



Comprehensive Plan | 2025 - 2028

Steering Committee

Name	Position/Role	Building/Group/Organization
Michael Christian	Administrator	Colonial School District
Edward Merk	Administrator	Colonial School District
Joseph Pacitti	Administrator	Colonial School District
Maria Wileczek	Administrator	Colonial School District
Caitlin Gilmartin	Administrator	Colonial School District
Timothy Murch	Administrator	Colonial School District
Mike Webb	Other	MCIU
Nancy Aiken	Community Member	Colonial School District
Rosemarie Gregitis	Administrator	Colonial School District
Andrew Boegly	Administrator	Colonial School District
Michelle O'Reilly	Administrator	Colonial School District
Jessica Lester	Administrator	Colonial School District
Kim Newell	Administrator	Colonial School District
Kylene Phillips	Administrator	Plymouth Elementary School
Shawn Kaplan	Administrator	Colonial Middle School
Jason Bacani	Administrator	Plymouth Whitemarsh High School
Kelly Udovich	Administrator	Plymouth Elementary School
Rich Madel	Staff Member	Plymouth Whitemarsh High School
Thomas Ortlieb	Community Member	Colonial School District
Jordan Kapel	Staff Member	Whitemarsh Elementary School
Donelle Brotz	Staff Member	Colonial Elementary School
Joshua Rothstein	Staff Member	Colonial Middle School
Brooke Carpenter	Parent	Colonial Middle School
Beth Patruno	Parent	Colonial School District
Gail Plant	Board Member	Colonial School District
Melissa Figueroa-Douglas	Administrator	Colonial School District
Mark Digian	Administrator	Colonial School District
Lauren Shinton	Staff Member	Colonial School District
Sharon Marino	Board Member	Colonial School District
Kristin Hartel	Parent	Colonial School District
Amy Campbell	Staff Member	Colonial School District

Josh Perlman	Administrator	Whitemarsh Elementary School
Liz Morris	Community Member	Colonial School District
Chris Epstein	Board Member	Colonial School District
Ann Nitka-Johnson	Staff Member	Colonial Middle School
Lee Gould	Staff Member	Plymouth Whitemarsh High School
Mike Lyle	Administrator	Colonial Middle School
Will Blubaugh	Staff Member	Plymouth Whitemarsh High School
Kelly Wideman	Parent	Whitemarsh Elementary School
Amanda Thornton	Staff Member	Colonial Middle School
Nancy Rosefeldt	Parent	Colonial Elementary School
Diane Stulb	Parent	Ridge Park Elementary School
Carolyn Sallen-Thomas	Parent	Plymouth Elementary School
Krista Granieri-Gamza	Parent	Plymouth Elementary School
Cara Jefferies	Parent	Plymouth Elementary School
Maryam Alsammak	Student	Plymouth Whitemarsh High School
Amber Boyd-Finch	Parent	Plymouth Elementary School
William Waerig	Student	Plymouth Whitemarsh High School
Narayani Sakthinathan	Student	Plymouth Whitemarsh High School
Kennedy Dingle	Student	Plymouth Whitemarsh High School
Natalie Dyke	Student	Plymouth Whitemarsh High School

LEA Profile

The Colonial School District draws approximately 5,600 students from the Borough of Conshohocken, and the Townships of Plymouth and Whitemarsh in Montgomery County, Pennsylvania, just northwest of Philadelphia.

The Colonial School District serves a diverse, multicultural population out of its seven school buildings. Elementary school-aged children attend one of four K-3 buildings as well as a 4-5 building. The middle school serves grades 6-8, and Plymouth Whitemarsh High School serves grades 9-12. Colonial students in grades 10-12 also may attend the Central Montco Technical High School located in Plymouth Township.

Our schools have received state and national recognition for excellence. In 2024-25, Plymouth Whitemarsh High schools was ranked as one of the top schools nationwide by the U.S. News and World Report, and consistently finishes in the 50 Best Public High Schools in Pennsylvania as compiled by Niche.com. The school was also named one of the Philadelphia region's best in the Philadelphia Magazine in 2024.

The school has been named to the Advanced Placement Honor Roll in 2023 (bronze) and 2024 (silver). This award recognizes schools that are committed to increasing college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness. In 2024, the high school also received the AP Access Award for increasing the number of underrepresented and/or economically disadvantaged students taking AP exams.

The high school offers 36 Advanced Placement and Pre-AP courses. In 2024, over 400 high school students took an AP course and took a total of 606 exams. Approximately 91 percent of those who took an AP course received a three or higher on at least one exam.

Plymouth Whitemarsh High School is home to numerous National Merit Scholarship Finalists, Semifinalists, and Commended Students. In 2024, the school recognized nine Commended students, seven Semifinalists, as well as 15 students who received College Board National Recognition.

