communicating with Families		
1b: Demonstrating Knowledge of Students		
2a: Creating an Environment of Respect and Rapport		
2b: Establishing a Culture for Learning		
2a: Creating an Environment of Respect and Rapport		
1b: Demonstrating Knowledge of Students		
2b: Establishing a Culture for Learning		
1b: Demonstrating Knowledge of Students		
2a: Creating an Environment of Respect and Rapport		
2b: Establishing a Culture for Learning		
2b: Establishing a Culture for Learning		

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Fly Five Training	K-4 Elementary Teachers	<p>Training in: Daily lessons, and each lesson is color-coded according to its competency color and icon. Five units with four themes based upon the C.A.R.E.S. standards. Each unit has a School to Home Connection component delivered as a newsletter (English, Spanish) with information and flexible SEL activities. Each grade level has a deck of age- and grade-appropriate mindfulness cards aligned to the lesson objectives. These cards can be used throughout the day. All lessons provide both a teacher and a student objective and identify the materials that are needed to complete each session in the lesson. All lessons provide interactive learning structures (ILS) for active and interactive learning (individual, small group, and whole class) with guidance for the teacher on how to do the ILS. The lessons provide key points for facilitating discussion and monitoring student interaction. Some lessons include bully-prevention strategies. Lessons can be adapted to meet the needs of a school's context and schedule. All 20-30 minute sessions end with a reflection that is to be used as a formative assessment.</p>
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Fly Five lessons 2x a week by the end of the school year.	08/23/2021 - 06/30/2022	Chris Dickerson, Elementary Assistant Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

Trauma Informed Training (Act 18)

Trauma Informed Training (Act 18)

Professional Development Step**Audience****Topics of Prof. Dev**

Link Crew Training

High School School
Counselors and High School
students

Year-long program and training: High School Orientation - Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school Academic Follow Ups - Link Leaders support freshman academic success and character development through structured classroom visits Social Follow Ups - Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote positive school climate Leader Initiated Contacts - Link Leaders connect with their freshmen on a more individual basis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Perceptual data (belonging and school culture survey)	08/31/2020 - 06/04/2024	Jonathan Bauer, High School Building Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Positive Behavior Instruction and Supports Development and Training	K-12 Staff	Implementation of Tiers 1, 2 and 3 How to utilize the SWIS system

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Analysis of data: perceptual, demographic, student achievement, and process	08/24/2015 - 06/30/2022	John Moody/Director of Student Services

Danielson Framework Component Met in this Plan:

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

2c: Managing Classroom Procedures

2d: Managing Student Behavior

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Trauma Informed Training (Act 18)

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Implement First in Math at Bridgeport Elementary School to support math fluency.	2021-08-30 - 2024-06-28
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our economically disadvantaged students at Bridgeport Elementary School (Title I) through the use of math interventions. (Math Fluency)	First in Math	Consult with Dr. Ron Whitaker, Cabrini University, and his research team to study the impact of First in Math on student math achievement.	2021-08-30 - 2024-06-28
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Provide Fly-Five training for K-4 homeroom teachers over a three month period.	2021-08-23 - 2022-06-30
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Fly-Five	Implement Fly-Five SEL program during Homeroom Responsive Classroom-Morning Meeting daily.	2021-11-08 - 2024-06-28
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Implement Foundations, a Wilson Language Training multisensory, structured language program, in grades K, 1 and 2 with	2021-08-30 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		fidelity.	
Increase over the next three years, the overall ELA achievement with a increase in word fluency skills for our economically disadvantaged students at through the use of universal phonics instruction. (Reading Fluency)	FUNDATIONS	Train and retrain K-2 elementary teachers in the appropriate use of Foundations, a Wilson Language Training multisensory, structured language program.	2021-08-23 - 2022-06-17
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)	PBIS	Implementation of all tiers (1, 2, and 3) of the Positive Behavior Intervention Supports program in all 7 school buildings.	2021-08-23 - 2024-06-28
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p>	PBIS	Continued training in the tenets of PBIS and effective implementation of tiers 1, 2, and 3	2021-08-30 - 2024-06-28
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p>	Link Crew	Continue to implement Link Crew program. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built	2021-08-23 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>	Culturally Proficiency Training	Develop a Diversity, Equity, and Inclusion Task Force comprised of the District's stakeholders: Administrators, teachers, Staff, parents, students, and community members.	2021-06-30 - 2024-06-28
<p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)</p> <p>Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)</p> <p>Through professional development and the formation of a District Diversity, Equity,</p>	Culturally Proficiency Training	Provide on-going and embedded professional development for staff on cultural proficiency.	2021-06-30 - 2024-06-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)	Culturally Proficiency Training	Hire consultant to provide intensive training for all staff, students, and families in cultural proficiency.	2021-08-30 - 2024-06-30
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
and appropriate professional development. (Professional Development - Inclusion)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - African American/Black Students)	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these standards into the curriculum	2021-08-23 - 2024-06-30
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)			
Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)			
Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)			
Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)			
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs. (Social & Emotional Learning - Economically Disadvantaged)	Culturally Proficiency Training	Provide professional development on the Social Justice Standards and embed these	2021-08-23 - 2024-06-30
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs.			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>(Social & Emotional Learning - African American/Black Students)</p> <p>Through professional development and the formation of a District Diversity, Equity, and Inclusion Committee, our District will increase an understanding of cultural proficiency. (Diversity, Equity, and Inclusion Professional Development)</p> <p>Increase the District's focus on social and emotional learning to provide an inclusive environment by focusing on proactive supports for students and staff (Social and Emotional Learning - Students with Disabilities)</p> <p>Increase training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development. (Professional Development - Inclusion)</p>		standards into the curriculum	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Implementation of First in Math - Bridgeport Elementary School	K-4 Bridgeport Parents	Information regarding the use of First in Math and how parents can support their children.
Anticipated Timeframe	Frequency	Delivery Method
08/30/2021 - 06/30/2022	2x a year	Email Newsletter Presentation
Lead Person/Position		
Timothy Bickhart, Building Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
District-wide communication - District and school messaging and notification	District and School to enhance parent-school engagement	Social Media - Twitter, School Messenger App, District email, Newsletters, mailings	Staff, Parents, & Guardians	June 2020 - June 2024
UMASD Public Forum Meetings	Creating a comprehensive plan/focus areas of need	In-person and virtual (Zoom) presentations	UMASD community stakeholders	January 13, 2020
Diversity, Equity, and Inclusion Committee Meetings	Subcommittee creation of DEI Action Plan for 6 focus areas.	In-person & virtual (Zoom)	Committee members	June 2020 - June 2024
Survey stakeholders	As per FRCPP, surveying of stakeholders perception of leadership and District's strengths & needs.	Google forms - Survey	UMASD stakeholders	June 2020 - June 2024
School Board of Directors School Board Curriculum & Instruction/Student Services/Technology Committee Meetings	Future Ready Comprehensive Plan planning process/draft presentation/final plan/updates on final plan	Public Meeting presentations	UMASD community	December 2019 - June 2024

