



2024 - 2030

Strategic Plan

Downingtown Area School District:

*where every student is valued, engaged, and instilled with
the confidence and skills for future success.*

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About Our District



Set in the heart of Chester County, Downingtown Area School District is a twenty-first century district with the idealistic warmth and charm of a small town. As a close-knit yet diverse community of over 13,000 students, and as the sixth largest in PA, DASD students are challenged, engaged and inspired through a multitude of academic opportunities, passionate educators and innovative teaching methods.

DASD values collaborative learning and critical thinking while remaining focused on student wellness and serving the whole child. Boasting some of the top schools in the state and nation, we are proud of our tradition of excellence.

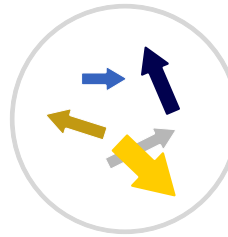
The Strategic Planning Process

In the fall of 2023, the Downingtown Area School District embarked on community-engaged, student-centered strategic planning process. Over the course of several months, a broad cross-section of stakeholders including students, staff, parents and community partners convened to develop the District's Strategic Plan.

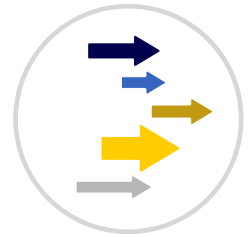
The principle objectives were to:

1. Affirm the goals and measures of student learning, growth, and success.
2. Define a clear roadmap for accomplishing the goals.
3. Embrace the diverse voices of all stakeholders.
4. Mobilize leadership for courageous action and follow-through at all levels.

MISALIGNMENT



ALIGNMENT



A primary aim of planning is unity of purpose, or alignment. Alignment is the process of shared understanding about common goals.

Embracing Diverse Voices: Planning Teams

To be effective, the strategic planning process must proactively seek out and embrace the diverse voices of the organization's stakeholders.

Meaningful, authentic engagement of all stakeholders strengthens understanding, appreciation, and commitment.



Planning Teams

DASD's planning process involved multiple planning teams, community forums, and survey input throughout the process. Each planning team was composed of a representative cross-section of stakeholders:

32

STUDENTS ON THE
**STUDENT
VOICE TEAM**

73

**CORE PLANNING
TEAM MEMBERS**

96

PARENTS/CAREGIVERS
ON THE
FAMILY TEAM

29

CONVENINGS

OVER

600

COMMUNITY STAKEHOLDERS ENGAGED THROUGH
COMMUNITY FORUMS AND FEEDBACK SURVEYS

OVER

275

TOTAL INDIVIDUALS INVOLVED IN
THE PLANNING PROCESS

Additionally, the draft strategic plan was shared with the Board, school-level staff, and district-level during the planning process for feedback and refinement.



Strategic Planning Participants

CORE PLANNING TEAM

Tara Adams	<i>Parent</i>
Lisa Anderson	<i>Teacher</i>
Ann Berrios	<i>Administrator</i>
Jane Bertone	<i>Board Member</i>
Audrey Blust	<i>Board Member</i>
Stephanie Bosco	<i>Teacher</i>
Sarah Brooks	<i>Administrator</i>
Sara Brosious	<i>Parent</i>
Justin Brown	<i>Administrator</i>
Kelly Byrne	<i>Administrator</i>
Art Campbell	<i>Administrator</i>
Patrick Carey	<i>DASD Employee</i>
Heather Carr	<i>Parent/DASD Employee</i>
Marge Caton	<i>Community Member</i>
Emily Cavanaugh	<i>Parent/DASD Employee</i>
Lou Chance	<i>Administrator</i>
Premanand Chandrasekaran	<i>Parent</i>
Robert Cichewicz	<i>Parent</i>
Angela Coates	<i>Parent/DASD Employee</i>
Jessica Diienno	<i>Parent</i>
Joseph DiMino	<i>DASD Employee</i>
John Eblacker	<i>Parent</i>
Jackson Epstein	<i>Student</i>
Lauren Fiske	<i>Administrator</i>
Caryn Ghrayeb	<i>Board Member</i>
Robert Giering	<i>Administrator</i>
Madhu Gurthy	<i>Board Member</i>
Tara Haarlander	<i>Parent</i>

Hank Hamilton	<i>Community Member</i>
Brian Hassel	<i>DASD Employee</i>
Joyce Houghton	<i>Board Member</i>
Andi Hubbard	<i>Parent</i>
Paul Hurley	<i>Administrator</i>
Jim Kershner	<i>Community Member</i>
Annmarie Kopey	<i>Parent</i>
Nicole Lipkin	<i>Parent/DASD Employee</i>
Shannon (Shimin) Luo	<i>Parent</i>
Christine Martino	<i>Parent</i>
Frank Maslanka	<i>Parent</i>
Gary Mattei	<i>Administrator</i>
Jessica Mazzoli	<i>DASD Employee</i>
Beth McKee	<i>Administrator</i>
Holly Meade	<i>DASD Employee</i>
Kecia Nesmith	<i>Administrator</i>
Bob O'Donnell	<i>Superintendent</i>
Troy Podell	<i>Administrator</i>
Courtney Preusse	<i>Parent</i>
Rob Reed	<i>Administrator</i>
Jon Ross	<i>Administrator</i>
Amy Rowe	<i>Parent/DASD Employee</i>
Sara Rowlinson	<i>Student</i>
Jon Russell	<i>Administrator</i>
Jessica Sahl	<i>Parent</i>
Sallie Seidel	<i>Administrator</i>
Bibek Sharma	<i>Parent</i>
Keri Shaw	<i>DASD Employee</i>