In addition to AP coursework, the high school offers an International Baccalaureate Programme course of study, as well as dual enrollment through Montgomery County Community College and the PRIZE (Partnering in Raising Zealous Educators) partnership with West Chester University.

All Colonial School District schools consistently finish above state average on the Pennsylvania System of School Assessment and two elementary schools - Ridge Park and Whitemarsh - have received the National Blue Ribbon of Distinction.

A majority of students at the secondary level consistently report feeling safe and welcome in their schools, according to the Psychological Sense of School Membership (PSSM) survey that was administered to twice to middle school and high school students during the 2023-24 school year.

The average class size throughout the district is 18 to 23 students. The district provides transportation through contracted providers for the majority of students. Many resources are available to assist in student achievement of the District's mission, goals, and academic standards. These resources include, but are not limited to, the following:

Professional libraries in each building

Makerspaces/Innovation Spaces in each buildings

Local, regional, state, and national staff development programs available for all professional personnel

Extra-curricular programs, including athletics, arts, academic, and community service offerings at all levels

Outdoor recreation facilities and community programs

Intermediate unit programs and services

School/business partnerships which provide mentoring and school-to-work opportunities for students

Interagency collaborations (for example, MHMR, drug and alcohol single county authorities, etc.)

Modern technology in each classroom and devices for each student

An Equity, Inclusion, and Belonging Committee that serves to create culturally supportive and equitable learning environments, a culture of belongingness, and enhance staff recruitment/retention

Healthy breakfast and lunch options for all students with a growing emphasis on locally-sourced food (Colonial's Food & Nutrition Services Department was named as a Governor's Breakfast Champion and received a Healthy Meals Incentive Award in 2024).

Colonial School District takes pride in providing students and teachers the best curricular, instructional, and technological resources and support needed to be successful in the classroom and beyond. All buildings provide active learning experiences beyond the core curriculum (English/Language Arts, Mathematics and Science, Technology and Environmental education) through course offerings in the areas of Art, Music, Dance, Health and Wellness, Physical Education and Theater. Colonial School District programs provide students with a solid foundation for a successful future in a global economy and a life-long love of learning.

Teachers in the Colonial School District are seasoned professionals who care about their students. The District employs only qualified professional employees (administrators, teachers and specialists) to deliver the curriculum as required by state regulations and local policy. The professional staff includes highly qualified teachers (100 percent), guidance counselors, school social workers and psychologists, librarians, nurses, speech and language clinicians and educational specialists. Nearly 93 percent of Colonial educators have at least a Master's degree and nearly half have more than 10 years of teaching experience.

Mission and Vision

Mission

For students to learn, grow, and contribute to a supportive school community that is welcoming for all.

Vision

To prepare open-minded, resilient, lifelong learners and leaders who will enrich our world.

Educational Values

Students

Students will foster acceptance by amplifying diverse voices while engaging in community efforts to create a supportive and collaborative school environment.

Staff

Teachers and staff will foster a nurturing space to facilitate the growth of all students as self-directed learners.

Administration

Administration will lead with integrity while cultivating an effective environment for teaching and learning. Administration will encourage collaboration and ensure open communication with all stakeholders.

Parents

Family members and caregivers will model positive behaviors in and outside the school environment. Family members and caregivers will support the school community in the growth and development of lifelong learners.

Community

The School Board will represent the community and support student-centered decision making around policies and funding.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
At PWHS in Literature and Algebra, student performance shows that the All Student Group has exceeded the 2033 Statewide Goal.	
At PWHS in Biology, student performance shows that the All Student Group has met the 2024 Interim Goal.	
At CMS in ELA, Math and Science, student performance shows that the All Student Group has met the 2024 Interim Goal.	
At CMS in Science, student performance shows that the All Student Group has exceeded the Statewide Growth Standard.	
At CES in Math and Science, student performance shows that the All Student Group has exceeded the 2033 Statewide Goal.	
At CES in ELA, student performance shows that the All Student Group has met the 2024 Interim Goal.	
At CES in ELA, student performance shows that the All Student Group has exceeded the Statewide Growth Standard.	
At CE, RP, PE and WE in ELA and Math, student performance shows that the All Student Group has either met or exceeded the Interim Goal for 2024 or the Statewide Goal for 2033.	

Challenges

Indicator	Comments/Notable Observations
At CMS in ELA and Math, student performance shows that the All Student Group has not met the Statewide Growth Standard.	
At CES in Math and Science, student performance shows that the All Student Group has not met the Statewide Growth Standard.	
Subgroups in CSD schools have not met PDE's Interim Targets for Growth and Achievement.	

