

Wallingford-Swarthmore SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type

School District

AUN

125239603

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City

Wallingford

State

PA

Zip Code

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LEA Profile

Wallingford-Swarthmore School District comprises five schools: three elementary schools, one middle school, and one high school, and serves the Township of Nether Providence and the Boroughs of Rose Valley, Rutledge, and Swarthmore. The community is primarily residential, with few commercial properties. Community resources include the Community Arts Center and Swarthmore College, both of whom have been strong partners in support of the district teachers and students. The Community Art Center hosts the district art shows, Excellence in Teaching Awards ceremonies and features displays of student work and performance regularly. Swarthmore College partners with the district for their teacher preparation programs, offers professional learning opportunities for teachers and parents on a variety of subjects, including talking with children about race, religion, disability, gender, etc. The district location also allows professional learning collaborations with the University of Pennsylvania in areas of equity and diversity among others. As a close-knit county, the Delaware County school districts work collaboratively on educational issues such as sustainability, equity, changes in standards, and PDE regulations. In addition, partnerships with higher institutions of learning such as Swarthmore College and Delaware County Community College have enabled the district to offer enriching experiences to students that extend district curricular opportunities for dual-enrollment credits.

An additional resource is the Wallingford Swarthmore School District Foundation, which provides funding support for innovative projects and curricular enhancements. This fiscal support is only one example of the highly involved parents and community support that is a hallmark of Wallingford-Swarthmore School District. Even with the fiscal limitations of a primarily residential tax base and a challenging fiscal environment, the district maintains a strong commitment to the visual and performing arts, continued curricular improvements, and a commitment to collaboration for educational issues of importance.

Organizational resources include a strong leadership team and a highly qualified, dedicated professional staff.

Faced with presumed gaps in achievement, equity and communication following the recent global pandemic year, the Wallingford-Swarthmore School District engaged in Equity, Curriculum, Gifted and Communication audits in the 2021-2022 school year to determine the extent of the opportunity gap. From the results of the various audits, the Wallingford-Swarthmore School District embarked on a Strategic Planning process during the 2022-2023 school year.

Demographic Information:

Total student population = 3720
Male = 53.2% / Female = 46.90%

Demographics by Race:

Asian = 8.5%
Black = 6.6%
Hispanic = 4.5%
Multi-Race = 6.7%
White = 73.7%

Demographics by Identification:

Special Education/504 = 14.4%
Gifted = 10.3%
ELL = 1.0%
Economically Disadvantaged - 15.2%

Mission and Vision

Mission

The Wallingford-Swarthmore School District is committed to assuring the academic achievement and personal growth of all students within an environment that promotes:

- Respect for self and others
- Active engagement in learning
- Leadership in the global community
- The pursuit of excellence

Vision

In 2033, WSSD students are self-motivated, passionate, and curious. For them, learning is experienced and success is achieved in multiple and varied ways that honor the uniqueness of each child as they become the best versions of themselves. As learners, our students embrace diverse perspectives, approaches, cultures, and thoughts in all they do. This enables WSSD students to be flexible thinkers who know how to navigate challenges and learn from adversity. Because they are supported and valued, our students feel happy, safe, and inspired as they deeply engage in authentic learning experiences. They are excited and well-prepared for whatever the future holds. To make this happen, WSSD students, educators, staff, families, community members, and administrators are valued and trusted collaborative partners who develop meaningful relationships through open communication. All members of the WSSD community cultivate belonging, model integrity, and value civic-mindedness. Quite simply, our schools are a haven—one that is reflective of our community's values, that is a cornerstone of our neighborhoods, and that is welcoming, inclusive, and accessible to all.

Educational Values

Students

This District values the success of all students and is committed to providing learning experiences that help all learners grow and achieve success. WSSD students want opportunities that encourage them to be self-motivated and curious, to pursue their passions and interests, to have access to abundant learning and reflection opportunities, and to be contributing members to the many and various communities to which they belong. Globally-aware students are expected to be open-minded, meaning they are respectful of ideas and experiences different from their own, as well as civic-minded, in that they recognize that they are members of a larger community that they contribute to and are shaped by. Students value diversity and inclusivity and have a deep respect for themselves and others. Students are not expected to choose among their different identities or parts of who they are. They are encouraged to be both musicians and athletes, both scholars and artists, both learners and creators, both scientists and poets. In this District, clubs, sports, and extracurricular experiences--especially music and the arts--are a central part of learners' overall experiences. The dispositions and skills that are most valued by and for the District's students include being: intellectually curious, organized, ambitious, flexible, and involved. Students and members of the community also value students being on time, prepared, and contributing to conversations and to the work at hand.

Staff

The Staff values the opportunity to collaborate and to communicate with each other as well as the opportunity to strengthen communications. Staff recognize that collaboration with families is one of the best ways to support students socially, emotionally, and academically. Staff cultivate belonging and are committed to on-going professional learning to meet the diverse needs of students. The Staff models respect for self and others, both as it builds relationships and navigates conflict. Educators support students as they work through adversity and challenges and create curricular experiences that engage students and foster self-determination and curiosity. The Staff is committed to on-going development within grade/department teams, providing all students meaningful learning experiences. Equitable teaching and learning practices are a continued focus, as is ensuring that all student subgroups have full and appropriate educational opportunities for success. With a teaching staff of 313 educators, the Wallingford-Swarthmore School District believes in the excellence of its staff. The Wallingford-Swarthmore staff has regular input into the development of the curriculum, instruction, and assessment practices through vertical team processes - an ongoing system for curriculum review, development, implementation and monitoring. Teacher teams exist for data review, equity work, as well as leadership roles at each level, including Grade Level Chairs in Elementary and Department Chairs at middle and high school and across K-12 in areas such as Music, Art, PE/Health, FCS, Library, Technology/Computer Science and Guidance.

Administration

The Wallingford Swarthmore School District launched a Strategic Plan in 2023-2024 that delineates the vision for the district for the next ten years. The five pathways that make up the Strategic Plan are: (1) Diversity, Equity and Belonging, (2) Teaching, Learning & Innovation, (3) Culture, Community and Communication, (4) Wellness and Social-Emotional Competencies, and (5) Infrastructure & Finance. The Strategic Plan's Vision for Impact statement captures the very essence of what the school district will be in 10 years, and was created to ensure the Plan remains at the center of our work. The Strategic Plan offers a thoughtful approach to education and to community engagement that keeps the whole child with his/her unique and multiple identities at its center. In developing the educational values for the Wallingford Swarthmore School District, the administrative team affirms the District's commitment for WSSD to be a "safe haven" where all students, families and staff feel recognized, valued, supported, and empowered to succeed. The Administrative Team prioritizes the following principles to create a supportive and inclusive learning environment: active listening, time for collaboration, learner engagement, family involvement, a sense of belonging, a commitment to professional learning, instruction that values diversity, student agency, and global citizenship. Through consistent policies and procedures, ethical leadership, fair treatment and open communication administrators effectively model integrity and cultivate a culture of high standards and accountability.

Parents

Parents provide essential feedback and input that the Wallingford-Swarthmore School District values and that enables the District to understand the multiple and varied perspectives within our schools and community. Because this feedback and input is so essential, the Wallingford-Swarthmore School District recognizes the need to continuously improve opportunities for parents to be involved, to interrupt feelings of marginalization among some parent groups, to lower barriers to involvement to all parent groups, and to provide systems for sharing feedback where parents' voices are heard. Parents' valuable insights into student learning and engagement make them critical partners in understanding how their children are learning and experiencing school. Parents' insights support the District in ongoing conversations that help cultivate cultures of continuous improvement. In the Wallingford-Swarthmore School District, our parents contribute to their children's success by fostering positive behaviors and reinforcing PBIS ideas, promoting transparent communication, sharing experiences their children have had—both positive and negative—with teachers and administration, engaging with school communications, contributing unique perspectives, and supporting and enriching students' educational and social experiences.

Community

The Wallingford-Swarthmore School District and the larger community it serves have a deep and shared commitment to foster experiences where multiple community members and various communities come together to model for students what it means to be ONE HAVEN. This means bringing together South Media, Garden City, Rutledge, Rose Valley, Swarthmore, and Wallingford to interrupt experiences that are

segregated and siloed. For example, the Community imagines creating opportunities to have students engage (such as writing letters) with community members (who may be senior citizens) who may not have children in the district. As another example, a community event like Diner en Blanc holds the potential to bring various communities together for the benefit of our schools. Additionally work within and collaboration among HSAs/PTOs can lead to greater community connection since WSSD includes many parent groups as well as community members who are not parents of current WSSD students but who serve on school boards, school district committees, and engage in advocacy groups throughout the districts. These community members seek programs and support for issues and initiatives such as sustainability, equity, arts education, student and staff wellness, and after-school tutoring.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Nether Providence Elementary School	State Assessment Measures (2023-2024): ELA - All Student Group Meets Interim Goal/ Improvement Target Math - All Student Group Meets 2033 Statewide Goal Science - All Student Group Meets 2033 Statewide Goal Meeting Annual Academic Growth Expectations (PVAASS): Math - All Student Group Meets the Standard Demonstrating Growth Science - All Student Group Meets Standard Demonstrating Growth
Swarthmore Rutledge Elementary School	State Assessment Measures (2023-2024): ELA - All Student Group Meets 2033 Statewide Goal Math - All Student Group Meets 2033 Statewide Goal Science - All Student Group Meets 2033 Statewide Goal Meeting Annual Academic Growth Expectations (PVAASS): Math - All Student Group Meets the Standard Demonstrating Growth Science - All Student Group Exceeds Growth Standard
Wallingford Elementary School	State Assessment Measures (2023-2024): ELA - All Student Group Meets 2033 Statewide Goal Math - All Student Group Meets 2033 Statewide Goal Science - All Student Group Meets 2033 Statewide Goal Meeting Annual Academic Growth Expectations (PVAASS): Math - All Student Group Meets the Standard Demonstrating Growth
Strath Haven Middle School	State Assessment Measures (2023-2024): ELA - All Student Group Meets Interim Goal/ Improvement Target Math - All Student Group Meets Interim Goal/ Improvement Target Science - All Student Group Meets Interim Goal/Improvement Target
Strath Haven High School	State Assessment Measures (2023-2024): ELA - All Student Group Meets 2033 Statewide Goal Math - All Student Group Meets Interim Goal/ Improvement Target Science- All Student Group Meets Interim Goal/Improvement Target Meeting Annual Academic Growth Expectations (PVAASS): ELA - All Student Group Exceeds Standard Demonstrating Growth Math - All Student Group Exceeds Standard Demonstrating Growth Science - All Student Group Exceeds Growth Standard

Challenges

Indicator	Comments/Notable Observations
Nether Providence Elementary School	Meeting Annual Academic Growth Expectations (PVAASS): ELA-All Student Group Did Not Meet the Standard Demonstrating Growth
Strath Haven Middle School	Meeting Annual Academic Growth Expectations (PVAASS): ELA-All Student Group Did Not Meet the Standard Demonstrating Growth