Jenn Shealy	<i>Administrator</i>
Ilana Shipe	<i>Administrator</i>
Corey Sigle	<i>Administrator</i>
Eva Simmons	<i>Student</i>
Paige Simmons	<i>Student</i>
Michelle Smith	<i>Parent</i>
Lisa Spengler	<i>Parent</i>
Pranjali Thakkar	<i>Parent</i>
Rina Vachhani	<i>Parent</i>
Emily Vanim	<i>DASD Employee</i>
AJ Viscomi	<i>Parent</i>
Dave Ware	<i>Parent</i>
Bill Wedo	<i>Parent</i>
Lee Wisdom	<i>Board</i>
Jon Wright	<i>Parent</i>
Brittany Yabor	<i>Parent</i>
DJ Yalamanchi	<i>Student</i>



Strategic Planning Participants

INSTRUCTIONAL FOCUS TEAM

Meredith Adams	Administrator
Kim Bankes	Administrator
Kurt Barker	Administrator
Justin Brown	Administrator
Kristie Burk	Administrator
Kelly Byrne	Administrator
Justin Cerenzia	Parent
Lou Chance	Assistant Superintendent
Angela Coates	DASD Employee
Katie Cole	Administrator
Danielle Egan	Parent/DASD Employee
Sean Farrell	Parent/DASD Employee
Antoinette Gabel	Parent
Jennifer Gibbons	Parent/DASD Employee
Jean Hirst	Parent/DASD Employee
Matt Hopson	DASD Employee
Nicholas Indeglio	Administrator
Sharon Jackson	DASD Employee
Deborah Kearney	Administrator
Samantha Kelly	Parent/DASD Employee
Hope Lemler	Parent/DASD Employee
Ryan Lizardi	Parent/DASD Employee
Beth McKee	Administrator
Lindsey Melsch	DASD Employee
Nicole Miller	Parent/DASD Employee
Kecia Nesmith	Administrator
Bob O'Donnell	Superintendent

Travis Orth	Administrator
Timothy Patton	Parent
Shelda Perry	Administrator
Troy Podell	Administrator
Scott Rambo	Parent
Rob Reed	Assistant Superintendent
Betsy Rotzell	Parent
Jon Russell	Administrator
Jeff Singleton	Community
Melanie Susi	Administrator
Sridevi Thirumalai Anandanpillai	Parent/DASD Employee
Jason Thompson	Parent
Emily Vanim	DASD Employee
Janine Weiss	DASD Employee
Karen Welch	Administrator

ALIGNMENT TEAM

Jennifer Baxter	Parent
Caitlin Bottomley	Parent
Noelle Callahan-Mitchell	Parent
Christine Deitcher	Parent
Ronna Dewey	Parent
Partha Dhar	Parent
Jackie Fenn	Community Member
Vince Gillen	Parent
Nabila Ighemat	Parent
Caitlin Leonard	Administrator
Balaji Macherla	Parent

ALIGNMENT TEAM CONTINUED

Ana Martinez	Parent
Margaret Miller	Board Member
Bob O'Donnell	Superintendent
Laura Obenski	Parent
Troy Podell	Administrator
Grace Rajewski	Parent
Stephanie Rita	Parent
Mindy Ross	Board Member
Ashton Simmons	Parent
Brian Stocker	Parent
Lisa Strobridge	Board Member
Kristin Welk	Administrator
Beth Ann Cinelli	Community Member
Andrew Holets	Community Member



Strategic Planning Participants

STUDENT VOICE TEAM

Kristen Iannacchione	<i>DHSE</i>
London Schaefer	<i>DHSE</i>
John Gutowski	<i>DHSE</i>
Molly Large	<i>DHSE</i>
Connor Littlepage	<i>DHSE</i>
Amaya Deans	<i>DHSE</i>
Akanksha Kuchimanchi	<i>DHSE</i>
Ava Thompson	<i>LMS</i>
Graham Riley	<i>LMS</i>
Maya Washington	<i>LMS</i>
Euchang Kim	<i>LMS</i>
Owen Livick	<i>LMS</i>
Navyasri Pathipati	<i>LMS</i>
Sara Rowlinson	<i>DHSW</i>
Brielle Locurcio	<i>DHSW</i>
Isaiah Taylor	<i>DHSW</i>
Isabella Mesa	<i>DHSW</i>
Steven Kaminsky	<i>DHSW</i>
Cody Cusatis	<i>DHSW</i>
Kaja Greateorex	<i>DMS</i>
Akshaya Kotha	<i>DMS</i>
Bella Krakower	<i>DMS</i>
Addison Mazer	<i>DMS</i>
Bella Page	<i>DMS</i>
Isabelle Petrella	<i>DMS</i>
Brielle Thorpe	<i>DMS</i>
Madison Shumate	<i>STEM</i>
Eva Simmons	<i>STEM</i>

Devon Anderson	<i>STEM</i>
Saanvi Chigurupati	<i>STEM</i>
Rylan Maloney	<i>STEM</i>
Sabrina Yao	<i>STEM</i>