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

Strengths

<p>Indicator At PWHS, Literature and Algebra data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) HS: All student group, Asian, White.</p>
<p>Indicator At PWHS, Literature and Algebra data shows that students in the following subgroups have met or exceeded the interim target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantaged, and Two or More Races.</p>
<p>Indicator At PWHS, Biology data shows that students in the following subgroups have met or exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) PW - Asian, White</p>
<p>Indicator At CMS, ELA and Math data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) Asian</p>
<p>Indicator At CMS, ELA, Math and Science data shows that students in the following subgroups have met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At CES, Math and Science data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) Asian, White, 2 or More Races</p>
<p>Indicator At CES, ELA data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) Asian, White</p>
<p>Indicator At CES in ELA, data shows that students in the following subgroups have met the 2024 Interim Goal.</p>

<p>Grade Level(s) and/or Student Group(s) 2 or More Races</p>
<p>Indicator At CES in Math, data shows that students in the following subgroups have met the 2024 Interim Goal.</p> <p>Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantaged, English Learner</p>
<p>Indicator At CES in Science, data shows that students in the following subgroups have met the 2024 Interim Goal.</p> <p>Grade Level(s) and/or Student Group(s) Black, Hispanic, Economically Disadvantaged</p>
<p>Indicator At CE, ELA data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At CE, Math data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>
<p>Indicator At RP, ELA data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At RP, Math data shows that students in the following subgroups have exceeded the statewide goal for 2033.</p> <p>Grade Level(s) and/or Student Group(s) White, Student with Disabilities</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>
<p>Indicator At RP in Math, data shows that students in the following subgroups have met the 2024 Interim Goal.</p>

<p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>
<p>Indicator At PE, Math data shows that students in the following subgroups have exceeded the statewide goal for 2033. Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At PE in ELA, data shows that students in the following subgroups have met the 2024 Interim Goal. Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At WE, ELA data shows that students in the following subgroups have exceeded the statewide goal for 2033. Grade Level(s) and/or Student Group(s) White</p>
<p>Indicator At WE, Math data shows that students in the following subgroups have exceeded the statewide goal for 2033. Grade Level(s) and/or Student Group(s) White</p>

Challenges

<p>Indicator At PWHS, Literature and Algebra data shows that students in the following subgroups have not met the interim target for 2024. Grade Level(s) and/or Student Group(s) HS - Black, Students with Disabilities, and Combined Ethnicity.</p>
<p>Indicator At PWHS, Biology data shows that students in the following subgroups have not met the Interim Target for 2024. Grade Level(s) and/or Student Group(s) HS - Black, Hispanic, 2 or More Races, Economically Disadvantaged, Student with Disabilities and Combined Ethnicity.</p>
<p>Indicator At CMS, ELA, Math and Science data show that students in the following subgroups have not met the Interim Target for 2024. Grade Level(s) and/or Student Group(s)</p>

Black, Hispanic, 2 or More Races, Economically Disadvantaged, English Learner(no subgroup in Science), Student with Disabilities and Combined Ethnicity.
<p>Indicator At CES, ELA data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, Combined Ethnicity</p>
<p>Indicator At CES, Math data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Black, Students with Disabilities, Combined Ethnicity</p>
<p>Indicator At CES, Science data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities, Combined Ethnicity</p>
<p>Indicator At PE, ELA and Math data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Students with Disabilities, Combined Ethnicity</p>
<p>Indicator At RP, ELA data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Students with Disabilities, Combined Ethnicity</p>
<p>Indicator At RP, Math data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Combined Ethnicity</p>
<p>Indicator At WE, ELA and Math data shows that students in the following subgroups have not met the Interim Target for 2024.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt Benchmark Assessments (Gr. 3)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grade 3 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 57% LinkIt B - 65% LinkIt C - 71% Grade 3 Growth Percentages for All Student Groups: Overall Growth (A-C): 14% Negative/Zero Growth (A-C): 25% Positive Growth (A-C): 75%
DIBELS 8th Ed. - K-8	DIBELS [®] (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. The measures are consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.
LinkIt Benchmark Assessments (Gr. 4-5)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grades 4-5 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 62% LinkIt B - 69% LinkIt C - 70% Grades 4-5 Growth Percentages for All Student Groups: Overall Growth (A-C): 8% Negative/Zero Growth (A-C): 29% Positive Growth (A-C): 71%
LinkIt Benchmark Assessments (Gr. 6-8)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grades 6-8 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 61% LinkIt B - 67% LinkIt C - 73% Grades 6-8 Growth Percentages for All Student Groups: Overall Growth (A-C): 12% Negative/Zero Growth (A-C): 23% Positive Growth (A-C): 77%
LinkIt Benchmark Assessments (High School)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. High School Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 52% LinkIt B - 56% LinkIt C - 55% High School Growth Percentages for All Student Groups: Overall Growth (A-C): 3% Negative/Zero Growth (A-C): 47% Positive Growth (A-C): 53%