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

Strengths

<p>Indicator Scoring Advanced on PA State Assessments (2023-2024): Grade Level(s) and/or Student Group(s) All Grades / All Student Group</p>	<p>Comments/Notable Observations Nether Providence Elementary School: ELA - 30.9% Math - 38.5% Science - 58.0% Swarthmore Rutledge Elementary School: ELA - 37.0% Math - 51.5% Science - 70.5% Wallingford Elementary School: ELA - 38.5% Math - 43.5% Science - 61.7% Strath Haven Middle School: ELA - 29.5% Math - 27.4% Science - 38.8% Strath Haven High School: ELA - 26.3% Math - 37.9% Science - 44.5%</p>
<p>Indicator Proficient or Advanced on PA State Assessments (2023-2024) Grade Level(s) and/or Student Group(s) White Student Group / All Schools</p>	<p>Comments/Notable Observations On all ELA, Math, and Science State Assessments, White students as a collective group Met the 2033 Statewide Goal or Met or Exceeded Interim Goal/ Improvement Target.</p>
<p>Indicator Proficient or Advanced on PA State Assessments (2023-2024) Grade Level(s) and/or Student Group(s) Asian Student Group</p>	<p>Comments/Notable Observations On all ELA, Math, and Science State Assessments, Asian student group Met the 2033 Statewide Goal or Met or Exceeded Interim Goal/ Improvement Target, with the exception of Wallingford Elementary where there was an insufficient sample size.</p>
<p>Indicator Science / Biology Grade Level(s) and/or Student Group(s) Black Student Group - Strath Haven High School</p>	<p>Comments/Notable Observations Black student group Met or Exceeded the Standard Demonstrating Growth as per PVASS Annual Academic Growth Expectations (2023-2024).</p>

<p>Indicator English Language Arts / Literature Grade Level(s) and/or Student Group(s) Black Student Group - Strath Haven High School</p>	<p>Comments/Notable Observations Black student group Met Interim Target Goal Demonstrating Growth as per PVASS Annual Academic Growth Expectations (2023-2024).</p>
<p>Indicator Regular Attendance Grade Level(s) and/or Student Group(s) All Student Group Met or Exceeded Attendance Performance Standard 2023-24</p>	<p>Comments/Notable Observations Nether Providence Elementary School: 95.9% Swarthmore Rutledge Elementary School: 93.2% Wallingford Elementary School: 95.4% Strath Haven Middle School: 91.9% Strath Haven High School: 89.1%</p>
<p>Indicator High School Graduation Rate / Four-Year Cohort Grade Level(s) and/or Student Group(s) All Student Group / Strath Haven High School</p>	<p>Comments/Notable Observations All Student Group Meets 2033 Statewide Graduation Goal</p>

Challenges

<p>Indicator PA State Assessment Data Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations Students with disabilities Did Not Meet the Interim Performance Goal / Improvement Performance Target on any test except Science at Wallingford Elementary School where they Met or Exceeded the Interim Goal / Improvement Target.</p>
<p>Indicator PA State Assessment Data Grade Level(s) and/or Student Group(s) Black Students</p>	<p>Comments/Notable Observations Black students at the middle school level Did Not Meet the Interim Goal / Improvement Target on tests in the areas of Mathematics/Algebra, ELA, and Science. The Black Student Group did particularly poorly in Middle School Math where only 13.5% of students scored Proficient or Advanced. Black students at the high school level Did Not Meet the Interim Goal/ Improvement Target on tests in the areas of Mathematics/Algebra, ELA, and Science.</p>
<p>Indicator PA State Assessment Data Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	<p>Comments/Notable Observations Students who are economically disadvantaged Did Not Meet the Statewide Goal / Interim Target for ELA and Mathematics at Nether Providence Elementary School. Students who are economically disadvantaged did Meet or Exceed the Statewide Goal for Science.</p>

	<p>Students who are economically disadvantaged Did Not Meet the Statewide Goal / Interim Target for ELA at Swarthmore Rutledge Elementary School. Students who are economically disadvantaged did Meet or Exceed the Interim Target for Mathematics. There was an insufficient sample size for Science. Students who are economically disadvantaged Did Not Meet the Statewide Goal / Interim Target for ELA and Mathematics at Wallingford Elementary School. There was an insufficient sample size for Science. Students who are economically disadvantaged Did Not Meet the Interim Goal/ Improvement Target for ELA, Mathematics, or Science at Strath Haven Middle School. Students who are economically disadvantaged Did Not Meet the Statewide Goal / Interim Target for Mathematics/Algebra or Science at Strath Haven High School. Students who are economically disadvantaged did Meet or Exceed the Interim Target for ELA.</p>
<p>Indicator Course Failure - 1st Quarter - PowerSchool Data Report Grade Level(s) and/or Student Group(s) Students with Disabilities - High School</p>	<p>Comments/Notable Observations First quarter course failures were analyzed and total population failures were compared to course failures of students with disabilities. The data shows that students with disabilities are disproportionately failing courses compared to the overall general population. The data reflects that the total population of students is 1174. The number of students with disabilities is 219 or 18.65% of the population. Eighteen students with disabilities (8.22%) received a course failure during the 1st Quarter. Comparatively, 28 students (2.39%) from the general student population experienced course failure.</p>
<p>Indicator Course Failure - 1st Quarter - PowerSchool Data Report Grade Level(s) and/or Student Group(s) Race/Ethnicity Subgroups - Middle School and High School</p>	<p>Comments/Notable Observations First quarter course failures were examined and total population failures were compared to course failures of subgroups (by ethnicity). The data shows that Black students are disproportionately failing courses compared to their White peers. The data reflects that 6.38% of Black students in the high school and 9.80% of Black students in the middle school received failing grades for the first quarter in the high school. Comparatively, 2.12% of White students in the high school and 1.85% of White students in the middle school received failing grades for the first quarter.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

On all ELA, Math, and Science State Assessments, the All Student Group Met the 2033 Statewide Goal, or Met/Exceeded Interim Goal / Improvement Target.
The Black Student Group Met or Exceeded the Standard Demonstrating Growth as per PVASS Annual Academic Growth Expectations in ELA and Science at the high school level.
Approximately one-third to two-thirds of students scored Advanced on the PA State Assessments. The median percentage of students who scored Advanced on the PA State Assessments is 30.9% in ELA, 38.5% in Math, and 58.0% in Science.
On all ELA, Math, and Science State Assessments, the White and Asian Student Groups Met the 2033 Statewide Goal or Met or Exceeded Interim Goal / Improvement Target, with the exception of Wallingford Elementary where there was an insufficient sample size for the Asian Student Group.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The Black Student Group, Economically Disadvantaged Student Group, and Students with Disabilities Group consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.
Black students and students with disabilities have disproportionately higher numbers of course failures when compared to the total population.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Nether Providence Elementary School: 78.8% Swarthmore-Rutledge Elementary School: 87.0% Wallingford Elementary School: 86.1% (State average: 53.9%)	The three elementary schools (WES, NPE and SRS) are above the statewide average in ELA proficiency: WES 86.1%, SRS 87.0% and NPE 78.8% (State average: 53.9%)
Strath Haven Middle School: 77.4% (Statewide average 53.9%)	Strath Haven Middle School has above the statewide average in English Language Arts: 77.4% (Statewide average 53.9%)
Strath Haven High School: 90.0% (Statewide average: 53.9%)	Strath Haven High School has above statewide average in English Language Arts: 90.0% (Statewide average: 53.9%)
ELA Subgroup Data: Nether Providence Elem: Economically Disadvantaged = 59.4% Students with Disabilities = 21.3% Black Students = IS Swarthmore Rutledge Elem: Economically Disadvantaged = 58.1% Students with Disabilities = 43.8% Black Students = IS Wallingford Elementary: Economically Disadvantaged = 45.8% Students with Disabilities = 36.4% Black Students = IS Strath Haven Middle School: Economically Disadvantaged = 48.3% Students with Disabilities = 31.9% Black Students = 32.7% Strath Haven High School: Economically Disadvantaged = 75.4% Students with Disabilities = 55.6% Black Students = 63.2%	Economically disadvantaged students, students with disabilities, and Black students consistently score below their peers in ELA on PA State Assessments.

English Language Arts Summary

Strengths

The Wallingford-Swarthmore School District is dedicated to providing high-quality instruction to all students. Our ELA building-level scores exceeded the state-wide average at every level.
Three out of our five buildings exceeded the statewide 2033 statewide goal in ELA.
At the middle school level, the Asian student group exceeded the Statewide Goal for 2033 with 85.7% of students scoring Proficient or Advanced.
At the high school level, Asian and White student groups exceeded the Statewide Goal for 2033 with 82.1% and 92.2% (respectively) of students scoring Proficient or Advanced.

Challenges

In ELA, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 26.5% (NPE = 19.4%, SRS = 28.9%, WES = 40.3%, SHMS = 29.1%, and SHHS = 14.6%).
In ELA, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 46.0% (NPE = 57.5%, SRS = 43.2%, WES = 49.7%, SHMS = 45.5%, and SHHS = 34.4%).
In ELA at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 35.8% (SHMS = 44.7%, and SHHS = 26.84%).
At the Middle School Level, data for Student Groups are as follows: Asian students increased their performance from last year exceeded the Statewide Goal for 2033 with 85.7% of students scoring Proficient or Advanced. Black students improved from last year, but did not meet the Interim Goal/Improvement Target with 32.7% of students scoring Proficient or Advanced. White students maintained their performance from the previous year with 80.3% of students meeting or exceeded the Interim Goal/Improvement Target. Hispanic students and students with 2 or more races met or exceeded the Interim Goal/Improvement Target with the scores of 75.6% and 74.5% respectively. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 48.3% and 31.9% (respectively) of students scoring Proficient or Advanced. At the High School Level, data for student subgroups are as follows: Asian and White student groups decreased in their performance from last year, but both student groups exceeded the Statewide Goal for 2033 with 82.1% and 92.2% (respectively) of students scoring Proficient or Advanced. Black students declined in performance from last year and did not meet the Interim Goal/Improvement Target with 63.2% of students scoring Proficient or Advanced. Students with 2 or more races improved their performance from last year and exceeded the Statewide Goal for 2033 with 100.0%. Economically Disadvantaged students met or exceeded the Interim Goal/Improvement Target with a score of 75.4%. Students with Disabilities decreased in their performance from last year and did not meet the Interim Goal/ Improvement Target with 55.6% of students scoring Proficient or Advanced.

Mathematics

Data	Comments/Notable Observations
<p>Nether Providence Elementary:73.0%</p> <p>Swarthmore-Rutledge Elementary: 84.3%</p> <p>Wallingford Elementary School: 79.0%</p> <p>(Statewide Average: 40.2%) (Statewide 2033 Goal is 71.8%).</p>	<p>The three elementary schools (WES, NPE and SRS) are above the statewide average and have exceeded the statewide 2033 goal in Mathematics proficiency.</p>
<p>Strath Haven Middle School: 58.2% (Statewide average 40.2%)</p>	<p>Strath Haven Middle School scored above the statewide average in Mathematics/Algebra Proficiency.</p>
<p>Strath Haven High School: 69.8% (Statewide average 40.2%)</p>	<p>Strath Haven High School scored above the statewide average in Mathematics/Algebra Proficiency.</p>
<p>Mathematics/Algebra Subgroup Data:</p> <p>Nether Providence Elem: Economically Disadvantaged = 55.1% Students with Disabilities = 27.7% Black Students = IS</p> <p>Swarthmore Rutledge Elem: Economically Disadvantaged =53.1% Students with Disabilities = 37.5% Black Students = IS</p> <p>Wallingford Elementary: Economically Disadvantaged = 41.7% Students with Disabilities = 27.3% Black Students = IS</p>	<p>Economically disadvantaged students, students with disabilities, and Black students consistently score below their peers in Mathematics/Algebra on PA State Assessments.</p>

<p>Strath Haven Middle School: Economically Disadvantaged = 27.5% Students with Disabilities = 12.5% Black Students = 13.5%</p> <p>Strath Haven High School: Economically Disadvantaged = 45.6% Students with Disabilities = 18.5% Black Students = 31.6%</p>	
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Mathematics Summary

Strengths

The three elementary schools (WES, NPE and SRS) have exceeded the statewide 2033 goal in Mathematics proficiency.
Strath Haven Middle School scored above the statewide average by 18.0% in Mathematics/Algebra Proficiency.
Strath Haven High School scored above the statewide average by 29.6% in Mathematics/Algebra Proficiency.
Asian students and White students at Strath Haven High School increased their performance from last year. Both student groups exceeded the Statewide Goal for 2033 with 85.7% and 72.8% (respectively) of students scoring Proficient or Advanced.