FAMILY TEAM

Haroon Abbasi	<i>Parent</i>
Somil Agarwal	<i>Parent</i>
Arsalan Ahmed	<i>Parent</i>
Michelle Andress	<i>Parent</i>
Nick Argonish	<i>Administrator</i>
Tina Ayala	<i>Parent</i>
Erin Baugher	<i>Parent</i>
Caitlin Bottomley	<i>Parent</i>
Amanda Brown	<i>Parent</i>
Nevaeh Brown	<i>DASD Employee</i>
Cristin Capriotti	<i>Parent</i>
Wade "Trey" Carpenter	<i>Parent</i>
Kerry Corrigan	<i>Parent</i>
Nicole Crist	<i>Parent</i>
Jeanne Czubaroff	<i>Parent</i>
Laura Davis	<i>Parent</i>
Laura Dawson-Fend	<i>Parent</i>
Melissa Day	<i>Parent</i>
Michelle Dempsey	<i>Parent</i>
Maria Dennin	<i>Parent</i>
Aanya Deshpande	<i>Student</i>
Andrea DeWitt-Gay	<i>Parent</i>

FAMILY TEAM *CONTINUED*

Christine Dinger	<i>DASD Employee</i>
Brittany Duncan	<i>Parent</i>
Jo Dyer	<i>Parent</i>
Tommilyn Engle	<i>Parent</i>
Marcie Epstein	<i>Parent</i>
Jennifer Ewing	<i>Parent</i>
Jennifer Fenn	<i>Parent</i>
Peggy Fong	<i>Parent</i>
Jennifer Gaitanopoulos	<i>Parent</i>
Shashidhar Garimella	<i>Parent</i>
Dana Gerth	<i>Parent</i>
Stacy Halk	<i>Parent</i>
Susan Harrison	<i>Parent</i>
Lakshmi Iyer	<i>Parent</i>
Gizelle Jones	<i>Community Member</i>
Megan Kapinos	<i>Parent</i>
Jeffrey Kern	<i>Parent</i>
Kelly Kester	<i>Parent</i>
Hema Khetrupal	<i>Parent</i>
Matthew Kistler	<i>Parent</i>
Rachel Kramer	<i>Parent</i>
Raj Kurma	<i>Parent</i>
Ryan Lagergren	<i>Parent</i>
Dawn Lawless	<i>Administrator</i>
Caitlin Leonard	<i>Administrator</i>
Lindsey Lizardi	<i>Parent</i>
Leonardo Machiavelli	<i>Parent</i>

Strategic Planning Participants

FAMILY TEAM *CONTINUED*

Maria Mackey	<i>Parent</i>
Jonette Marcus	<i>Parent</i>
Elena Margolin	<i>Parent</i>
Ana Martinez	<i>Parent</i>
Missy Mazzola	<i>Parent</i>
Rachel McCarter	<i>Parent</i>
Margaret Miller	<i>Board Member</i>
Kamal Mirchandani	<i>Parent</i>
Cheryl Morris	<i>Parent</i>
Lindsey Mosvick	<i>Parent</i>
Marian Nicholson	<i>Parent</i>
Bob O'Donnell	<i>Superintendent</i>
Jon Otto	<i>Administrator</i>
Mohan Patel	<i>Parent</i>
Katherine Patterson	<i>Parent</i>
Amy Perri	<i>Parent</i>
Jenny Petitti	<i>Parent</i>
Nicole Pieczynski	<i>Parent</i>
Rebecca Podhiny	<i>Parent</i>
Katherine Poterjoy	<i>Parent</i>
Jenna Quigley	<i>Parent</i>
Catherine Renzulli	<i>Parent</i>
Mary Rivera	<i>Parent</i>
Steven Robus	<i>Parent</i>
Mary Rogelstad	<i>Parent</i>
Audrey Ross	<i>Parent</i>
Mindy Ross	<i>Board Member</i>
Gina Schell	<i>Parent</i>

Chris Schmidt	<i>Parent</i>
Valentine Schwartz	<i>Parent</i>
Nupur Shah	<i>Parent</i>
Brian Simmons	<i>Parent</i>
Pushpinder Singh	<i>Parent</i>
Michelle Smith	<i>Parent</i>
Sarah Smith	<i>Parent</i>
Amanda Snider	<i>Parent</i>
Swati Soni	<i>Parent</i>
Alexandra Spaulding	<i>Parent</i>
Robyn Spear	<i>Administrator</i>
Sandya Srinivas	<i>Parent</i>
Jennifer Stewart	<i>Parent</i>
Nicole Tulier	<i>Parent</i>
Donna Watson	<i>Parent</i>
Shawn Wright	<i>Administrator</i>
Sania Zaidi	<i>Parent</i>
Christine Zerbe	<i>Parent</i>
Tom Zosh	<i>Parent</i>

SUPERINTENDENT'S LEADERSHIP TEAM

Dr. Robert O'Donnell	<i>Superintendent</i>
Dr. Louis Chance	<i>Assistant Superintendent</i>
Dr. Robert Reed	<i>Assistant Superintendent</i>
Dr. Ann Berrios	<i>Director of Pupil Services</i>
Justin Brown	<i>Director of Diversity, Equity and Inclusion</i>
Dr. Caroline Duda	<i>Director of Human Resources</i>

SUPERINTENDENT'S LEADERSHIP TEAM *CONTINUED*

Dale Lauver	<i>Director of Facilities</i>
Dr. Gary Mattei	<i>Director of Technology</i>
Dave Matyas	<i>Business Manager</i>
Jennifer Shealy	<i>Director of Communications</i>
Corey Sigle	<i>Director of Athletics</i>