Mathematics

Data	Comments/Notable Observations
Link It Math Benchmarks (Gr. 3)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grades 3 Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 62% LinkIt B - 59% LinkIt C - 83% Grades 3 Growth Percentages for All Student Groups: Achievement Level Mobility (A-C): +27% Negative Growth (A-C): 14% of the students Zero Growth (A-C): 45% of the students Positive Growth (A-C): 41% of the students
Link It Math Benchmarks (Gr. 4-5)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grades 4-5 Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 40% LinkIt B - 52% LinkIt C - 69% Grades 4-5 Growth Percentages for All Student Groups: Achievement Level Mobility (A-C): +40% Negative Growth (A-C): 12% of the students Zero Growth (A-C): 37% of the students Positive Growth (A-C): 51% of the students
Link It Math Benchmarks (Gr. 6-8)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grades 6-8 Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 25% LinkIt B - 35% LinkIt C - 36% Grades 6-8 Growth Percentages for All Student Groups: Overall Growth (A-C): +10% Negative Growth (A-C): 29% of the students Zero Growth (A-C): 52% of the students Positive Growth (A-C): 19% of the students
Link It Algebra 1 Benchmarks (High School)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered multiple times a year that measure growth towards and achievement on PSSA and Keystone assessments. High School Achievement Percentages (Proficient/Advanced) for All Student Groups in Modified Math Classes: LinkIt A - 5% (20% for students in all math classes) LinkIt C - 7% High School Growth Percentages for All Student Groups in Modified Math Classes: Overall Growth (A-C): +15% average Negative/Zero Growth (A-C): 20% of the students Positive Growth (A-C): 80% of the students

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Benchmark Assessment (Biology)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grade 3 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 57% LinkIt B - 65% LinkIt C - 71% Grade 3 Growth Percentages for All Student Groups: Overall Growth (A-C): 14% Negative/Zero Growth (A-C): 25% Positive Growth (A-C): 75%
LinkIt! Benchmark Assessment (Gr 8)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grade 3 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 57% LinkIt B - 65% LinkIt C - 71% Grade 3

	Growth Percentages for All Student Groups: Overall Growth (A-C): 14% Negative/Zero Growth (A-C): 25% Positive Growth (A-C): 75%
LinkIt! Benchmark Assessment (Gr4)	LinkIt Benchmark assessments are a norm-referenced, standards-based assessments administered three times a year that measure growth towards and achievement on PSSA and Keystone assessments. Grade 4 Achievement Percentages (Proficient/Advanced) for All Student Groups: LinkIt A - 55% LinkIt B - 57% LinkIt C - 63% Grade 4 Growth Percentages for All Student Groups: Overall Growth (A-C): 9% Negative/Zero Growth (A-C): 26% Positive Growth (A-C): 74%

Related Academics

Career Readiness

Data
The CSD 339 Plan was submitted and approved by PDE in 2022 in which artifacts were identified for each grade band to ensure students meet graduation requirements.
At PWHS, Career Standards Benchmark data shows that 100% of students in the All Student Group have exceeded the statewide goal for 2033.
At PWHS, High School Graduation Rate data shows that 95.7% of the All Student Group for High School Graduation Rate have exceeded the statewide goal for 2033.
At PWHS, Industry Based Learning data shows that all subgroups have either exceeded the standard or met the interim target for the statewide goal for 2024.
At PWHS, the percent of Rigorous Courses of Study is 76.3%, while the state average is 56.4%. 53% of students participate in AP/IB courses and 48.5% are enrolled in dual enrollment courses.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths that have had the most impact in improving your most pressing challenges.

Elementary and Middle School (English Learners): In Math, students taking the PSSA increased in performance from the previous year and met or exceeded the designated interim target in Math. Monitor the implementation of small group instruction and provide targeted professional development opportunities (PLTs, Department/Team meetings)building leadership and teachers on small group instruction strategies, differentiation techniques, and data-driven instruction.
--

English: Met/exceeded the interim target for 2024 (72.7%-Keystones) Collaborate with building leadership and content area teams to identify areas where small-group instruction can be integrated effectively.

Science: Economically disadvantaged students met the interim target for 2024 (80.8%) Develop and implement targeted professional learning opportunities that align with and support the district's goals and strategic plan.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges that if improved would have the most impact in achieving your Mission and Vision.

At CES, ELA data shows that Black, Hispanic, Economically Disadvantaged , English Learners, Students with Disabilities and Combined Ethnicity subgroups have not met the Interim Target for 2024. Additionally, at CES, Math data shows that Black, Hispanic, Students with Disabilities and Combined Ethnicity subgroups have not met the Interim Target for 2024.

At CMS, ELA, Math and Science data show that Black, Hispanic, 2 or More Races, Economically Disadvantaged , English Learners and Students with Disabilities subgroups have not met the Interim Target for 2024.