Challenges

In Mathematics/Algebra, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 28.3% (NPE = 17.9%, SRS = 31.2%, WES = 37.3%, SHMS = 30.7%, and SHHS = 24.2%).
In Mathematics/Algebra, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 48.2% (NPE = 45.3%, SRS = 46.8%, WES = 51.7%. SHMS = 45.7%, and SHHS = 51.3%).
In Mathematics/Algebra at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 41.5% (SHMS = 44.7%, and SHHS = 38.2%).
At the Middle School Level, data for student subgroups are as follows: Asian students decreased their performance from last year but still exceeded the Statewide Goal for 2033 with 80.5% of students scoring Proficient or Advanced. Black students and Hispanic students improved from last year, but did not meet the Interim Goal/Improvement Target with 13.5% and 46.3% (respectively) of students scoring Proficient or Advanced. White students and students with 2 or more races met or exceeded the Interim Goal/Improvement Target with the scores of 59.7% and 60.9% respectively. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 27.5% and 12.5% (respectively) of students scoring Proficient or Advanced. At the High School Level, data for student subgroups are as follows: Asian students and White students increased their performance from last year. Both student groups exceeded the Statewide Goal for 2033 with 85.7% and 72.8% (respectively) of students scoring Proficient or Advanced. Black students declined in performance from last year and did not meet the Interim Goal/Improvement Target with 31.6% of

students scoring Proficient or Advanced. Students with 2 or more races improved their performance from last year and met or exceeded the Interim Goal/Improvement Target with a score of 62.5%. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 45.6% and 18.5% (respectively) of students scoring Proficient or Advanced.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
<p>Nether Providence Elementary:92.0%</p> <p>Swarthmore-Rutledge Elementary School: 93.8%</p> <p>Wallingford Elementary School: 93.0%</p> <p>(Statewide Average: 59.2%) (Statewide 2033 Goal is 83.0%)</p>	<p>The three elementary schools (WES, NPE and SRS) are above the statewide average and have exceeded the statewide 2033 goal in Science proficiency.</p>
<p>Strath Haven Middle School: 58.2%</p> <p>(Statewide average 40.2%)</p>	<p>Strath Haven Middle School scored above the statewide average in Science/Biology.</p>
<p>Strath Haven High School: 74.8%</p> <p>(Statewide average 59.2%)</p>	<p>Strath Haven High School scored above the statewide average in Science/Biology.</p>
<p>Science/Biology Subgroup Data:</p> <p>Strath Haven Middle School: Economically Disadvantaged = 42.9% Students with Disabilities = 28.9% Black Students = 36.4%</p> <p>Strath Haven High School: Economically Disadvantaged = 49.1% Students with Disabilities = 37.0% Black Students = 42.1%</p>	<p>Economically disadvantaged students, students with disabilities, and Black students consistently score below their peers in Science/Biology on PA State Assessments at the middle school and high school level (the elementary schools did not have a sufficient sample size).</p>

Science, Technology, and Engineering Education Summary

Strengths

All of the elementary schools met or exceeded the Statewide 2033 Goal for Science.
Both the Middle School and High School met the Interim Goal/ Improvement Targets and scored higher than the Statewide Average.
At the middle school level, Asian students exceeded the Statewide Goal for 2033 with 87.5% of students scoring Proficient or Advanced.
At the high school level, Asian students met or exceeded the Statewide Goal with 78.6% of students scoring Proficient or Advanced

Challenges

In Science/Biology, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group at the secondary level is 29.15% (SHMS = 32.6%, and SHHS = 25.7%).
In Science/Biology, the average difference in performance between the Students with Disabilities Student Group and the All Student Group at the secondary level is 42.2% (SHMS = 46.6%, and SHHS = 37.8%).
In Science/Biology at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 35.9% (SHMS = 39.1%, and SHHS = 32.7%).
At the Middle School Level, data for student subgroups are as follows: Asian students decreased their performance from last year but still exceeded the Statewide Goal for 2033 with 87.5% of students scoring Proficient or Advanced. Black students, Socioeconomically Disadvantaged students, and Students with Disabilities improved from last year, but did not meet the Interim Goal/ Improvement Target with 36.4%, 42.9%, and 28.9% (respectively) of students scoring Proficient or Advanced. White students declined in performance from last year but met or exceeded the Interim Goal/ Improvement Target with the scores of 79.0%. At the High School Level, data for student subgroups are as follows: Asian students increased their performance from last year and exceeded the Statewide Goal with 78.6% of students scoring Proficient or Advanced. Black students, Socioeconomically Disadvantaged students, and Students with Disabilities did not meet the Interim Goal/ Improvement Target with 42.1%, 49.1%, and 37.0% (respectively) of students scoring Proficient or Advanced. White students and students with 2 or more races increased in performance from last year and met or exceeded the Interim Goal/ Improvement Target with the scores of 78.6% and 75.0%, respectively.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Strath Haven High School Career Standards Benchmark Data is significantly below the state average for 2023-2024. The Career Standards Benchmark for SHHS was 8.6% versus the state average of 91.4%.	Data has not been properly documented to indicate the number of students who have acquired career artifacts. Better alignment of data and responsibilities should improve this score.
Strath Haven High School has a 95.0% graduation rate which exceeds the Statewide 2033 Goal of 92.4%.	Strath Haven High School provides many options for students to graduate, offering a robust program of study that includes Vocational Technical and Dual Enrollment offerings.
The performance of SHHS students on the Industry-Based Competency assessment is significantly below the state average for 2023-2024. The Industry-Based Learning percentage for SHHS was 7.3% versus the state average of 39.2%.	More data from the Delaware County Technical School is needed to better understand this data point. However, increasing opportunities for participation to all students, not just targeted subgroups, and destigmatizing Vocational-Technical Schools are future goals for increasing these real-world courses for students.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI/NIMS Scores indicate that only 5.7% of students scored Competent or Advanced.	NOTCI/NIMS scores reflect the work of the Vocational-Technical Schools where the WSSD students attend. More investigation into these scores and the preparation taking place is one way to evaluate the program's success.
<p>Review of the final course grades awarded to Strath Haven High School students by DCTS during the previous four school years (from 2020-2021 through 2023-2024) reveals that 118 of the 143 participants earned an A or B for their final overall course grade.</p> <p>Breakdown:</p> <ul style="list-style-type: none"> • 2020-21 33 out of 36 students earned an A or B • 2021-22 30 out of 31 students earned an A or B • 2022-23 23 out of 36 students earned an A or B • 2023-24 32 out of 40 students earned an A or B 	This illustrates that participating students gain a strong command of the CTE curriculum provided by the Delaware County Technical School.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Strath Haven High School's music programs have over 700 enrollments in their courses and programs such as marching band, string orchestra, camerata choir, and others.	A rich tradition of music that begins in elementary school has led to a large population of students participating in these ensembles and their adjacent courses.
There are currently 34 elective offerings at Strath Haven High School in Arts and Humanities.	Strath Haven seeks ways to entice students to expand their high school experiences by providing a diverse and contemporary set of electives.

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Delaware County Community College

Agreement Type

Dual Credit

Program/Course Area

Juniors and Seniors may only take classes not available at SHHS or beyond the level we currently offer for courses completed at the high school. Students must also complete the full sequence of courses in any discipline before requesting a course at the college.

Uploaded Files

DCCC Dual Enrollment Checklist.pdf

Partnering Institution

Swarthmore College

Agreement Type

Local Articulation

Program/Course Area

Juniors and Seniors may only take classes not available at SHHS or beyond the level we currently offer for courses completed at the high school. Students must also complete the full sequence of courses in any discipline before requesting a course at the college.

Uploaded Files

Swarthmore College.doc / Swarthmore College.pdf

Summary**Strengths**

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

A large number of high school students participate in music, arts and humanities courses and ensemble groups. This speaks to the district's rich tradition in ensuring a well-rounded education. Incentivizing all subgroups to participate in the Arts and Humanities could help to diversify the opportunities for historically underrepresented students who are not traditionally participating in these areas.
Strath Haven High School has a 95.0% graduation rate which exceeds the Statewide 2033 Goal of 92.4%.

Challenges

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

Career Readiness is an area that is shared by multiple departments. Strath Haven High School Career Standards Benchmark Data is significantly below the state average for 2023-2024. The district needs to establish a vertically-aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported.

Diversifying the participation in Vocational-Technical schools and in Arts and Humanities programs is important for future years. This requires stronger recruitment, communication and data observation to improve in this area.

Equity Considerations

English Learners

This student group is not a focus in this plan. This group is already accounted for within the needs assessment.

Data	Comments/Notable Observations
According to the FRPAI, the English Language Learner population with the Wallingford Swarthmore School District is 1.3%. The district breakdown is as follows: Nether Providence Elementary School = 2.8% EL Swarthmore Rutledge Elementary School = 1.9% EL Wallingford Elementary School = 0.7% EL Strath Haven Middle School = 1.0% Strath Haven High School = 0.8% EL	There are insufficient sample sizes for PA State Assessments in the three elementary buildings and the high school. In addition, there was an insufficient sample size in middle school Science/Biology.
At the middle school level, English Learners decreased in their performance from last year with a measure of 59.1% but performed above the statewide average of 53.9%.	At the middle school level, English Learners Did Not Meet the ELA Interim Performance Goal/Improvement Performance Target.
At the middle school level, English Learners increased in their performance from last year with a measure of 54.5% but performed above the statewide average of 40.2%.	At the middle school level, English Learners Did Not Meet the Mathematics/Algebra Interim Performance Goal/Improvement Performance Target.

Students with Disabilities

This student group is not a focus in this plan. This group is already accounted for within the needs assessment.

Students Considered Economically Disadvantaged

This student group is not a focus in this plan. This group is already accounted for within the needs assessment.

Student Groups by Race/Ethnicity

This student group is not a focus in this plan. This group is already accounted for within the needs assessment.

Summary

Strengths

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

Students of 2 of more races performed well on PA State Assessments.
Asian students consistently met or exceeded the statewide goal on PA State Assessments.

Challenges

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

Black students consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.
Economically Disadvantaged students consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.
Students with Disabilities consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Office of Student Services submitted the most recent triennial special education plan to the state in the Spring of 2023. Areas of need include most notably, increasing the graduation rate among students with disabilities, increasing the amount of time students with disabilities are educated in the general education environment, and increasing the participation-rate among students with disabilities in state tests.
Title 1 Program	Wallingford-Swarthmore school district receives Title I money to support Math and Literacy services for eligible students at Nether Providence Elementary School. Title I funds are used to support the services of a Math Specialist and a Reading Specialist who provide intensive interventions to students who need assistance in Reading and Math. Allocation is also set aside for students who experience homelessness or who are in foster care. Some funds are also set aside for non-public schools.
Student Services	As a result of increased needs around behavioral health, the district is committed to offering a full continuum of behavioral health services within a Multi-Tiered System of Supports (MTSS). This includes, but is not limited to, full implementation of positive behavior interventions and Supports (PBIS), a comprehensive Student Assistance Program (SAP), individual and group counseling services, suicide prevention curriculum, Social/Emotional Learning and student and staff wellness initiatives. PBIS Tier I and II have been fully implemented at the elementary level, and Tier III has been introduced at Wallingford Elementary School during the 2024-2025 school year. The middle school implemented PBIS Tier I in 2021-2022, Tier II in 2022-2023, and Tier III was introduced in 2024-2025. The high school implemented PBIS Tier I in the 2023-2024 school year.
K-12 Guidance Plan (339 Plan)	With the increasing need to prepare our youth for success in the postsecondary world, the Wallingford-Swarthmore School District has committed to providing meaningful engagement around college and career readiness. The K-12 School Counseling Plan, approved September 2023 by the Pennsylvania Department of Education, outlines the supports offered to our students and families, focusing on academic, personal/social, and career development. These supports are delivered through prevention, intervention, and responsive services, including a comprehensive guidance curriculum, personalized planning, and a tiered system of supports. To strengthen career and college readiness at the secondary level, the district has introduced the role of a dedicated career and college counselor.
Technology Plan	The Wallingford-Swarthmore School District Instructional Technology Department is committed to fostering a collaborative environment to promote the equitable and purposeful integration of technology in all facets of our work with students, their families, and the community to empower and engage students to be their

	personal best. We organize our efforts around developing an understanding of six guiding principles, incorporating the ISTE Standards for teachers and students, and utilizing the Bold School Framework to design lessons that embed technology skills and competencies along with curricular objectives.
English Language Development Programs	The Wallingford-Swarthmore School District transitioned away from the Delaware County Intermediate Unit as the provider of the ELD program to an in-house ELD program. The current district-operated program is designed to provide improved student, teacher, and parent supports across all levels.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Title I allocation is specifically set aside for eligible students at Nether Providence Elementary school which has the highest number of Economically Disadvantaged (25%) students in the district. Also, Nether Providence Elementary school score in ELA is 8% lower than the two other elementary schools in the district.
The English Language Development program has the potential to improve achievement of EL students in the district, provide ongoing, consistent support to teachers and parents, and to use data for increased analysis of needs and strengths.
The full continuum of behavioral health services has strengthened the district response to mental health issues and behavioral health concerns and has allowed for a more proactive approach.