BOARD OF SCHOOL DIRECTORS

Jane Bertone	<i>Director</i>
Audrey Blust	<i>Vice President</i>
Caryn Ghrayeb	<i>Director</i>
Madhu Gurthy	<i>Director</i>
Joyce Houghton	<i>Director</i>
Margaret Miller	<i>Director</i>
Mindy Ross	<i>Director</i>
Lisa Strobridge	<i>Director</i>
LeeAnn Wisdom	<i>President</i>



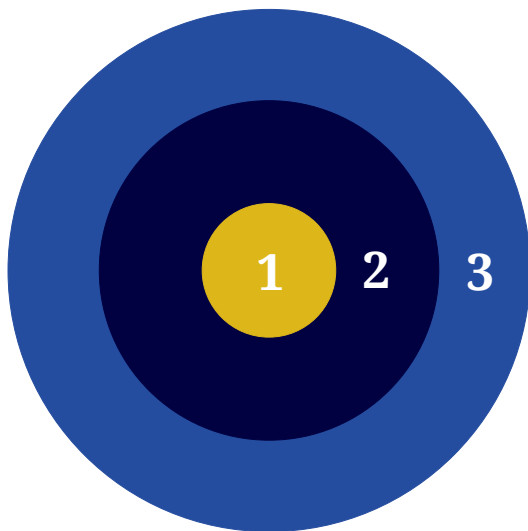
The Strategic Plan

“Keeping ends and means in proper sequence.”

The ultimate goal of our school system remains unchanged: learning, growth, and success for every student, without exception. Those are the “ends” we seek.

The means to the ends are organized around two ideas: effective instructional practices and an empowering infrastructure.

Keeping “ends” and “means” in proper sequence is essential for a student-centered, results-focused strategic plan.



1. Student Learning

Student Learning – the central purpose of the school system – is the focal point of the Strategic Plan. This strategic vision begins with the ends we seek: our *Profile of a Graduate* and a set of five aspirational goals and measures for student success.

2. Instructional Effectiveness

All students will learn at high levels when instruction meets their needs. **Instructional Effectiveness** is the strongest predictor of student learning.

3. Empowering Infrastructure

Empowering Infrastructure addresses the strategies and key actions necessary to enable the functioning of the schools and the attainment of the goals. Those include educational services, professional and leadership development, parent and community engagement, and results-focused planning and accountability.



CIRCLE #1

Student Learning

Student Learning is the core mission of the Downingtown Area School District. This component of the district's Strategic Plan includes the following:

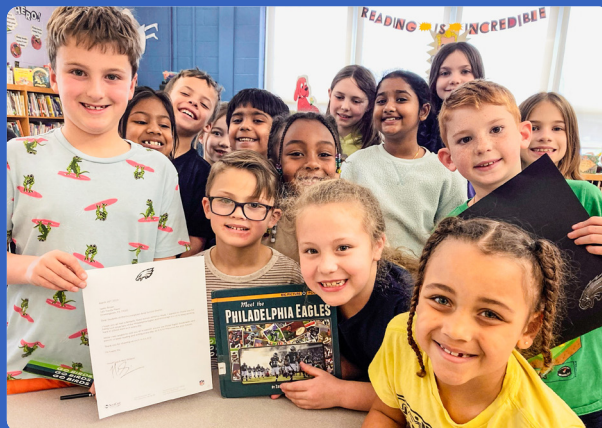
- ▶ A declaration of the district's commitment to each student in its **Promise**,
- ▶ The **Portrait of a DASD Graduate**,
- ▶ **Goals** for student success, and
- ▶ The **Measures** of progress toward each goal.

Our Promise



Downingtown Area School District:

where every student is
valued, engaged, and instilled
with the confidence and skills for future success.



Portrait of a Graduate



READY FOR CAREER, COLLEGE, & LIFE

- ▶ Takes personal responsibility for growth and development.
- ▶ Possesses skills aligned to post-secondary plans.
- ▶ Embodies a goal-oriented attitude.

CRITICAL THINKER & PROBLEM SOLVER

- ▶ Uses relevant evidence to draw conclusions.
- ▶ Approaches complex issues with curiosity.
- ▶ Persists to find solutions.

RESPONSIBLE COMMUNITY MEMBER

- ▶ Acts ethically, empathetically, and responsibly.
- ▶ Values integrity, diversity, and inclusivity.
- ▶ Takes action to positively impact communities.

PRIORITIZES HEALTH & WELLNESS

- ▶ Makes informed choices to promote healthy lifestyle and relationships.
- ▶ Builds on strengths to overcome challenges.
- ▶ Self-advocates to address needs.

SKILLED COMMUNICATOR & COLLABORATOR

- ▶ Listens actively to understand different points of view.
- ▶ Demonstrates a range of effective communication skills online and in person.
- ▶ Values teamwork and contributes to reach common goals.