At PWHS, Literature and Algebra data shows that Black, Students with Disabilities and Combined Ethnicity subgroups have not met the interim target for 2024.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Colonial has a steady upward trend in servicing students in the LRE (80% or more of the day in regular education). Our special education plan 2024-2027 focuses on continuing this trend; in order to do so, differentiation and universal design for learning should be an area of focus. The special education plan highlights a continuation of mental/behavioral health supports, with strengthening supports across K-12 (partnership with SAP counseling, social emotional learning); these supports will benefit students across regular and special education. Positive Behavior Supports are discussed in detail in the Special Education Plan. Improving Positive Behavior Supports at the school-wide and district wide level, as well as having a focus on the environment and use of natural supports for behavior, will allow the district to continue to meet individual student needs without utilizing out of district placements and other supports that would not meet our goal of Least Restrictive Environment.
Student Services	All CSD schools provide a continuum of services for all students in the least restrictive environment. Mental health and counseling services are provided in each building and social emotional learning is embedded into the fabric of our curriculum and teaching practices throughout the day. A dedicated Resolve Room counselor is assigned to our middle and senior high schools to assist students in resolving conflicts and making good choices. A Community Counselor (trained and licensed social worker) is provided to each building to provide mental health and social skills supports to

	any students referred to them by the building Child Study Team. All buildings utilize a positive school-wide behavior program/approach to encourage and reinforce good citizenship and welcoming behaviors. The school employs security guards, not school resource officers
K-12 Guidance Plan (339 Plan)	The district 339 Plan highlights social and emotional support services and programs across the K-12 continuum. CSD continues to implement initiatives geared toward promoting the emotional and social well-being of students. Building-wide programs are in place at each level to reinforce respectful behavior that leads to a positive and safe climate. Each building has a SAP Team that collaborates regularly and plans supports for students in need. Our Resolve Room program at both the middle and senior high schools supports students in learning and utilizing expected replacement behaviors and self-regulating strategies when dealing with conflict resolution. PA Youth Survey (PAYS) data is used to inform decisions about current issues for students that need attention.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational
---	-------------

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district’s goals and priorities	Exemplary

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths.

Strength
At PWHS in Literature, Algebra, and Biology student performance shows that the All Student Group has either met the Interim Target or exceeded the 2033 Statewide Goal.
At CMS in ELA, Math and Science, student performance shows that the All Student Group has met the 2024 Interim Goal.
The percentage of grade 3 students proficient or advanced on the LinkIt ELA Benchmark and ELA PSSAs correlated for the All Student Group.
The percentage of grades 4-5 students proficient or advanced on the ELA PSSAs exceeded the LinkIt ELA Benchmark results for the All Student Group.
The percentage of grades 6-8 students proficient or advanced on the ELA PSSAs were consistent with the LinkIt ELA Benchmark results for the All Student Group.
The percentage of grade 3 students proficient or advanced on the Link It Math Benchmark C and Math PSSAs correlated for the All Student Group.
The percentage of students proficient or advanced on the grade 3 Link It Math Benchmarks and Math PSSAs correlate for the All Student Group.
While Grade 8 LinkIt! Benchmarks did not identify growth from A-C, Grade 8 Science PSSA exceeded Annual Growth Expectations for All Student Groups.
Biology LinkIt! Benchmark A-C Growth correlated with Biology Keystone Annual Growth Expectations for All Student Groups.
Compliance with PDE 339 Plan was universal for all students K-12

The percentage of grades 4-5 students proficient or advanced on the Math PSSAs exceeded the Link It Math Benchmark results for the All Student Group.
The percentage of grades 6-8 students proficient or advanced on the Math PSSAs exceeded the Link It Math Benchmark results for the All Student Group.
The percentage of high school students proficient or advanced on the Algebra keystones exceeded the Link It Algebra 1 Benchmark results for the All Student Group. The Annual Growth Expectations for high school math correlated with the Link It Algebra 1 Benchmark Positive Growth measure for the All Student Group.
Professional Learning Time is scheduled monthly to provide opportunities for analysis of science data and identify student strengths and misunderstandings.
Compliance with PDE requirements for Act 35 Civics examinations for all students prior to graduation.
Elementary and Middle School (English Learners): In Math, students taking the PSSA increased in performance from the previous year and met or exceeded the designated interim target in Math. Monitor the implementation of small group instruction and provide targeted professional development opportunities (PLTs, Department/Team meetings) building leadership and teachers on small group instruction strategies, differentiation techniques, and data-driven instruction.
English: Met/exceeded the interim target for 2024 (72.7%-Keystones) Collaborate with building leadership and content area teams to identify areas where small-group instruction can be integrated effectively.
Science: Economically disadvantaged students met the interim target for 2024 (80.8%) Develop and implement targeted professional learning opportunities that align with and support the district's goals and strategic plan.
At PWHS, Career Standards Benchmark data shows that 100% of students in the All Student Group have exceeded the statewide goal for 2033.
At PWHS, High School Graduation Rate data shows that 95.7% of the All Student Group for High School Graduation Rate have exceeded the statewide goal for 2033.
At PWHS, Industry Based Learning data shows that all subgroups have either exceeded the standard or met the interim target for the statewide goal for 2024.
District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.
District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.
District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.