Challenges

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

Title I resources are currently allocated to Nether Providence Elementary School, the highest need school in the Wallingford-Swarthmore School District, based on the economically disadvantaged sub-group which is higher than the other buildings as well as based on the students' academic performance which is lower than the other elementary buildings. A systematic data-driven system based on skill deficit identification would enhance the impact of the supports provided through Title I.

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
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	Emerging
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	Operational
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	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

WSSD recruits and retains high-quality staff, including teachers, administrators, instructional and other support staff. WSSD can utilize its highly qualified workforce to increase the use of data to determine programming and innovation for the future of teaching and learning in the district.
Instructional practices have been attached to standards and programming. The infusion of research for program selection and development can increase the consistency of application, build connections to families for at-home support, and provide stronger differentiation for the wide spectrum of student needs.
Administration is committed to ongoing feedback and improvement of instructional and assessment practices in the classrooms. Administrators will continue to evaluate staff on the Danielson Framework as well as the high demands of the school district. A history of mutual respect, teachers and administrators rely on the strong working dynamic of two-way communication and feedback to improve student achievement. The infusion of data discussions will provide a richer system for evaluation and progress monitoring.
The WSSD community advocates for and supports the whole child, including but not limited to academic achievement, mental well-being, cultural proficiency and self-efficacy for all students. Parents and community members, including students in the school community, are steadfast in their conviction that the district is best when all stakeholders have open dialogue regarding the way in which to achieve and maintain excellence in the schools.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Standards-aligned curriculum and assessment practices are identified in program documents; however, the consistent application and evaluation of these practices is not evident in application. There remains a need to develop and codify inclusive, high-quality, standards-aligned, inquiry-based curriculum within and across grade levels and disciplines.
A focus on continuous improvement of instruction is necessary to improve student learning outcomes and bolster achievement scores across all levels and subgroups.
Create and nurture an environment where a shared vision of high expectations for achievement is upheld by all students, educators, and families

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
On all ELA, Math, and Science State Assessments, the All Student Group Met the 2033 Statewide Goal, or Met/Exceeded Interim Goal / Improvement Target.	True
The Black Student Group Met or Exceeded the Standard Demonstrating Growth as per PVASS Annual Academic Growth Expectations in ELA and Science at the high school level.	False
Approximately one-third to two-thirds of students scored Advanced on the PA State Assessments. The median percentage of students who scored Advanced on the PA State Assessments is 30.9% in ELA, 38.5% in Math, and 58.0% in Science.	False
On all ELA, Math, and Science State Assessments, the White and Asian Student Groups Met the 2033 Statewide Goal or Met or Exceeded Interim Goal / Improvement Target, with the exception of Wallingford Elementary where there was an insufficient sample size for the Asian Student Group.	False
The Wallingford-Swarthmore School District is dedicated to providing high-quality instruction to all students. Our ELA building-level scores exceeded the state-wide average at every level.	False
Three out of our five buildings exceeded the statewide 2033 statewide goal in ELA.	True
The three elementary schools (WES, NPE and SRS) have exceeded the statewide 2033 goal in Mathematics proficiency.	True
Strath Haven Middle School scored above the statewide average by 18.0% in Mathematics/Algebra Proficiency.	False
Strath Haven High School scored above the statewide average by 29.6% in Mathematics/Algebra Proficiency.	False
Asian students and White students at Strath Haven High School increased their performance from last year. Both student groups exceeded the Statewide Goal for 2033 with 85.7% and 72.8% (respectively) of students scoring Proficient or Advanced.	False
All of the elementary schools met or exceeded the Statewide 2033 Goal for Science.	False
Both the Middle School and High School met the Interim Goal/ Improvement Targets and scored higher than the Statewide Average.	False
At the middle school level, the Asian student group exceeded the Statewide Goal for 2033 with 85.7% of students scoring Proficient or Advanced.	False

At the high school level, Asian and White student groups exceeded the Statewide Goal for 2033 with 82.1% and 92.2% (respectively) of students scoring Proficient or Advanced.	False
At the middle school level, Asian students exceeded the Statewide Goal for 2033 with 87.5% of students scoring Proficient or Advanced.	False
At the high school level, Asian students met or exceeded the Statewide Goal with 78.6% of students scoring Proficient or Advanced	False
A large number of high school students participate in music, arts and humanities courses and ensemble groups. This speaks to the district's rich tradition in ensuring a well-rounded education. Incentivizing all subgroups to participate in the Arts and Humanities could help to diversify the opportunities for historically underrepresented students who are not traditionally participating in these areas.	False
Strath Haven High School has a 95.0% graduation rate which exceeds the Statewide 2033 Goal of 92.4%.	True
Students of 2 of more races performed well on PA State Assessments.	False
Asian students consistently met or exceeded the statewide goal on PA State Assessments.	False
Title I allocation is specifically set aside for eligible students at Nether Providence Elementary school which has the highest number of Economically Disadvantaged (25%) students in the district. Also, Nether Providence Elementary school score in ELA is 8% lower than the two other elementary schools in the district.	True
The English Language Development program has the potential to improve achievement of EL students in the district, provide ongoing, consistent support to teachers and parents, and to use data for increased analysis of needs and strengths.	False
The full continuum of behavioral health services has strengthened the district response to mental health issues and behavioral health concerns and has allowed for a more proactive approach.	True
WSSD recruits and retains high-quality staff, including teachers, administrators, instructional and other support staff. WSSD can utilize its highly qualified workforce to increase the use of data to determine programming and innovation for the future of teaching and learning in the district.	True
Instructional practices have been attached to standards and programming. The infusion of research for program selection and development can increase the consistency of application, build connections to families for at-home support, and provide stronger differentiation for the wide spectrum of student needs.	False
Administration is committed to ongoing feedback and improvement of instructional and assessment practices in the classrooms. Administrators will continue to evaluate staff on the Danielson Framework as well as the high demands of the school district. A history of mutual respect, teachers and administrators rely on the strong working dynamic of two-way communication and feedback to improve student achievement. The infusion of data discussions will provide a richer system for evaluation and progress monitoring.	True
The WSSD community advocates for and supports the whole child, including but not limited to academic achievement, mental well-being, cultural proficiency and self-efficacy for all students. Parents and community	True

members, including students in the school community, are steadfast in their conviction that the district is best when all stakeholders have open dialogue regarding the way in which to achieve and maintain excellence in the schools.	
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and, if improved, would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The Black Student Group, Economically Disadvantaged Student Group, and Students with Disabilities Group consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.	True
Black students and students with disabilities have disproportionately higher numbers of course failures when compared to the total population.	True
In ELA, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 26.5% (NPE = 19.4%, SRS = 28.9%, WES = 40.3%, SHMS = 29.1%, and SHHS = 14.6%).	True
In ELA, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 46.0% (NPE = 57.5%, SRS = 43.2%, WES = 49.7%. SHMS = 45.5%, and SHHS = 34.4%).	True
In ELA at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 35.8% (SHMS = 44.7%, and SHHS = 26.84%).	True
At the Middle School Level, data for Student Groups are as follows: Asian students increased their performance from last year exceeded the Statewide Goal for 2033 with 85.7% of students scoring Proficient or Advanced. Black students improved from last year, but did not meet the Interim Goal/Improvement Target with 32.7% of students scoring Proficient or Advanced. White students maintained their performance from the previous year with 80.3% of students meeting or exceeded the Interim Goal/Improvement Target. Hispanic students and students with 2 or more races met or exceeded the Interim Goal/Improvement Target with the scores of 75.6% and 74.5% respectively. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 48.3% and 31.9% (respectively) of students scoring Proficient or Advanced. At the High School Level, data for student subgroups are as follows: Asian and White student groups decreased in their performance from last year, but both student groups exceeded the Statewide Goal for 2033 with 82.1% and 92.2% (respectively) of students scoring Proficient or Advanced. Black students declined in performance from last year and did not meet the Interim Goal/Improvement Target with 63.2% of students scoring	False

Proficient or Advanced. Students with 2 or more races improved their performance from last year and exceeded the Statewide Goal for 2033 with 100.0%. Economically Disadvantaged students met or exceeded the Interim Goal/Improvement Target with a score of 75.4%. Students with Disabilities decreased in their performance from last year and did not meet the Interim Goal/ Improvement Target with 55.6% of students scoring Proficient or Advanced.	
In Mathematics/Algebra, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 28.3% (NPE = 17.9%, SRS = 31.2%, WES = 37.3%, SHMS = 30.7%, and SHHS = 24.2%).	True
In Mathematics/Algebra, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 48.2% (NPE = 45.3%, SRS = 46.8%, WES = 51.7%. SHMS = 45.7%, and SHHS = 51.3%).	True
In Mathematics/Algebra at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 41.5% (SHMS = 44.7%, and SHHS = 38.2%).	True
At the Middle School Level, data for student subgroups are as follows: Asian students decreased their performance from last year but still exceeded the Statewide Goal for 2033 with 80.5% of students scoring Proficient or Advanced. Black students and Hispanic students improved from last year, but did not meet the Interim Goal/Improvement Target with 13.5% and 46.3% (respectively) of students scoring Proficient or Advanced. White students and students with 2 or more races met or exceeded the Interim Goal/Improvement Target with the scores of 59.7% and 60.9% respectively. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 27.5% and 12.5% (respectively) of students scoring Proficient or Advanced. At the High School Level, data for student subgroups are as follows: Asian students and White students increased their performance from last year. Both student groups exceeded the Statewide Goal for 2033 with 85.7% and 72.8% (respectively) of students scoring Proficient or Advanced. Black students declined in performance from last year and did not meet the Interim Goal/Improvement Target with 31.6% of students scoring Proficient or Advanced. Students with 2 or more races improved their performance from last year and met or exceeded the Interim Goal/Improvement Target with a score of 62.5%. Economically Disadvantaged and Students with Disabilities improved from last year, but did not meet the Interim Goal/Improvement Target with 45.6% and 18.5% (respectively) of students scoring Proficient or Advanced.	False
In Science/Biology, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group at the secondary level is 29.15% (SHMS = 32.6%, and SHHS = 25.7%).	True
In Science/Biology, the average difference in performance between the Students with Disabilities Student Group and the All Student Group at the secondary level is 42.2% (SHMS = 46.6%, and SHHS = 37.8%).	True