Goals & Measures



GOAL 1

STUDENTS FEEL **Safe, Connected & Engaged**

*All students will
feel valued in the
school community.*

GOAL 1 MEASURES

- 1.1 % of students who feel safe, connected, and heard
- 1.2 % of students with regular attendance
- 1.3 % of students who participate in co-curricular, extracurricular, or community activities
- 1.4 Suspension rate for each demographic group

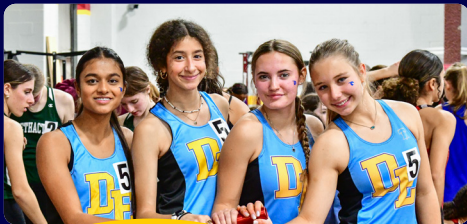
GOAL 2

STUDENTS ACHIEVE **Core Academic Standards & Skills**

*All students will
meet or exceed local, state,
and national standards.*

GOAL 2 MEASURES

- 2.1 % of students who meet or exceed local and state standards in math, reading/ language arts, science, and social studies
- 2.2 % of students who meet college-ready standards
- 2.3 % of students enrolled and succeeding in advanced courses (e.g. CTE, AP, IB, Honors, Dual Enrollment)



GOAL 3

STUDENTS EXPERIENCE **Growth Through Equitable Support**

*All students will
have access to a
comprehensive system
of supports that advance
their learning, growth, and
achievement.*

GOAL 3 MEASURES

- 3.1 % of students meeting at least one-year annual growth in reading and math
- 3.2 % of students performing below grade level making more than one-year annual growth in reading and math
- 3.3 % of students who move up or out of tiered academic support

GOAL 4

STUDENTS ARE **Prepared for a Future of Their Choice**

*All students will
graduate with the skills
necessary to pursue one
or more of the four "Es":
Education, Employment,
Enlistment, and
Entrepreneurship.*

GOAL 4 MEASURES

- 4.1 % of students who complete a postsecondary plan aligned to at least one of the four E's
- 4.2 % of students graduating in 4 years
- 4.3 % of students demonstrating skills aligned to the DASD *Portrait of a Graduate*



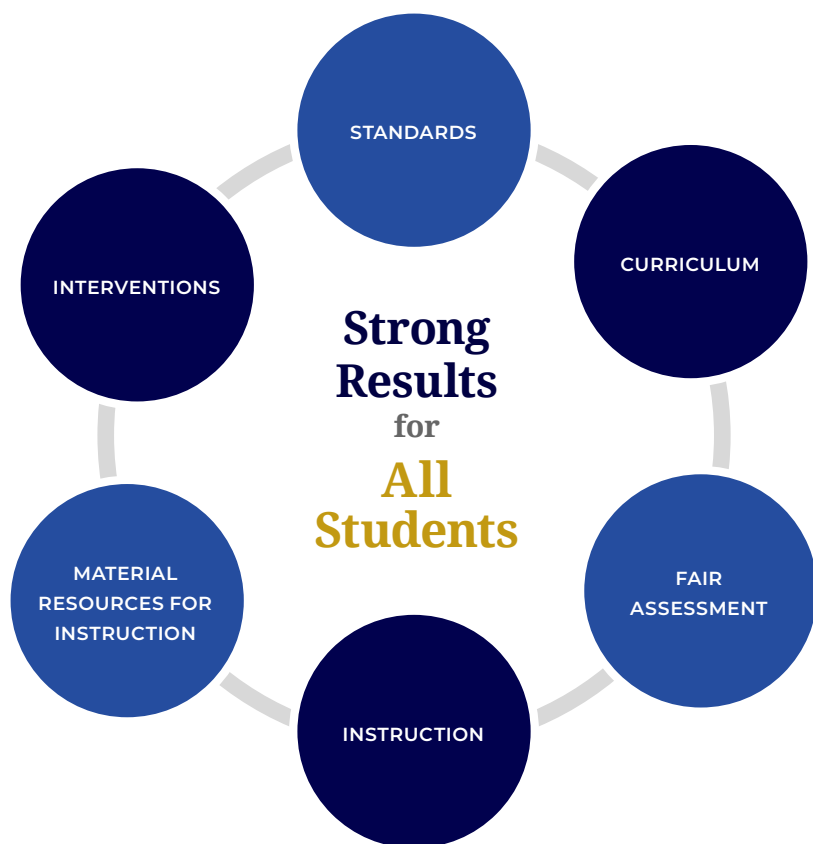
CIRCLE #2

Instructional Effectiveness

Effective instruction is the strongest driver of student learning. When strong standards-aligned instructional systems are in place, all students grow and achieve. The following section contains the prioritized areas for growth and improvement to strengthen instruction.

Strengthening the Instructional Core

Continuous improvement of instructional programs demands the alignment of the six components of a standards-based instructional system (SAIS).



During the planning process, DASD instructional leaders completed an analysis of the current state of several core programs and made recommendations in the following core areas: Family Consumer Science, Mathematics, Science, Social Science, and Technology & Engineering.



RECOMMENDATIONS: **Family & Consumer Sciences**

Standards Alignment

- ▶ Ensure all curricular documents are aligned with PDE Academic Standards for Family and Consumer Sciences (January 2024).

Assessment Implementation

- ▶ Develop common assessments (formative and summative) for grades 7-12.
- ▶ Implement common formative and summative assessments for 7-12.

Curriculum Alignment

- ▶ Update curriculum documents to ensure alignment from 7-12.

Accountability Systems

- ▶ Establish a system to monitor the fidelity of the curriculum.
- ▶ Create a system to ensure accountability for instructional delivery.

Learner-Centered Learning

- ▶ Implement learner-centered learning practices in all FCS courses.

Instructional Materials

- ▶ Select high-quality instructional materials for all courses.