The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district’s goals and priorities.

Challenges

Examine the Summary of Challenges.

Strength
At PWHS, Literature and Algebra data shows that students in the following subgroups have not met the interim target for 2024: Black, Students with Disabilities, and Combined Ethnicity.
At CMS, ELA, Math and Science data show that students in the following subgroups have not met the Interim Target for 2024: Black, Hispanic, 2 or More Races, Economically Disadvantaged, English Learner(no subgroup in Science), Student with Disabilities and Combined Ethnicity.
At CES, Math data shows that students in the following subgroups have not met the Interim Target for 2024: Black, Students with Disabilities, Combined Ethnicity
Comprehensive, consistent data protocols are not used with fidelity to ensure the validity of assessment review and analysis in grades K-12.
Ongoing, targeted, and differentiated professional learning opportunities as they relate to the principles of structured literacy in accordance with PA Code 49.17.(a)(6) to support whole-student and subgroup-level students achieve interim and statewide targets.
At RP, PE, and WE ELA and Math data shows that students in one or more of the following subgroups have not met the Interim Target for 2024: Students with Disabilities, Combined Ethnicities, and Economically Disadvantaged.
The Annual Growth Expectations for grades 4-5 Math did not correlate with the Link It Math Benchmark Positive Growth measure for the All Student Group.
The Annual Growth Expectations for grade 4 Science did not correlate with the Link It Math Benchmark Positive Growth measure for the All Student Group.
Teachers will implement additional opportunities for students to develop artifacts from experiences or applications that are related to science/STEM careers.
Teachers will continue to receive ongoing, targeted, and differentiated professional learning opportunities as they relate to Phenomena based and 3D learning as they support the new STEELS Standards.

After the 24-25 SY, keystones will be based on STEELS Standards and new question formats will be implemented. Current Keystone and LinkIt Data does not reflect these standards.
The Annual Growth Expectations for grades 6-8 Math did not correlate with the Link It Math Benchmark Positive Growth measure for the All Student Group.
While there was a Link It Math Benchmark Positive Growth measure from beginning of year to end of year for grades 4-8 All Student Group, this did not reflect the Annual Growth Expectations on the Math state assessments.
Alignment between LinkIt Benchmark assessments (A-C) - correlation between the Keystone and Benchmarks is not significant.
Warehousing/upload concerns for 339 Plan artifacts K-12 in an efficient manner for student, teacher and guidance counselor access
The District does not have any essential practices that are currently Not Yet Evident or Emerging.
Redesign of some testing items on Act 35 for better integration in the scope and sequence of the United States Government and Economics course.
Subgroups in CSD schools have not met PDE's Interim Targets for Growth and Achievement.
At CES, ELA data shows that Black, Hispanic, Economically Disadvantaged , English Learners, Students with Disabilities and Combined Ethnicity subgroups have not met the Interim Target for 2024. Additionally, at CES, Math data shows that Black, Hispanic, Students with Disabilities and Combined Ethnicity subgroups have not met the Interim Target for 2024.
At CMS, ELA, Math and Science data show that Black, Hispanic, 2 or More Races, Economically Disadvantaged , English Learners and Students with Disabilities subgroups have not met the Interim Target for 2024.
At PWHS, Literature and Algebra data shows that Black, Students with Disabilities and Combined Ethnicity subgroups have not met the interim target for 2024.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges
Comprehensive, consistent data protocols are not used with fidelity to ensure the validity of assessment review and analysis in grades K-12.
Subgroups in CSD schools have not met PDE's Interim Targets for Growth and Achievement.

Analyzing Strengths

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

District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.
District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.
The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.
The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district’s goals and priorities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the Colonial School District (CSD) utilizes comprehensive and consistent data protocols with fidelity, then the validity of evaluation and analysis will be ensured, enabling accurate decision-making.
	If the Colonial School District (CSD) utilizes targeted supports, interventions, progress monitoring, and evidence-based professional learning, as outlined in School Improvement Plans, to address performance gaps, then all students will meet Pennsylvania Department of Education's (PDE's) interim targets for growth and achievement.