Black students consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.	False
Economically Disadvantaged students consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.	False
Students with Disabilities consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.	False
In Science/Biology at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 35.9% (SHMS = 39.1%, and SHHS = 32.7%).	False
At the Middle School Level, data for student subgroups are as follows: Asian students decreased their performance from last year but still exceeded the Statewide Goal for 2033 with 87.5% of students scoring Proficient or Advanced. Black students, Socioeconomically Disadvantaged students, and Students with Disabilities improved from last year, but did not meet the Interim Goal/ Improvement Target with 36.4%, 42.9%, and 28.9% (respectively) of students scoring Proficient or Advanced. White students declined in performance from last year but met or exceeded the Interim Goal/ Improvement Target with the scores of 79.0%. At the High School Level, data for student subgroups are as follows: Asian students increased their performance from last year and exceeded the Statewide Goal with 78.6% of students scoring Proficient or Advanced. Black students, Socioeconomically Disadvantaged students, and Students with Disabilities did not meet the Interim Goal/ Improvement Target with 42.1%, 49.1%, and 37.0% (respectively) of students scoring Proficient or Advanced. White students and students with 2 or more races increased in performance from last year and met or exceeded the Interim Goal/ Improvement Target with the scores of 78.6% and 75.0%, respectively.	False
Career Readiness is an area that is shared by multiple departments. Strath Haven High School Career Standards Benchmark Data is significantly below the state average for 2023-2024. The district needs to establish a vertically-aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported.	True
Diversifying the participation in Vocational-Technical schools and in Arts and Humanities programs is important for future years. This requires stronger recruitment, communication and data observation to improve in this area.	True
Title I resources are currently allocated to Nether Providence Elementary School, the highest need school in the Wallingford-Swarthmore School District, based on the economically disadvantaged sub-group which is higher than the other buildings as well as based on the students' academic performance which is lower than the other elementary buildings. A systematic data-driven system based on skill deficit identification would enhance the impact of the supports provided through Title I.	False
Standards-aligned curriculum and assessment practices are identified in program documents; however, the consistent application and evaluation of these practices is not evident in application. There remains a need to	True

develop and codify inclusive, high-quality, standards-aligned, inquiry-based curriculum within and across grade levels and disciplines.	
A focus on continuous improvement of instruction is necessary to improve student learning outcomes and bolster achievement scores across all levels and subgroups.	True
Create and nurture an environment where a shared vision of high expectations for achievement is upheld by all students, educators, and families	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Fostering a culture of high expectations for success for all students, educators, and families will advance the goal of implementing student-centered teaching practices, equitable distribution of resources, and equal access and opportunity across and throughout all areas of educational programming.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>The Black Student Group, Economically Disadvantaged Student Group, and Students with Disabilities Group consistently score below their peers on PA State Assessments. Equitable teaching practices, equitable distribution of resources, and equal access and opportunity are critical focus areas.</p>	<p>Academic achievement gaps emerge in elementary school and persist through middle and high school. Compared to their White peers, Black students, economically disadvantaged students, and students with disabilities consistently score at lower proficiency levels on state assessments in all content areas. The historically inconsistent use of data in the district has led to flaws in early identification and progress monitoring of implemented interventions.</p>	<p>True</p>
<p>Black students and students with disabilities have disproportionately higher numbers of course failures when compared to the total population.</p>		<p>False</p>
<p>In ELA, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 26.5% (NPE = 19.4%, SRS = 28.9%, WES = 40.3%, SHMS = 29.1%, and SHHS = 14.6%).</p>		<p>False</p>
<p>In ELA, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 46.0% (NPE = 57.5%, SRS = 43.2%, WES = 49.7%. SHMS = 45.5%, and SHHS = 34.4%).</p>		<p>False</p>
<p>In ELA at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 35.8% (SHMS = 44.7%, and SHHS = 26.84%).</p>		<p>False</p>

<p>In Mathematics/Algebra, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group is 28.3% (NPE = 17.9%, SRS = 31.2%, WES = 37.3%, SHMS = 30.7%, and SHHS = 24.2%).</p>		False
<p>In Mathematics/Algebra, the average difference in performance between the Students with Disabilities Student Group and the All Student Group is 48.2% (NPE = 45.3%, SRS = 46.8%, WES = 51.7%, SHMS = 45.7%, and SHHS = 51.3%).</p>		False
<p>In Mathematics/Algebra at the middle school and high school level (elementary schools did not have a sufficient sample size), the average difference in performance between the Black Student Group and the All Student Group is 41.5% (SHMS = 44.7%, and SHHS = 38.2%).</p>		False
<p>In Science/Biology, the average difference in performance between the Economically Disadvantaged Student Group and the All Student Group at the secondary level is 29.15% (SHMS = 32.6%, and SHHS = 25.7%).</p>		False
<p>In Science/Biology, the average difference in performance between the Students with Disabilities Student Group and the All Student Group at the secondary level is 42.2% (SHMS = 46.6%, and SHHS = 37.8%).</p>		False
<p>Career Readiness is an area that is shared by multiple departments. Strath Haven High School Career Standards Benchmark Data is significantly below the state average for 2023-2024. The district needs to establish a vertically-aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported.</p>	<p>A collection and reporting system that captures whether students successfully complete standards-aligned career readiness activities by grade 11 must be established within the high school.</p>	True

<p>Diversifying the participation in Vocational-Technical schools and in Arts and Humanities programs is important for future years. This requires stronger recruitment, communication and data observation to improve in this area.</p>	<p>This requires stronger recruitment, communication and data observation to improve in this area.</p>	<p>False</p>
<p>Standards-aligned curriculum and assessment practices are identified in program documents; however, the consistent application and evaluation of these practices is not evident in application. There remains a need to develop and codify inclusive, high-quality, standards-aligned, inquiry-based curriculum within and across grade levels and disciplines.</p>	<p>Instruction across curricular domains reflects broad alignment to PA Core/Academic Content Standards. However, there remains a need to develop a comprehensive, inclusive, inquiry-based, standards-aligned, written curriculum that is characterized by low-threshold, high-ceiling learning experiences and implemented with fidelity by all teachers and accessible to all learners.</p>	<p>True</p>
<p>A focus on continuous improvement of instruction is necessary to improve student learning outcomes and bolster achievement scores across all levels and subgroups.</p>	<p>District and building administration must establish systems of data generation and analysis at all levels K-12 and in all areas of support. District-identified data points will enable teachers to implement, analyze and make informed curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally-developed assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices.</p>	<p>True</p>
<p>Create and nurture an environment where a shared vision of high expectations for achievement is upheld by all students, educators, and families</p>	<p>Disproportionality in achievement performance between the white student group and historically underrepresented groups points to the need to foster a culture of high expectations for success for all students.</p>	<p>False</p>

Analyzing Strengths

Analyzing Strengths	Discussion Points
On all ELA, Math, and Science State Assessments, the All Student Group Met the 2033 Statewide Goal, or Met/Exceeded Interim Goal / Improvement Target.	
Three out of our five buildings exceeded the statewide 2033 statewide goal in ELA.	
The three elementary schools (WES, NPE and SRS) have exceeded the statewide 2033 goal in Mathematics proficiency.	
Strath Haven High School has a 95.0% graduation rate which exceeds the Statewide 2033 Goal of 92.4%.	The graduation rate is a key indicator of a Strath Haven High School's success in preparing students for college and careers, directly reflecting the percentage of students who successfully complete their high school education, which is a crucial benchmark for future readiness and overall student achievement.
Title I allocation is specifically set aside for eligible students at Nether Providence Elementary school which has the highest number of Economically Disadvantaged (25%) students in the district. Also, Nether Providence Elementary school score in ELA is 8% lower than the two other elementary schools in the district.	Title I money is allocated to support Math and Literacy services for eligible students at Nether Providence Elementary School. Title I funds are used to support the services of a Math Specialist and a Reading Specialist who provide intensive interventions to students who need assistance in Reading and Math.
The full continuum of behavioral health services has strengthened the district response to mental health issues and behavioral health concerns and has allowed for a more proactive approach.	Historically underperforming students have received greater support with the mental and behavioral health services the district continues to grow and implement across the district.
WSSD recruits and retains high-quality staff, including teachers, administrators, instructional and other support staff. WSSD can utilize its highly qualified workforce to increase the use of data to determine programming and innovation for the future of teaching and learning in the district.	Over 83% of district teaching staff hold advanced degrees in subject matter and pedagogy, allowing agency in teaching and learning. Combined with an understanding of the importance and impact of data-driven decisions in teaching and learning, programming and innovation will support continuous student achievement and growth across all levels and subgroups.

<p>Administration is committed to ongoing feedback and improvement of instructional and assessment practices in the classrooms. Administrators will continue to evaluate staff on the Danielson Framework as well as the high demands of the school district. A history of mutual respect, teachers and administrators rely on the strong working dynamic of two-way communication and feedback to improve student achievement. The infusion of data discussions will provide a richer system for evaluation and progress monitoring.</p>	<p>To improve the data systems, professional development gaps, and lagging scores for student subgroups (black, economically disadvantaged and students with disabilities), administration and teachers have developed relationships and communication systems that can be leveraged for the implementation of the systems designed to support staff professional development, student score improvement, and the use of data for both.</p>
<p>The WSSD community advocates for and supports the whole child, including but not limited to academic achievement, mental well-being, cultural proficiency and self-efficacy for all students. Parents and community members, including students in the school community, are steadfast in their conviction that the district is best when all stakeholders have open dialogue regarding the way in which to achieve and maintain excellence in the schools.</p>	<p>A unified district that engages in conversations around issues of education through committee and legislative meetings, community engagement, audit surveys, and student input opportunities, the challenges around data use, professional development, and inequities in the district can be aligned and supported.</p>

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	<p>Addressing the achievement gap for black students, economically disadvantaged students, and students with disabilities requires more consistent use of evidence-based benchmark assessments and other data analytics so that students receive targeted supports and access to more rigorous content throughout the K-12 experience.</p>
	<p>In order to ensure that our Career Readiness Indicator information is accurate, a collection and reporting system that captures whether students successfully complete standards-aligned activities must be established within the high school.</p>
	<p>The district, through coordinated action planning, will develop and codify inclusive, high-quality, standards-aligned, inquiry-based curriculum within and across grade levels and disciplines.</p>
	<p>Best instructional practices K-12 as a result of ongoing professional development, strong student management systems, academic rigor, and the consistent use of data to evaluate student progress and learning needs has the potential to increase student achievement and growth at all levels and in all subgroups.</p>

Goal Setting

Priority: Addressing the achievement gap for black students, economically disadvantaged students, and students with disabilities requires more consistent use of evidence-based benchmark assessments and other data analytics so that students receive targeted supports and access to more rigorous content throughout the K-12 experience.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Establish a systemic approach to standardized test analysis of K-12 performance indicators that provides richer discussions surrounding student supports, interventions, access, and rigor for students impacted by the achievement gap. The ongoing application of MAP testing in Grades K-8 (which was introduced in 2023) will provide significantly greater data that predict PSSA/Keystone scores, demonstrate growth, and identify standards that need more support for each child. Data Teams, Response to Intervention Teams, Reading Support teachers, and Special Education supports will examine shared data for analysis and diagnosis to improve and increase student supports. Placement into higher level courses in high school must be determined based on a combination of data and consideration of emerging potential since too few students of color, low socio-economic status, and disabilities have access to higher level courses, as this gap compounds over time resulting in disproportionality. The district is committed to exploring programming for these students that does not remove access to core learning and challenge opportunities. By Target Year 3, the achievement gap will be reduced by a minimum of 5% for black students, economically disadvantaged students, and a minimum reduction of 3% for students with disabilities, as evidenced through performance on state assessment measures and local assessments.		
Measurable Goal Nickname		
Academic Achievement, Access, and Opportunity for Historically Underperforming Students		
Target Year 1	Target Year 2	Target Year 3
Teachers and administration will evaluate the progress for historically underperforming students on a regular basis through the use of data analytics through data teams, audit outcomes, and the use of evidence-based benchmark tests in Grades K-12. Counselors and Administration will consider data related to enrollment in higher level courses and the systems used to determine eligibility for such placement to ensure equitable practices. Counselors and Administrators	Utilization of multiple data points to drive decision making regarding supports for increased achievement, access, and opportunity for historically underperforming students will establish systems that provide measurable outcomes. These systems will strengthen interventions and learning outcomes for students.	Establish a systemic approach to standardized test analysis of K-12 performance indicators that provides richer discussions surrounding student supports, interventions, access, and rigor for students impacted by the achievement gap. The ongoing application of MAP testing in Grades K-8 (which was introduced in 2023) will provide significantly greater data that predict PSSA/Keystone scores, demonstrate growth, and identify standards that need more support for each child. Data Teams,