Implementation of Instructional Materials

- ▶ Develop and implement a system to ensure the implementation and use of instructional materials.

Professional Development

- ▶ Provide practical and authentic professional development for teachers and principals on effectively utilizing materials and resources for expected student learning.
- ▶ Allocate more time for professional development and teacher collaboration for common FCS courses.

Intervention Programs

- ▶ Implement evidence-based intervention programs and adaptive practices for student needs.

Additional Staffing

- ▶ Determine and allocate additional staff needed to support FCS initiatives.

MTSS Process

- ▶ Participate in a Multi-Tiered System of Supports (MTSS) process for grades 7-12 to ensure consistency and address student needs.



RECOMMENDATIONS: K-12 Mathematics

Standards Alignment

- ▶ Ensure all curricular documents are aligned with PDE State Standards and Achieve the Core Focus standards.

Assessment Implementation

- ▶ Develop common assessments (formative and summative) for grades 7-12.
- ▶ Implement common formative assessments for K-12.
- ▶ Introduce common diagnostic assessments for grades 9-12.

Curriculum Alignment

- ▶ Update curriculum documents to ensure alignment from K-12.

Accountability Systems

- ▶ Establish a system to monitor the fidelity of the curriculum.
- ▶ Create a system to ensure accountability for instructional delivery.

Learner-Centered Learning (6-12)

- ▶ Implement learner-centered learning practices in grades 6-12.

Instructional Materials

- ▶ Select high-quality instructional materials for all grades.

Implementation of Instructional Materials

- ▶ Develop a system to ensure the implementation and use of instructional materials.

Professional Development

- ▶ Provide professional development for teachers and principals on effectively utilizing materials and resources for expected student learning.
- ▶ Allocate more time for professional development and teacher collaboration for common courses across K-12.

Intervention Programs (K-12)

- ▶ Research, select, and implement evidence-based intervention programs/ strategies for grades K-12.

Additional Staffing (K-12)

- ▶ Determine and allocate additional staff needed to support K-12 initiatives.

MTSS Process (9-12)

- ▶ Establish a Multi-Tiered System of Supports (MTSS) process for grades 9-12 to ensure consistency and address student needs.

Intervention for Struggling Students (K-12)

- ▶ Research, select, and implement effective intervention strategies for struggling students in grades 9-12.

Intervention Pathway for SLIFE Students (9-12)

- ▶ Create an effective intervention pathway for Students with Limited or Interrupted Formal Education (SLIFE) in grades 9-12, including a year of foundational Math (2 periods daily) and Algebra I and Curriculum Support - Algebra I in year 2.



RECOMMENDATIONS: K-12 Science

Standards Alignment

- ▶ Ensure all curricular documents are aligned with PA STEELS Standards.

Assessment Implementation

- ▶ Implement common assessments (formative and summative) for K-12.
- ▶ Implement diagnostic CDT for Science grades 3-8 and Life Science Keystone Exam.

Curriculum Alignment

- ▶ Implement new curriculum documents to ensure alignment with PA STEELS from K-12.

Accountability Systems

- ▶ Establish a system to monitor the fidelity of the curriculum.
- ▶ Create a system to ensure accountability for instructional delivery.

Learner-Centered Learning

- ▶ Implement NGSS's 3D teaching and learning practices in grades K-12 Science.

Instructional Materials

- ▶ Implement the consistent use of high-quality instructional materials for all grades.

Implementation of Instructional Materials

- ▶ Develop a system to ensure the implementation and use of instructional materials.

Professional Development

- ▶ Provide professional development for teachers and principals on effectively utilizing materials and resources for expected student learning.
- ▶ Allocate more time to do ongoing professional development every school year on best practices and for teacher collaboration, such as for best instructional practices, high leverage strategies, assessment literacy, etc., on common courses K - 12.

Intervention Programs (K-12)

- ▶ Research, select and implement evidence-based intervention programs for grades K-12.

Additional Staffing (K-12)

- ▶ Determine and allocate additional staff needed to support K-12 initiatives.

MTSS Process (9-12)

- ▶ Without proper Science MTSS support, leveling provides intervention for such needs at the high school level grades 9-12 to ensure consistency and address student needs.
- ▶ Establish a Multi-Tiered System of Supports (MTSS) process for grades 9-12 in reading in science to ensure consistency and address student needs.

Intervention for Struggling Students (9-12)

- ▶ Research, select and implement effective intervention strategies for struggling students in grades 9-12.



RECOMMENDATIONS: Social Science

New Economics Standards Curricular Alignment

- ▶ Ensure all curricular documents and elements are aligned with the new PDE State Standards.

Assessment Implementation

- ▶ The new common summative assessments, upon revision after year one of implementation, must be implemented with total fidelity in year two.

Common Pacing

- ▶ Update curriculum documents to ensure pacing is in line with actual delivery.

Accountability Systems

- ▶ Establish a system to monitor the fidelity of the curriculum.
- ▶ Create a system to ensure accountability for instructional delivery.

Learner-Centered Learning (6-12)

- ▶ Implement learner-centered learning practices in grades 6-12.

Instructional Materials

- ▶ Explore AI tools and OER to supplement or replace current core instructional materials.

Professional Development

- ▶ Provide professional development for teachers and principals on effectively utilizing materials and resources for expected student learning.
- ▶ Allocate more time for professional development and teacher collaboration for common courses across K-12.

Intervention Programs (K-12)

- ▶ Implement research-based intervention programs for grades K-12.