Goal Setting

Priority: If the Colonial School District (CSD) utilizes comprehensive and consistent data protocols with fidelity, then the validity of evaluation and analysis will be ensured, enabling accurate decision-making.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2027-2028 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 100% adherence to the established guidelines for data collection, evaluation, and analysis.
Measurable Goal Nickname
Comprehensive and Consistent Protocols

Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 80% adherence to the established guidelines for data collection, evaluation, and analysis.	By the end of the 2026-2027 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 90% adherence to the established guidelines for data collection, evaluation, and analysis.	By the end of the 2027-2028 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 100% adherence to the established guidelines for data collection, evaluation, and analysis.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, Colonial School District (CSD) Administration and School Improvement Teams will implement and maintain comprehensive and consistent data protocols across all schools, fully adhering to established guidelines for data collection, evaluation, and analysis through faculty meetings, department meetings and other communications.		
Measurable Goal Nickname		
Admin Role in Comprehensive and Consistent Protocols		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, the Colonial School District (CSD) Administration will develop and adopt comprehensive and consistent data protocols across all schools, ensuring adherence to established guidelines for data collection, evaluation, and analysis.	By the end of the 2026-2027 school year, the Colonial School District (CSD) Administration will implement and monitor comprehensive and consistent data protocols across all schools, ensuring adherence to established guidelines for data collection, evaluation, and analysis.	By the end of the 2027-2028 school year, Colonial School District (CSD) Administration and School Improvement Teams will implement and maintain comprehensive and consistent data protocols across all schools, fully adhering to established guidelines for data collection, evaluation, and analysis through faculty meetings, department meetings and other communications.

Priority: If the Colonial School District (CSD) utilizes targeted supports, interventions, progress monitoring, and evidence-based professional learning, as outlined in School Improvement Plans, to address performance gaps, then all students will meet Pennsylvania Department of Education's (PDE's) interim targets for growth and achievement.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)		
All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2027-2028 school year.		
Measurable Goal Nickname (35 Character Max)		
PDE's Interim Targets for State Assessments		
Target Year 1	Target Year 2	Target Year 3
All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2025-2026 school year.	All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2026-2027 school year.	All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2027-2028 school year.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
Colonial School District (CSD) Leadership fully establishes school-based professional learning goals aligned with strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps.		
Measurable Goal Nickname (35 Character Max)		
Professional Learning(PL) Leadership Role to Support Success		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, the Colonial School District (CSD) Leadership will build capacity in leaders and staff to define strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps based on student data OR observation evidence.	By the end of the 2026-2027 school year, the Colonial School District (CSD) Leadership will build capacity in leaders and staff to define strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps based on student data AND observation evidence.	Colonial School District (CSD) Leadership fully establishes school-based professional learning goals aligned with strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps.

Action Plan

Measurable Goals

Comprehensive and Consistent Protocols	PDE's Interim Targets for State Assessments
Admin Role in Comprehensive and Consistent Protocols	PL Leadership Role to Support Success

Action Plan For: Student-Centered Supports

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, Colonial School District (CSD) Administration and School Improvement Teams will implement and maintain comprehensive and consistent data protocols across all schools, fully adhering to established guidelines for data collection, evaluation, and analysis through faculty meetings, department meetings and other communications. By the end of the 2027-2028 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 100% adherence to the established guidelines for data collection, evaluation, and analysis. All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2027-2028 school year.

Action Step		Anticipated Start/Completion Date	
Utilize internal and external personnel (School Improvement Teams) to continue to assess and improve our district-wide and building structures, protocols, and outcomes to support growth and achievement.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step	
Rosemarie Gregitis, Assistant Superintendent	Curricular materials (interventions, enrichment strategies, programs, resources, etc.); internal and external personnel who support and can contribute to continuous improvement of our building structures, protocols, and outcomes to support growth and achievement.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continuous improvement of our building structures, protocols, and outcomes to support growth and achievement.	The monitoring of this action step will include administrators, School Improvement and Building Leadership Teams, and teachers. It will be an ongoing process (year-to-year). We will use qualitative data from walkthroughs, observations, surveys and stakeholder feedback. In addition, quantitative data including district and state assessment data to monitor, benchmark, and evaluate our progress towards the continuous improvement of our building structures, protocols, and outcomes to support growth and achievement.

Action Plan For: Systemic Professional Learning

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Colonial School District (CSD) Leadership fully establishes school-based professional learning goals aligned with strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps. By the end of the 2027-2028 school year, Colonial School District (CSD) Administration and School Improvement Teams will implement and maintain comprehensive and consistent data protocols across all schools, fully adhering to established guidelines for data collection, evaluation, and analysis through faculty meetings, department meetings and other communications.

Action Step		Anticipated Start/Completion Date	
Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step	
Rosemarie Gregitis, Assistant Superintendent	Learning Forward Standards, Professional Organization Memberships, Trainings, internal and external personnel	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased leadership capacity in the development of professional learning for staff relative to school- and district-level goals for growth and achievement.	Monitoring of this action step will include District and School Improvement and Building Leadership Teams, the Professional Learning Committee, and Master Teachers. Monitoring of this action step will take place on an ongoing basis. Professional Learning Committee and Master Teacher meetings, strategic building and school learning priorities, differentiated supervision goals, and the review of qualitative feedback from district and building professional learning sessions will inform offerings and adjustments to existing opportunities, as appropriate.