<p>will also consider data related to placement decisions of students in self-contained, discipline-specific courses, considering both student placement and trajectory for future access to higher level courses.</p>		<p>Response to Intervention Teams, Reading Support teachers, and Special Education supports will examine shared data for analysis and diagnosis to improve and increase student supports. Placement into higher level courses in high school must be determined based on a combination of data and consideration of emerging potential since too few students of color, low socio-economic status, and disabilities have access to higher level courses, as this gap compounds over time resulting in disproportionality. The district is committed to exploring programming for these students that does not remove access to core learning and challenge opportunities. By Target Year 3, the achievement gap will be reduced by a minimum of 5% for black students, economically disadvantaged students, and a minimum reduction of 3% for students with disabilities, as evidenced through performance on state assessment measures and local assessments.</p>
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Priority: In order to ensure that our Career Readiness Indicator information is accurate, a collection and reporting system that captures whether students successfully complete standards-aligned activities must be established within the high school.

<p>Outcome Category</p>
<p>Career Standards Benchmark</p>
<p>Measurable Goal Statement (Smart Goal)</p>
<p>The district will ensure there is a vertically aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported. The All Student Group at Strath Haven High School will meet or exceed the performance standard for the Career Standards Benchmark, increasing from 8.6% to 93.0% or higher by the end of Target Year 3, with an extended goal of 98.0% by 2033.</p>

Measurable Goal Nickname		
System for Monitoring and Reporting Career Standards Benchmark Data		
Target Year 1	Target Year 2	Target Year 3
A collection and reporting system that captures whether students successfully complete standards-aligned readiness activities to meet the required career standard indicator will be implemented. Personnel responsible for archiving career readiness artifacts demonstrating career exploration, and preparation and implementation of individualized career plans through separate, specific measures based on grade level benchmarks aligned to the state academic standards will be provided with training on how to use the reporting system.	Personnel responsible for tracking and reporting specific measures based on grade level benchmarks aligned to the state academic standards will audit data files for each of the three reporting years to ensure the PIMS report is accurate. Training will be provided to staff as determined warranted in response to audit findings.	The district will ensure there is a vertically aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported. The All Student Group at Strath Haven High School will meet or exceed the performance standard for the Career Standards Benchmark, increasing from 8.6% to 93.0% or higher by the end of Target Year 3, with an extended goal of 98.0% by 2033.

Priority: Best instructional practices K-12 as a result of ongoing professional development, strong student management systems, academic rigor, and the consistent use of data to evaluate student progress and learning needs has the potential to increase student achievement and growth at all levels and in all subgroups.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The district will develop a comprehensive, inclusive, inquiry-based, standards-aligned, written curriculum that is characterized by low-threshold, high-ceiling learning experiences and implemented with fidelity by all teachers and accessible to all learners. By Target Year 3, there will be standards-aligned written curriculum for all courses.		
Measurable Goal Nickname		
Building Formalized Standards-Aligned Curriculum		
Target Year 1	Target Year 2	Target Year 3
All educators will create increasingly student-centered learning experiences through intentional unit upgrades so that every student develops a strong sense of	All educators will engage in on-going intentional unit upgrades and ensure curricular alignment to standards as formalized, detailed curriculum	The district will develop a comprehensive, inclusive, inquiry-based, standards-aligned, written curriculum that is characterized by low-threshold, high-ceiling learning

their agency as a learner. In service of this goal, common, collaboratively-created course syllabi will exist for all core courses at the secondary level and common collaboratively-created disciplinary overviews will exist at the elementary level to guide/support student-centered learning.	documents are deposited into a password-access district curriculum repository. Through continuous and regular educator development, 100 percent of educators will actively participate in professional learning communities (PLCs) and other embedded professional learning experiences.	experiences and implemented with fidelity by all teachers and accessible to all learners. By Target Year 3, there will be standards-aligned written curriculum for all courses.
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Priority: The district, through coordinated action planning, will develop and codify inclusive, high-quality, standards-aligned, inquiry-based curriculum within and across grade levels and disciplines.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Systems for data generation and analysis will be developed at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally developed assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Increased frequency of teacher observations and walk-throughs for analysis of instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3.		
Measurable Goal Nickname		
Continuous Improvement of Instruction Within and Across Grade Levels		
Target Year 1	Target Year 2	Target Year 3
Teachers K-12 will receive training on the implementation and evaluative use of formative assessments such as MAP tests, PSSA/Keystones, program assessments and locally-developed assessments. Data teams, under the leadership of the principal, will be established within each school and will engage in routine analysis and monitoring of data trends.	Teaching staff K-12 will have a stronger working knowledge of the regular use of student data to inform adjustments to teaching and learning. A data management system will be adopted and used to manage assessment information, data analytics, and intervention monitoring efforts. Students will be able	Systems for data generation and analysis will be developed at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally developed

	<p>to interpret and track the data so they can set progress goals.</p>	<p>assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Increased frequency of teacher observations and walk-throughs for analysis of instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3.</p>
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Action Plan

Measurable Goals

Continuous Improvement of Instruction Within and Across Grade Levels	Academic Achievement, Access, and Opportunity for Historically Underperforming Students
System for Monitoring and Reporting Career Standards Benchmark Data	Building Formalized Standards-Aligned Curriculum

Action Plan For: Curriculum Design, Instructional Strategies, and Assessment Practices

<p>Measurable Goals:</p> <ul style="list-style-type: none"> The district will develop a comprehensive, inclusive, inquiry-based, standards-aligned, written curriculum that is characterized by low-threshold, high-ceiling learning experiences and implemented with fidelity by all teachers and accessible to all learners. By Target Year 3, there will be standards-aligned written curriculum for all courses.
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Action Step		Anticipated Start/Completion Date	
Provide ongoing professional development and guided support focused on curriculum design, instructional strategies, and assessment practices. PD efforts will ensure that teachers are equipped to deliver a standards-aligned curriculum effectively.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent & Directors of Teaching, Learning, and Innovation	Professional Development for Teachers and Principals Systems, protocols, and frameworks for implementation	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Establish professional learning communities (PLC) that have a shared focus of developing and implementing curricula that are aligned to PA Core Standards, conducive to planning lessons, focused on sharing strategies, committed to analyzing data, and invested in reflecting on educator practices.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Teaching, Learning, and Innovation & Building Principals	Professional Development for Teachers and Principals Systems, protocols, and frameworks for implementation	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Select and implement instructional materials (textbooks, digital resources, etc.) that are tightly aligned with curriculum standards and reflect student interests.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Education, Building Principals, Textbook Selection Committee/Stakeholders	Text-selection Committee Publisher presentations Sample materials Data / reviews from other districts Pilot personnel (participants) Pilot materials (funding) Implementation schedule Professional development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ol style="list-style-type: none"> 1. Improve student achievement through professional development that is focused on curriculum design, instructional strategies, and assessment practices. 2. Build a more coherent and effective curriculum through the establishment of professional learning communities that make data-informed decisions based upon assessment outcomes and student performance. 3. Map out the scope and sequence of content to ensure the curriculum is aligned with PA Core Standards. 4. Increase the engagement of learners and improve student performance outcomes through the selection of high-quality instructional materials that reflect student interests and support teachers in effectively delivering a standards-aligned curriculum. 	<p>Directors of Teaching, Learning, and Innovation will work collaboratively with building principals to establish a professional development schedule, PLC schedule.</p>

Action Plan For: High-Quality, Data-Driven Instruction and Planning

Measurable Goals:
<ul style="list-style-type: none"> • Systems for data generation and analysis will be developed at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally developed assessments

will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Increased frequency of teacher observations and walk-throughs for analysis of instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3.

Action Step		Anticipated Start/Completion Date	
Implement and use formative assessments (e.g. MAP tests, locally designed assessments) and summative assessments (e.g. PSSA/Keystones) in school-based Data Teams. Under the leadership of the building principal, each Data Team will engage in routine analysis and monitoring of data trends for individual students, groups of students, and building-wide trends.		7/01/2025	06/30/2026
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Teaching, Learning, and Innovation & Building Principals	Professional Development for Teachers and Principals	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Administration will develop protocols for observations and evaluations to standardize feedback processes for teachers on best practice strategies for effective teaching and learning across levels. Teaching staff K-12 will develop a working knowledge of the regular use of comprehensive student data to inform adjustments to teaching and learning. A data management system will be adopted and used to manage assessment information, data analytics, and intervention monitoring efforts.		7/01/2025	06/30/2027
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Building Principals, & Directors of Teaching, Learning, and Innovation	Professional Development for Teachers and Principals	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ol style="list-style-type: none"> 1. Establishment of systems for data generation and analysis at all levels K-12 and in all areas of support. 2. Teachers will work collaboratively through PLCs to implement, analyze, and make curricular and instructional decisions. 3. Systems of progress monitoring will be used to inform the areas of strength and need. 4. Data teams will be operational in each building. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will inform decision-making and provide evidence of continuous improvement of instructional best practices. 5. Students will be able to interpret and track their data so they can set progress goals. 	<ol style="list-style-type: none"> 1. Establishment of systems for data generation and analysis at all levels K-12 and in all areas of support. 2. Teachers will work collaboratively through PLCs to implement, analyze, and make curricular and instructional decisions. 3. Systems of progress monitoring will be used to inform the areas of strength and need. 4. Data teams will be operational in each building. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will inform decision-making and provide evidence of continuous improvement of instructional best practices. 5. Students will be able to interpret and track their data so they can set progress goals.

Action Plan For: System for Data Collection

Measurable Goals:
<ul style="list-style-type: none"> • Systems for data generation and analysis will be developed at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally developed assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Increased frequency of teacher observations and walk-throughs for analysis of instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3. • The district will ensure there is a vertically aligned system for communicating, housing, monitoring, and analyzing information to ensure career standards benchmark data is accurately reported. The All Student Group at Strath Haven High School will meet or exceed the performance standard for the Career Standards Benchmark, increasing from 8.6% to 93.0% or higher by the end of Target Year 3, with an extended goal of 98.0% by 2033.