Additional Staffing (K-12)

- ▶ Determine and allocate additional staff needed to support K-12 initiatives.

MTSS Process (9-12)

- ▶ Establish a Multi-Tiered System of Supports (MTSS) process for grades 9-12 to ensure consistency and address student needs.

Intervention for Struggling Students (9-12)

- ▶ Implement effective intervention strategies for struggling students in grades 9-12.



RECOMMENDATIONS: K-12 Technology & Engineering

Standards Alignment

- ▶ Create/implement a K-5 technology and engineering education curriculum that is aligned with the PA STEELS Standards
- ▶ 6 - 12 Ensure all curricular documents and courses are aligned with PA STEELS Standards.

Assessment Implementation

- ▶ Create/implement a K-5 technology and engineering education curriculum with common assessments (formative and summative) for K-5
- ▶ Implement common assessments (formative and summative) for 6-12.
- ▶ Implement diagnostic CDT for STEELS Standards grades 3-8

Curriculum Alignment

- ▶ Implement new curriculum documents to ensure alignment with PA STEELS from K-12.

Accountability Systems

- ▶ Establish a system to monitor the fidelity of the curriculum.
- ▶ Create a system to ensure accountability for instructional delivery.

Learner-Centered Learning (6-12)

- ▶ Implement NGSS's 3D teaching and learning practices in grades K-12 Tech & Engineering.

Instructional Materials

- ▶ Implement the consistent use of high-quality instructional materials for all grades.

Implementation of Instructional Materials

- ▶ Develop a system to ensure the implementation and use of instructional materials.

Professional Development

- ▶ Provide professional development for teachers and principals on effectively utilizing materials and resources for expected student learning.
- ▶ Allocate more time to do ongoing professional development every school year on best practices and for teacher collaboration, such as for best instructional practices, high leverage strategies, assessment literacy, etc., on common courses K-12.

Intervention Programs (K-12)

- ▶ Research, select, and implement evidence-based intervention programs for grades K-12.

Additional Staffing (K-12)

- ▶ Determine and allocate additional staff needed to support K-12 initiatives.

MTSS Process (9-12)

- ▶ Without proper MTSS support, leveling provides intervention for such needs at the high school level grades 9-12 to ensure consistency and address student needs.
- ▶ Establish a Multi-Tiered System of Supports (MTSS) process for grades 9-12 in reading and writing in Tech & Engineering to ensure consistency and address student needs.

Intervention for Struggling Students (9-12)

- ▶ Research, select, and implement effective intervention strategies for struggling students in grades 9-12.





CIRCLE #3

Empowering Infrastructure

For each goal, a set of **Signature Strategies** and associated **Key Actions** has been identified to drive forward the work of the plan.

By focusing on the highest priority strategies and key actions, we can increase coherence across the district and ensure effective instruction and the accomplishment of the goals for student success.

GOAL 1

STUDENTS FEEL SAFE CONNECTED & ENGAGED

SIGNATURE STRATEGY 1:

Student Safety & Formalized Systems of Support

Foster student sense of belonging through a formalized system of opportunities to assist students in making connections to the school community.

KEY ACTIONS

1. Conduct a review of policies, practices, and procedures related to discipline (including suspension rates for each demographic group) and make recommendations for revisions to policies and practices to support student safety and belonging.
2. Develop a professional learning plan to support staff in implementing evidence-based practices regarding student safety and belonging.
3. Evaluate and improve access to student participation in extracurricular/community activities by: measuring student involvement in extracurricular/community activities; reviewing and improving communication systems to students and families; and creating an action plan to address obstacles to participation.*
4. Annually gather data on student and staff perceptions of safety, connection, belonging, value and voice through climate surveys, and engage students and staff in the review of data to identify school action steps/solutions.*
5. Analyze student attendance data and evaluate the effectiveness of school-based interventions and the impact of student attendance improvement plans (SAIPs).*
6. Evaluate current advisory, peer mentoring and student support systems to identify effective practices for targeted mentoring at key transition points.

SIGNATURE STRATEGY 2:

Purposeful Inclusion & Community Building

Strengthen classroom and school community-building through inclusive and restorative practices.

KEY ACTIONS

1. Conduct a review of current classroom and community building strategies that support safety, belonging and inclusion including gathering data on students experiences of safety, belonging and inclusion.*
2. Develop an annual plan of student and staff programs, events and initiatives to support a sense of safety, belonging and inclusion in the classroom and school community.*
3. Train all staff on the implementation of restorative practices, develop a system to monitor the implementation of restorative practices and evaluate efficacy of restorative practices through regular review of culture and climate data.
4. Identify current partnerships, evaluate their impact and increase access and opportunity for student-community connection.*

*Year 1 Implementation Priority



GOAL 2

STUDENTS ACHIEVE CORE ACADEMIC STANDARDS & SKILLS

SIGNATURE STRATEGY 3:

Expansion of Early-Learning Programs

Implement a full-day Kindergarten program, including options for pre-kindergarten and early identification of formal supports.

KEY ACTIONS

1. Evaluate the current Full-Day Kindergarten program model, and develop a plan to address needs for expansion including staff, budget, space, curriculum and resources.*
2. Design and implement a comprehensive communication plan to all stakeholder groups regarding the expansion of Full-Day Kindergarten.*
3. Continue to partner with community-based preschool programs.*
4. Explore opportunities to support student enrollment in Pre-K options.

SIGNATURE STRATEGY 4:

Rich & Relevant Curriculum

Ensure all students have access to the essential knowledge and skills for every course/grade level, supported by consistent effective instructional strategies, standards-based common assessments, and differentiated assistance.

KEY ACTIONS

1. Utilize curriculum review cycle to: evaluate and revise curriculum; ensure inclusion of high quality instructional materials that reflect the diverse backgrounds and cultures of the students; support the implementation of high-leverage teaching practices; and ensure vertical alignment between grade levels.*
2. Continue to build the district's common assessment system K-12:
 - a. Develop and implement common formative and summative assessments
 - b. Evaluate and update Diagnostic Assessments in Reading and Math
 - c. Evaluate and update Benchmark Assessments in Reading and Math
3. Investigate equitable grading and reporting practices that communicate student growth and achievement at all levels.
4. Utilize district and state assessment results to identify and implement improvements in instructional programs.
5. Investigate effective scheduling models for elementary, middle, and high schools to best support student learning and integrated professional learning time.
6. Create evidence-based professional learning plan that ensures ongoing professional learning, aligned to defined effective, high-leverage teaching practices.*
7. Provide regular professional learning experiences to the administrative team to ensure high-quality instructional leadership.*
8. Implement district-wide walkthroughs to evaluate implementation of curriculum, assessment and evidence-based, high-leverage teaching practices.*



*Year 1 Implementation Priority

GOAL 3

STUDENTS EXPERIENCE GROWTH THROUGH EQUITABLE SUPPORT

SIGNATURE STRATEGY 5:

Comprehensive K-12 Services with Timely Intervention

Implement a K-12 system of identification, progress monitoring, and intervention to facilitate students' academic, social-emotional, and behavioral progress.

KEY ACTIONS

- 1. Conduct a needs assessment of Multi-Tiered Systems of Support (MTSS) practices at each school/program.*
- 2. Allocate resources to develop and implement a comprehensive MTSS plan to ensure consistent, effective practices and implementation across all schools.*
- 3. Select tools to assist with implementation of consistent, efficient and effective MTSS practices, including the use of a fidelity monitor.
- 4. Provide differentiated professional development around the MTSS process for all staff.
- 5. Increase and expand formal tutoring opportunities during or after the school day and/ or summer.*
- 6. Define the process for monitoring implementation of MTSS including a common system for documentation of support and impact on students.

SIGNATURE STRATEGY 6:

Needs Based Resource Allocation

Align and allocate resources, services, and staff to meet the evidence-based needs of students and schools.

KEY ACTIONS

- 1. Conduct a comprehensive evaluation of resource allocation (including staffing) to develop a set of recommendations based on data-supported needs of students.*
- 2. Utilize results of comprehensive evaluation to create a more equitable allocation of resources across all schools.

*Year 1 Implementation Priority



GOAL 4

STUDENTS ARE PREPARED FOR A FUTURE OF THEIR CHOICE

SIGNATURE STRATEGY 7:

Actualizing the *Portrait of a Graduate*

Develop a K-12 system of core learning experiences, co-curricular opportunities and revised graduation requirements aligned to DASD's Portrait of a Graduate.

KEY ACTIONS

1. Develop a set of indicators mapped from the Portrait of a Graduate for students in Grades K-12, including incorporation of "soft skills" to support all students' post-secondary readiness.*
2. Create and document key student learning experiences which embody the five qualities within the Portrait of a Graduate as part of the curriculum review cycle.*
3. Review and revise current graduation requirements mapped to Portrait of a Graduate and state requirements.*

SIGNATURE STRATEGY 8:

Comprehensive Career & College Planning

Enhance the K-12 future-ready career and college planning program to ensure ALL students explore interests, aptitudes, community connections, and aligned career paths and are prepared to pursue them.

KEY ACTIONS

1. Create a comprehensive, grade-leveled plan that will support each students' college and career readiness.*
2. Align the K-12 Guidance Plan (339 Plan) to the Future Ready Career and College planning program.*
3. Ensure effective communication across stakeholders to improve understanding of career and college learning opportunities including career path options available to make informed decisions regarding course selection in grades 7-12.
4. Investigate effective scheduling models for the high schools that support student access to community building, internships and career planning experiences.
5. Create alumni, professionals and community networks to facilitate connections for post-secondary pathways.
6. Review and determine the best staffing model to support career and college readiness.
7. Design and implement professional development specifically designed to support comprehensive career and college planning.



*Year 1 Implementation Priority



13,249 Students Enrolled 2023-2024 SY

19.7% ASIAN

2.5% BLACK OR AFRICAN AMERICAN

6.1% HISPANIC OR LATINO

0.1% NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

4.9% TWO OR MORE RACES

66.7% WHITE

2.1% ENGLISH LANGUAGE LEARNERS

17% STUDENTS WITH DISABILITIES

Our Schools

Beaver Creek Elementary School
Bradford Heights Elementary School
Brandywine Wallace Elementary School
East Ward Elementary School
Lionville Elementary School
Pickering Valley Elementary School
Shamona Creek Elementary School
Springton Manor Elementary School
Uwchlan Hills Elementary School
West Bradford Elementary School

Marsh Creek Sixth Grade Center
Downingtown Middle School
Lionville Middle School

Downingtown High School East
Downingtown High School West
Downingtown STEM Academy

Downingtown Cyber Academy

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