Action Plan For: Belonging

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Colonial School District (CSD) Leadership fully establishes school-based professional learning goals aligned with strategic priorities and identified needs specific to targeted supports, interventions, progress monitoring and evidence-based professional learning to address performance gaps.

- By the end of the 2027-2028 school year, Colonial School District (CSD) Administration and School Improvement Teams will implement and maintain comprehensive and consistent data protocols across all schools, fully adhering to established guidelines for data collection, evaluation, and analysis through faculty meetings, department meetings and other communications.
- By the end of the 2027-2028 school year, the Colonial School District (CSD) will implement comprehensive and consistent data protocols across all schools, ensuring 100% adherence to the established guidelines for data collection, evaluation, and analysis.
- All students in the Colonial School District will meet PDE's interim targets on state assessments for growth and achievement during the 2027-2028 school year.

Action Step		Anticipated Start/Completion Date	
Engage Colonial School District (CSD) staff in research-based professional learning that empowers students, affirms diverse cultures and backgrounds, and fosters belonging.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step	
Rosemarie Gregitis, Assistant Superintendent	Professional organization partnerships, curricular resources, trainings, internal and external personnel, interactions with families and community stakeholders	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth and achievement for all student groups.	Monitoring of this action step will include District and School Improvement/EIB Building Leadership Teams, the Professional Learning Committee, and Master Teachers. Monitoring of this action step will take place on an ongoing basis. We will use qualitative data from walkthroughs, observations, surveys and stakeholder feedback. In addition, quantitative data including the PSSM, district and state assessment data to monitor, benchmark, and evaluate our progress towards the continuous improvement of our sense of belonging.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student-Centered Supports	Utilize internal and external personnel (School Improvement Teams) to continue to assess and improve our district-wide and building structures, protocols, and outcomes to support growth and achievement.
Systemic Professional Learning	Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development.

Belonging	Engage Colonial School District (CSD) staff in research-based professional learning that empowers students, affirms diverse cultures and backgrounds, and fosters belonging.
-----------	--

Inclusive, Equitable Student-Centered Supports

Action Step		
<ul style="list-style-type: none"> Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development. Utilize internal and external personnel (School Improvement Teams) to continue to assess and improve our district-wide and building structures, protocols, and outcomes to support growth and achievement. Engage Colonial School District (CSD) staff in research-based professional learning that empowers students, affirms diverse cultures and backgrounds, and fosters belonging. 		
Audience		
All K-12 teachers and support staff; administrative teams		
Topics to be Included		
Comprehensive data protocols, research-based interventions and enrichment strategies, best practices in instruction and assessment, and trainings/strategies to support belonging for students and staff.		
Evidence of Learning		
Professional learning opportunities, evaluations, feedback; student growth and achievement data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rosemarie Gregitis, Assistant Superintendent	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Based on the district PL Calendar; Ongoing (each year)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 3a: Communicating with Students 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 1f: Designing Student Assessments 3d: Using Assessment in Instruction 	

<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing - monthly meetings per CSD calendar
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 2a: Creating an Environment of Respect and Rapport • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 1c: Setting Instructional Outcomes • 2e: Organizing Physical Space • 4d: Participating in a Professional Community • 1a: Demonstrating Knowledge of Content and Pedagogy • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Per scheduled district and building EIB Leadership Team meetings and turnaround trainings on Professional Learning Days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2e: Organizing Physical Space • 4a: Reflecting on Teaching • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students 	

- 4c: Communicating with Families
- 2a: Creating an Environment of Respect and Rapport
- 3b: Using Questioning and Discussion Techniques
- 4d: Participating in a Professional Community
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Common Ground: Culturally Relevant Sustaining Education

Building Capacity: Systemic Professional Learning

Action Step

- Engage Colonial School District (CSD) leadership teams in ongoing research-based standards and best practices in professional learning to systematize school- and district-based staff development.

Audience

All K-12 teachers and support staff; administrative teams

Topics to be Included

Professional Learning Standards, action planning, evaluation of research-based professional learning models and strategies, andragogy

Evidence of Learning

Professional learning opportunities, evaluations, feedback; school and district level action plans addressing longitudinal learning needs relative to strategic goals

Lead Person/Position

Rosemarie Gregitis, Assistant Superintendent

Anticipated Start

2025-08-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)

Frequency

K-12 Administrative Leadership Team meetings (quarterly); Professional Development Committee Meetings (three meetings per year); Master Teacher Meetings (ongoing, monthly); Professional Learning Days (per CSD calendar); New Teacher Induction (ongoing, monthly)

Observation and Practice Framework Met in this Plan

- 2b: Establishing a Culture for Learning
- 1c: Setting Instructional Outcomes
- 4e: Growing and Developing Professionally
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 4b: Maintaining Accurate Records
- 1d: Demonstrating Knowledge of Resources
- 4d: Participating in a Professional Community
- 1e: Designing Coherent Instruction