Action Step		Anticipated Start/Completion Date	
Establish an implementation calendar to reflect timelines and roles and responsibilities for the delivery of standards-aligned career and college lessons/activities/events for grades 3-12.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Supervisor of Counseling and Wellness	Logistical supports for middle school career day User-friendly online platform to support the dissemination of related lessons and activities Built-in collaboration time among administrators, counselors and teachers	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Consistent use of data collection, progress monitoring and reporting tools.		7/01/2025	06/30/2026
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services, Principals, Supervisor of Counseling and Wellness	Online platform related to the storage, progress monitoring and reporting of career & college artifacts; Smart Futures platform will be utilized	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ol style="list-style-type: none"> 1. Develop an implementation calendar to reflect timelines, roles and responsibilities for the delivery of standards-aligned career and college lessons/activities/events for grades 3-12 will be established and used as a curricular resource. 2. High-quality instruction and experiences aligned to the career and college standards will be delivered consistently and within the established timelines. 3. Consistent use of data collection, progress monitoring and reporting tools will allow for accurate reporting of K-12 career standards benchmark data via PIMS. 	<p>The Principal and members of the Career & College Department will use the online platform to monitor compliance on an ongoing basis</p> <p>The Supervisor of Counseling and Wellness will use reporting tools twice annually to monitor progress in accordance with the implementation calendar. Progress will be reported by the annually through PIMS</p>

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
<ul style="list-style-type: none"> Establish a systemic approach to standardized test analysis of K-12 performance indicators that provides richer discussions surrounding student supports, interventions, access, and rigor for students impacted by the achievement gap. The ongoing application of MAP testing in Grades K-8 (which was introduced in 2023) will provide significantly greater data that predict PSSA/Keystone scores, demonstrate growth, and identify standards that need more support for each child. Data Teams, Response to Intervention Teams, Reading Support teachers, and Special Education supports will examine shared data for analysis and diagnosis to improve and increase student supports. Placement into higher level courses in high school must be determined based on a combination of data and consideration of emerging potential since too few students of color, low socio-economic status, and disabilities have access to higher level courses, as this gap compounds over time resulting in disproportionality. The district is committed to exploring programming for these students that does not remove access to core learning and challenge opportunities. By Target Year 3, the achievement gap will be reduced by a minimum of 5% for black students, economically disadvantaged students, and a minimum reduction of 3% for students with disabilities, as evidenced through performance on state assessment measures and local assessments.

Action Step		Anticipated Start/Completion Date	
Embed differentiated teaching strategies into all instructional settings to address the needs of diverse learners.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Teaching, Learning, and Innovation, Director of Student Services & Building Principals	Professional development that includes actionable strategies for teachers to implement in classrooms Dedicated time for walkthroughs & coaching to ensure high fidelity implementation of concepts and strategies learned. Potential additional staff to provide identified supports.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Continue to develop and implement a Multi-Tiered System of Support (MTSS) that is a comprehensive, data-driven approach designed to provide targeted interventions at various levels of intensity based on students' individual academic and social/emotional needs.		7/01/2025	06/30/2028
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Student Services, Directors of Teaching Learning & Innovation, Principals	Professional Development and on-site coaching from Intermediate Unit personnel Funding to build structures and staff to support the process	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ol style="list-style-type: none"> 1. Teachers will consistently vary the content, process, and products of lessons to meet students' individual needs, providing support for students at different skill levels. This might involve using technology, providing choice in assignments, or offering additional resources for certain students. 2. School teams will meet PA fidelity standards regarding the implementation of a robust and sustainable MTSS framework that ensures all students receive the appropriate level of support they need to thrive academically, socially, and emotionally. 3. Increased graduation rates for historically underperforming students. 4. Increase in the number of students receiving education in the least restrictive environment (LRE). 5. Achievement gap will be reduced by a minimum of 5% for black students, economically disadvantaged students, and a minimum reduction of 3% for students with disabilities, as evidenced through performance on state assessment measures and local assessments. 	<p>The Director of Student Services will utilize an already established meeting schedule to share LRE data. The Directors of Student Services and Teaching Learning & Innovation will review data across the Tiers quarterly via the district's Intervention Manager platform. Principals will participate in Core Team meetings to support MTSS teams in making data-driven decisions</p>

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Design, Instructional Strategies, and Assessment Practices	Provide ongoing professional development and guided support focused on curriculum design, instructional strategies, and assessment practices. PD efforts will ensure that teachers are equipped to deliver a standards-aligned curriculum effectively.
Curriculum Design, Instructional Strategies, and Assessment Practices	Establish professional learning communities (PLC) that have a shared focus of developing and implementing curricula that are aligned to PA Core Standards, conducive to planning lessons, focused on sharing strategies, committed to analyzing data, and invested in reflecting on educator practices.
Curriculum Design, Instructional Strategies, and Assessment Practices	Select and implement instructional materials (textbooks, digital resources, etc.) that are tightly aligned with curriculum standards and reflect student interests.
High-Quality, Data-Driven Instruction and Planning	Implement and use formative assessments (e.g. MAP tests, locally designed assessments) and summative assessments (e.g. PSSA/Keystones) in school-based Data Teams. Under the leadership of the building principal, each Data Team will engage in routine analysis and monitoring of data trends for individual students, groups of students, and building-wide trends.
High-Quality, Data-Driven Instruction and Planning	Administration will develop protocols for observations and evaluations to standardize feedback processes for teachers on best practice strategies for effective teaching and learning across levels. Teaching staff K-12 will develop a working knowledge of the regular use of comprehensive student data to inform adjustments to teaching and learning. A data management system will be adopted and used to manage assessment information, data analytics, and intervention monitoring efforts.
System for Data Collection	Establish an implementation calendar to reflect timelines and roles and responsibilities for the delivery of standards-aligned career and college lessons/activities/events for grades 3-12.
System for Data Collection	Consistent use of data collection, progress monitoring and reporting tools.
Multi-Tiered System of Support	Embed differentiated teaching strategies into all instructional settings to address the needs of diverse learners.
Multi-Tiered System of Support	Continue to develop and implement a Multi-Tiered System of Support (MTSS) that is a comprehensive, data-driven approach designed to provide targeted interventions at various levels of intensity based on students' individual academic and social/emotional needs.

Curriculum Design, Instructional Strategies, and Assessment Practices

Action Step		
<ul style="list-style-type: none"> Provide ongoing professional development and guided support focused on curriculum design, instructional strategies, and assessment practices. PD efforts will ensure that teachers are equipped to deliver a standards-aligned curriculum effectively. 		
Audience		
Building Administration & Teachers		
Topics to be Included		
Professional Learning Topics will include: (1) Utilizing Priority Standards in Instructional Planning, (2) Inquiry-based Instructional Strategies, (3) Assessment Design Practices, (4) Assessment Analysis Practices, (5) Analysis of Local Assessment Data		
Evidence of Learning		
1. Comprehensive, inclusive, inquiry-based, standards-aligned written curriculum for all courses. 2. Classroom Observations, Team Meetings, and PLC Meetings have evidence of students' using inquiry practices. 3. Use of high-quality, locally created assessments for AND of learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent & Curriculum Director(s)	7/01/2025	06/30/2026

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Daily, Weekly, and Unit-Based Instructional Planning Evidence of students asking questions, supporting with evidence, reflecting on their learning, and making thinking processes visible/ Daily Design Common Assessments / Every Four Weeks
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Cultivating Professional Learning Communities

Action Step		
<ul style="list-style-type: none"> Establish professional learning communities (PLC) that have a shared focus of developing and Implementing curricula that are aligned to PA Core Standards, conducive to planning lessons, focused on sharing strategies, committed to analyzing data, and invested in reflecting on educator practices. 		
Audience		
Building Administration & Teachers		
Topics to be Included		
Professional Learning Topics will include: (1) PLC as a Culture that is Learning-Focused, Collaborative, and Results-Oriented, (2) Understanding Role of PLCs in Collaborative Curriculum Planning, (3) Understanding PA Core Standards, (4) Using Data to Inform Curriculum Mapping and Curriculum Development		
Evidence of Learning		
1. Effective PLC Meetings with learning goals and outcomes for students summarized on PLC agendas 2. Evidence of Priority Standards being utilized in instruction and instructional planning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent & Curriculum Director(s)	7/01/2025	06/30/2027

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Application of Four Critical Questions of a PLC/ PLC Teacher Weekly Meetings Professional Learning will occur weekly during PLC meetings via open discussion and ongoing evaluation of work. Continuous Analyzing and Discussion of Common Assessments in Service of Students - Daily, Weekly, Unit-Based
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Using Data to Guide Text Selection

Action Step		
<ul style="list-style-type: none"> Select and implement instructional materials (textbooks, digital resources, etc.) that are tightly aligned with curriculum standards and reflect student interests. 		
Audience		
Building Administration & Teachers		
Topics to be Included		
Professional Learning Topics will Include: (1) Understanding PA Core Standards and Setting Priorities, (2) Needs Assessment: Systematic Ways to Understand What Learners Need and Want, (3) Text Considerations and Review: Content, Context, Complexity, and Cultural Relevance, (4) Committee Work: Building Consensus, (5) Publisher Presentations / Materials Review: How do we evaluate materials? (6) Data Analytics of Pilot: How Do We Evaluate What Works? (7) Progress Monitoring of Performance Outcomes: How Do We Evaluate Works?		
Evidence of Learning		
Increase the engagement of learners and improve student performance outcomes through the selection of high-quality instructional materials that reflect student interests and support teachers in effectively delivering a standards-aligned curriculum.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent & Curriculum Director(s)	7/01/2025	06/30/2028

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	PD will be provided formally on a tiered basis reflective of the implementation schedule. Ongoing reflection and feedback during weekly PLC Teacher Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 	

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Data-Driven Decision Making**Action Step**

- Implement and use formative assessments (e.g. MAP tests, locally designed assessments) and summative assessments (e.g. PSSA/Keystones) in school-based Data Teams. Under the leadership of the building principal, each Data Team will engage in routine analysis and monitoring of data trends for individual students, groups of students, and building-wide trends.
- Consistent use of data collection, progress monitoring and reporting tools.

Audience

Building Administration & Teachers

Topics to be Included

Professional Learning Topics will Include: (1) Introduction to Data Collection Methods, (2) Learning How to Effectively Use a Data Management System: (LinkIt, eMetric, PVAAS, Intervention Manager), (3) Participating on Data Teams, (4) Understanding Formative Assessment, (5) Designing Effective Formative Assessments, (6) Analyzing and Using Formative Assessment Data, (7) Understanding How Formative and Summative Data Works Together, (8) Using Intervention Data Management Systems to Guide Decision Making

Evidence of Learning

Teaching staff K-12 will have a stronger working knowledge of the regular use of student data to inform adjustments to teaching and learning. A data management system will be adopted and utilized to manage assessment information, data analytics, and intervention monitoring efforts. Students will be able to interpret and track the data so they can set progress goals. Use of high-quality, locally created assessments for AND of learning. Effective Data Team Meetings goals, outcomes for students, and action steps for adults summarized on agendas. Data teams will be established within each school and will engage in routine analysis and monitoring of data trends.

Lead Person/Position

Building Administrators, Curriculum Director(s), Assistant Superintendent

Anticipated Start

7/01/2025

Anticipated Completion

06/30/2027

Learning Format

Type of Activities	Frequency
Inservice day	Educational Data Mining and Learning Analytics training to be provided annually as part of New Teacher Induction and during the August in-service for all professional staff. Directors and Supervisors provide on-site coaching monthly

Observation and Practice Framework Met in this Plan

- 1c: Setting Instructional Outcomes
- 1b: Demonstrating Knowledge of Students
- 4b: Maintaining Accurate Records

<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness • 1a: Demonstrating Knowledge of Content and Pedagogy • 3d: Using Assessment in Instruction
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)	Building a Data- Informed Learning Profile for Each Student / First three weeks of new course/year Design Common Assessments / Every Four Weeks Analyze Common Formative Assessment Results In Service of Instructional Planning / Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Evaluating Effective Teaching

Action Step
<ul style="list-style-type: none"> • Administration will develop protocols for observations and evaluations to standardize feedback processes for teachers on best practice strategies for effective teaching and learning across levels. Teaching staff K-12 will develop a working knowledge of the regular use of comprehensive student data to inform adjustments to teaching and learning. A data management system will be adopted and used to manage assessment information, data analytics, and intervention monitoring efforts.
Audience
Building Administrators
Topics to be Included
Professional Learning Topics will Include: (1) Designing Effective Observation Protocols, (2) Creating a Standardized Feedback System, (3) Best Practices for Effective Teaching and Learning, (4) Data-Driven Observations and Evaluations, (5) Managing Difficult Conversations in Evaluations

Evidence of Learning		
Establishment of a standardized, reflective, and growth-oriented approach to teacher observations and evaluations that ensures consistent best practices are applied at every level of instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent & Curriculum Director(s)	7/01/2025	06/30/2027

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Observation Protocol Reflections / Monthly at Principal Meetings Calibration of Evaluation Ratings Among Principals / Monthly at Principal Meetings Evidence of students asking questions, supporting with evidence, reflecting on their learning, and making thinking processes visible/ Daily in Teachers' Practice, reflected on walk-through forms and in evaluations Evidence of data informing instructional decisions and teaching adjustments.

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 4a: Reflecting on Teaching • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 2a: Creating an Environment of Respect and Rapport • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Chapter 339 Career and Technical Education Standards

Action Step
<ul style="list-style-type: none"> • Establish an implementation calendar to reflect timelines and roles and responsibilities for the delivery of standards-aligned career and college lessons/activities/events for grades 3-12.
Audience
Teachers, Counselors, and Administrators
Topics to be Included
Training on the Collection and Reporting of Career Standards Benchmark Data.
Evidence of Learning

Future Ready PA Index will reflect compliance with Chapter 339 Career and Technical Education Standards.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services, Supervisor of Student Services, Building Principals	7/01/2025	06/30/2026

Learning Format

Type of Activities	Frequency
Inservice day	Build a calendar of activities using career & college standards and already-established activities - annually Use professional development time to identify gaps in the scope and sequence and build lesson/activities that meet those particular standards - 1 x per semester Counselors will continue to participate in Smart Futures training - 3 sessions per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Student-Centered Teaching Strategies

Action Step		
<ul style="list-style-type: none"> • Embed differentiated teaching strategies into all instructional settings to address the needs of diverse learners. 		
Audience		
Building Administration, & Teachers		
Topics to be Included		
Professional Learning Topics will Include: (1) Understanding Differentiated Instruction, (2) Tiered Instruction and Scaffolding, (3) Flexible Grouping Strategies, (4) Universal Design for Learning, (5) Culturally Responsive Teaching, (6) Formative Assessment and Data-Driven Decision Making		
Evidence of Learning		
Classrooms will reflect a variety of teaching strategies and differentiated resources. Learning will be student-centered, and learners will be given a choice in assignments. Evidence of formative assessment data considered in decision making. Reduction in the achievement gap between student groups.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals, Curriculum Department, and Student Services Director(s)	7/01/2025	06/30/2028

Learning Format

Type of Activities	Frequency
Inservice day	Use professional development time to provide training of differentiated instructional strategies (4 sessions) Professional Learning will occur weekly during PLC meetings via open discussion and ongoing lesson planning / curriculum work.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 4b: Maintaining Accurate Records • 1c: Setting Instructional Outcomes • 3b: Using Questioning and Discussion Techniques • 1a: Demonstrating Knowledge of Content and Pedagogy • 2a: Creating an Environment of Respect and Rapport • 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
Book study	Conduct Book Study (weekly for 6 weeks)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Establishing a Comprehensive MTSS Framework

Action Step		
<ul style="list-style-type: none"> Continue to develop and implement a Multi-Tiered System of Support (MTSS) that is a comprehensive, data-driven approach designed to provide targeted interventions at various levels of intensity based on students' individual academic and social/emotional needs. 		
Audience		
Building Administration, & Teachers		
Topics to be Included		
Professional Learning Topics will Include: (1) Overview of MTSS: Framework and Key Components (Tier 1: Evidence-Based Practices - Universal Supports; Tier 2: Targeted Interventions and Support; Tier 3: Intensive, Individualized Interventions), (2) Data Collection and Analysis for MTSS Implementation, (3) Monitoring and Sustaining MTSS Implementation, (4) Culturally Responsive MTSS		
Evidence of Learning		
Establishment of a comprehensive MTSS Framework in all schools, resulting in increased academic performance, a reduction in discipline referrals, and increased attendance rates.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals, Curriculum Department, and Student Services Director(s)	7/01/2025	06/30/2028

Learning Format

Type of Activities	Frequency
Inservice day	MTSS training should be included annually as part of New Teach Induction and August in-service Directors and Supervisors provide on-site coaching monthly On-site coaching is provided quarterly by DCIU coach Comprehensive training (2 full days) provided by DCIU Coach when implementing a new Tiered level of support.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Curriculum Design, Instructional Strategies, and Assessment Practices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide ongoing professional development and guided support focused on curriculum design, instructional strategies, and assessment practices. PD efforts will ensure that teachers are equipped to deliver a standards-aligned curriculum effectively. 	Building Administration & Teachers	Utilizing Priority Standards in Instructional Planning; Inquiry-based Instructional Strategies; Assessment Design Practices and Analysis, Examination and Analysis of Assessment Data; Assessment Analysis Practices; Analysis of Local Assessment Data	Assistant Superintendent & Curriculum Director(s)	07/01/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Email			A schedule of professional learning sessions will be disseminated to participants prior to the dates on which PD will be provided. There are 10 professional learning days built into the WSSD calendar (a minimum of 4 days will include topics focused on curriculum design, instructional strategies, and/or assessment practices. Teachers will receive weekly communication regarding team meetings via email.		

Cultivating Professional Learning Communities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish professional learning communities (PLC) that have a shared focus of developing and implementing curricula that are aligned to PA Core Standards, conducive to planning lessons, focused on sharing strategies, committed to analyzing data, and invested in reflecting on educator practices. 	Building Administration & Teachers	PLC as a Culture that is Learning-Focused, Collaborative, and Results-Oriented; Understanding Role of PLCs in Collaborative Curriculum Planning; Understanding PA Core Standards; Using Data to Inform Curriculum Mapping; and Using Data to Inform Instructional Planning	Assistant Superintendent & Curriculum Director(s)	07/01/2025	06/30/2027

Communications

Type of Communication	Frequency
Presentation	Professional Learning opportunities will be provided to elementary teachers and new teachers at a minimum of 4 times during designated in-service days during the first year of implementation and/or during New Teacher Academy. Professional Learning among elementary teachers and new teachers will occur weekly during PLC meetings via open discussion and ongoing evaluation of work (calendar invitations will be sent via email).
Email	Application of Four Critical Questions for a PLC/ PLC Teacher Weekly Meetings Participants will be notified weekly about opportunities for reflection and feedback during weekly PLC Teacher Meetings. Analyzing and Discussion Common Assessments in Service of Student Learning / Monthly

Using Data to Guide Text Selection

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Select and implement instructional materials (textbooks, digital resources, etc.) that are tightly aligned with curriculum standards and reflect student interests. 	Building Administration & Teachers	Needs Assessment; Text Considerations and Review; Committee Work; Publisher Presentations / Materials Review; Data Analytics of Pilot; Progress Monitoring of Performance Outcomes	Assistant Superintendent & Curriculum Director(s)	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Presentation	PD will be provided formally on a tiered basis reflective of the implementation schedule (schedule to be released via email on a quarterly basis).
Email	Participants will be notified weekly about opportunities for reflection and feedback during weekly PLC Teacher Meetings.

Data-Driven Decision Making

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement and use formative assessments (e.g. MAP tests, locally designed assessments) and summative assessments (e.g. PSSA/Keystones) in school-based Data Teams. Under the leadership of the building principal, each Data Team will engage in routine analysis and monitoring of data trends for individual students, groups of students, and building-wide trends. Consistent use of data collection, progress monitoring and reporting tools. 	Building Administration & Teachers	Learning How to Effectively Use a Data Management System: (LinkIt, eMetric, PVAAS, and Intervention Management)	Curriculum Director(s), Assistant Superintendent	07/01/2025	06/30/2027

Communications

Type of Communication	Frequency
Presentation	Educational Data Mining and Learning Analytics through Data Warehouse Systems training to be provided annually as part of New Teacher Induction and during the August in-service for all
Email	Professional Learning among elementary teachers will occur weekly during PLC meetings via open discussion and ongoing evaluation of work (calendar invitations will be sent via email). Participants will be notified weekly about opportunities for coaching as made available and posted on shared calendar.

Evaluating Effective Teaching

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Administration will develop protocols for observations and evaluations to standardize feedback processes for teachers on best practice strategies for effective teaching and learning across levels. Teaching staff K-12 will develop a working knowledge of the regular use of comprehensive student data to inform adjustments to teaching and learning. A data management system will be adopted and used to manage assessment information, data analytics, and intervention monitoring efforts. 	Building Administrators	Designing Effective Observation Protocols; Creating a Standardized Feedback System; Best Practices for Effective Teaching and Learning; Data-Driven Observations and Evaluations; Managing Difficult Conversations in Evaluations	Assistant Superintendent & Curriculum Director(s)	07/01/2025	06/30/0027

Communications

Type of Communication	Frequency
Other	Monthly Principal Meetings are scheduled in advance (a 10-month calendar is disseminated at the beginning of the school year via electronic invitation). Observation Protocol Reflections/ Monthly at Principal Meetings Calibration of Evaluation Ratings Among Principals/ Monthly at Principal Meetings Evidence of students asking questions, supporting with evidence, reflecting on their learning, and making thinking processes visible/ Daily in Teachers' Practice, reflected on walk-through forms and in evaluations

Career and Technical Standards

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish an implementation calendar to reflect timelines and roles and responsibilities for the delivery of standards-aligned career and college lessons/activities/events for grades 3-12. 	Teachers, Counselors, and Administrators	Training on the Collection and Reporting of Career Standards Benchmark Data.	Director of Student Services, Supervisor of Student Services, Building Principals	07/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Presentation	Use professional development time to identify gaps in the scope and sequence and build lesson/activities that meet those particular standards - 1x per semester Counselors will continue to participate in Smart Futures training - 3 sessions per year
Other	Build a calendar of activities using career & college standards and already-established activities - annually

Student-Centered Teaching					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Embed differentiated teaching strategies into all instructional settings to address the needs of diverse learners. 	Building Administration & Teachers	Understanding Differentiated Instruction; Tiered Instruction and Scaffolding; Flexible Grouping Strategies; Universal Design for Learning; Culturally Responsive Teaching; Formative Assessment and Data-Driven Decision Making	Building Principals, Curriculum Department, and Student Services Director(s)	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Use professional development time to provide training in differentiated instructional strategies (4 sessions) Conduct Book Study (weekly for 6 weeks)		
Other			Professional Learning will occur weekly during PLC meetings via open discussion and ongoing lesson planning / curriculum work (calendar of meeting g dates will be distributed quarterly).		

Establishing a Comprehensive MTSS Framework

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Continue to develop and implement a Multi-Tiered System of Support (MTSS) that is a comprehensive, data-driven approach designed to provide targeted interventions at various levels of intensity based on students' individual academic and social/emotional needs. 	Building Administration & Teachers	Overview of MTSS: Framework and Key Components: Tier 1: Evidence-Based Practices (Universal Supports) Tier 2: Targeted Interventions and Support Tier 3: Intensive, Individualized Interventions Data Collection and Analysis for MTSS Implementation Monitoring and Sustaining MTSS Implementation Culturally Responsive MTSS	Building Principals, Curriculum Department, and Student Services Director(s)	07/01/2025	06/30/2027

Communications

Type of Communication	Frequency
Presentation	MTSS training should be included annually as part of New Teach Induction and August in-service 2 full days of training provided by DCIU Coach when implementing a new Tiered level of support.
Other	Directors and Supervisors provide on-site coach monthly On-site coaching is provided quarterly by DCIU coach

Approvals & Signatures:

Chief School Administrator Signature:

Date: