

Profile and Plan Essentials

LEA Type	AUN	
School District	124154003	
Address 1		
300 East South Street		
Address 2		
City	State	Zip Code
Kennett Square	PA	19348
Chief School Administrator		Chief School Administrator Email
Dr Kimberly Rizzo Saunders		krizzosaunders@kcsd.org
Single Point of Contact Name		
Michael Barber		
Single Point of Contact Email		
mbarber@kcsd.org		
Single Point of Contact Phone Number		
16104446600		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Michael Barber	Administrator	Kennett Consolidated School District	krizzosaunders@kcsd.org
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Marie Lawson	Staff Member	Kennett Consolidated School District	mlawson@kcsd.org

LEA Profile

Welcome to the Kennett Consolidated School District (KCS D), located in southeastern Chester County. Kennett Consolidated School District spans approximately thirty-four square miles in southeastern Chester County, Pennsylvania. The KCS D is proud to call the historic Borough of Kennett Square its heart. Known as the Mushroom Capital of the World, Kennett Square's rich agricultural heritage and vibrant community spirit shape the character of our district. KCS D serves roughly 4,000 Kindergarten through twelfth-grade students across six buildings, including a dedicated Kindergarten Center (Mary D. Lang), three Elementary Schools for grades 1-5 (Bancroft, Greenwood, and New Garden - each named for the roads on which they are located), Kennett Middle School for grades 6-8, and Kennett High School for grades 9-12.

Our tradition of excellence began in 1930, when Pierre S. du Pont funded the creation of what is now Kennett High School, envisioned as one of the nation's premier learning institutions. Today, KCS D continues to build on this proud legacy by delivering a future-focused education designed to prepare every student to thrive in an ever-changing world. Central to our success is a team of dedicated and passionate educators and staff members who work tirelessly to inspire, support, and empower our students every day.

KCS D's vibrant and diverse community is one of its our greatest strengths. Almost fifty percent of our students are Hispanic and speak Spanish at home with their families, reflecting a rich cultural heritage and multilingualism that enhances the educational experience for all. In addition to our strong academic programs, KCS D offers dynamic extracurricular activities, a unique partnership with the Chester County Technical College High School, supporting a variety of career and technical education pathways, and a celebrated systematic program called Kennett Future Ready. This new initiative offers programs of study that enable students to participate in dual enrollment, earn industry-recognized credentials, and gain hands-on experience through work-based learning opportunities.

Looking ahead, KCS D is actively investing in the future. Two new state-of-the-art elementary schools (Greenwood and New Garden) are currently under construction, slated to open in August 2026, and the district proudly maintains the Legacy Fields Complex, which is the largest contiguous synthetic turf field in Pennsylvania. Recognized five times as a Pennsylvania Don Eichhorn School to Watch, Kennett Middle School, along with the rest of our schools, reflects our commitment to continuous improvement. Together with our dedicated educators, families, and community partners, KCS D is building a 21st-century educational experience that honors our storied past while preparing every learner for a bright and promising future.

Mission and Vision

Mission

To inspire innovative thinkers by fostering inclusive, supportive relationships and developing resiliency through rigorous, relevant educational experiences.

Vision

The Kennett Consolidated School District is an inclusive community that nurtures, prepares and empowers all, showing everyone they matter in their journey to succeed in the the world.

Educational Values

Students

Our core values guide our actions and improve our working relationships as members of the Kennett Consolidated School District (KCSD). While we are committed to all shareholders, our students are at the center of everything we do. In all of our interactions, we embody accountability, collaboration, integrity and resiliency.

Staff

Our core values guide our actions and improve our working relationships as members of the Kennett Consolidated School District (KCSD). While we are committed to all shareholders, our students are at the center of everything we do. In all of our interactions, we embody accountability, collaboration, integrity and resiliency.

Administration

Our core values guide our actions and improve our working relationships as members of the Kennett Consolidated School District (KCSD). While we are committed to all shareholders, our students are at the center of everything we do. In all of our interactions, we embody accountability, collaboration, integrity and resiliency.

Parents

Our core values guide our actions and improve our working relationships as members of the Kennett Consolidated School District (KCSD). While we are committed to all shareholders, our students are at the center of everything we do. In all of our interactions, we embody accountability, collaboration, integrity and resiliency.

Community

Our core values guide our actions and improve our working relationships as members of the Kennett Consolidated School District (KCSD). While we are committed to all shareholders, our students are at the center of everything we do. In all of our interactions, we embody accountability, collaboration, integrity and resiliency.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All Student Group exceeds State Average in Science - Elementary	As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' overall performance in Science is well above the state average. Bancroft (88.7%), Greenwood (83.3%), and New Garden (76.5%) far exceeded the state average of 59.2% proficient.
All Student Performance Group exceeds state growth standard - Elementary ELA	As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' overall growth metric score for ELA is well above the statewide growth standard. Bancroft (100%), Greenwood (80%), and New Garden (99%) far exceeded the expected student growth statewide standard of 70%.
All Student Group Exceeds Performance Standard in Career Standards Benchmark	Kennett Middle School and Kennett High School Career Standards Benchmark are above the statewide standard. Kennett Middle School (98.6%) and Kennett High School (98.7%) outperformed the statewide standard of 98%.

Challenges

Indicator	Comments/Notable Observations
Overall Student Performance for ELA	Bancroft Elementary School's overall student performance in English/Language Arts of 53.7% is below the statewide average of 53.9% proficient.
Overall Student Performance in Math	Kennett Middle School's overall math performance is below the statewide average. Kennett Middle School (38.6%) scored below the statewide average of 40.2%.
Overall Student Performance in Math	Kennett High School's overall math performance is below the statewide average. Kennett High School (33%) both scored below the statewide average of 40.2%.

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

Strengths

Indicator All elementary schools' Hispanic subgroups exceeded the growth standard for ELA Grade Level(s) and/or Student Group(s) Hispanic Elementary subgroups for ELA	Comments/Notable Observations As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70% proficient.
Indicator All elementary schools' Economically Disadvantaged subgroups exceeded the growth standard for ELA	Comments/Notable Observations As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in English/Language Arts is well above the growth

<p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged Elementary subgroups for ELA</p>	<p>standard. Bancroft (88%), Greenwood (78%), and New Garden (77%) exceeded the statewide growth standard of 70% proficient.</p>
<p>Indicator All elementary schools' Hispanic subgroups exceeded the growth standard for Math Grade Level(s) and/or Student Group(s) Hispanic Elementary subgroups for Math</p>	<p>Comments/Notable Observations As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in Math is well above the growth standard. Bancroft (78%), Greenwood (73%), and New Garden (78%) far exceeded the statewide growth standard of 70% proficient.</p>
<p>Indicator All elementary schools' Economically Disadvantaged subgroups exceeded the growth standard for Math Grade Level(s) and/or Student Group(s) Economically Disadvantaged Elementary subgroups for Math</p>	<p>Comments/Notable Observations As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in Math is well above the growth standard. Bancroft (80%), Greenwood (71%), and New Garden (79%) exceeded the statewide growth standard of 70% proficient.</p>

Challenges

<p>Indicator Hispanic subgroups performance for ELA Grade Level(s) and/or Student Group(s) All grade levels - Hispanic subgroups</p>	<p>Comments/Notable Observations All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.</p>
<p>Indicator Economically Disadvantaged subgroups for ELA Grade Level(s) and/or Student Group(s) All grade levels - Economically Disadvantaged subgroups</p>	<p>Comments/Notable Observations All Kennett schools' Economically Disadvantaged subgroups scored below the statewide average in English/Language Arts. Bancroft (33.4%), Greenwood (41.2%), New Garden (36.7%), Kennett Middle School (28.9%), and Kennett High School (34.4%) scored below the statewide average of 53.9%.</p>
<p>Indicator Students with Disabilities subgroups for ELA Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations All Kennett schools' Students with Disabilities subgroups scored below the statewide average in English/Language Arts. Bancroft (21.7%), Greenwood (17.7%), New Garden (28.9%), Kennett Middle School (15.2%), and Kennett High School (13.9%) scored below the statewide average of 53.9%.</p>

All grade levels - Students with Disabilities subgroups ELA	
Indicator English Learner subgroups for ELA Grade Level(s) and/or Student Group(s) All grade levels - English Learner subgroups for ELA	Comments/Notable Observations All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.
Indicator English Learner subgroups for Math Grade Level(s) and/or Student Group(s) All grade levels - English Learner subgroups for Math	Comments/Notable Observations All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.

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.

As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' overall growth metric score for ELA is well above the statewide growth standard. Bancroft (100%), Greenwood (80%), and New Garden (99%) far exceeded the expected student growth statewide standard of 70%.
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70% proficient.
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As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in Math is well above the growth standard. Bancroft (80%), Greenwood (71%), and New Garden (79%) exceeded the statewide growth standard of 70% proficient.

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.

All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.
All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.
All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.
All Kennett schools' Economically Disadvantaged subgroups scored below the statewide average in English/Language Arts. Bancroft (33.4%), Greenwood (41.2%), New Garden (36.7%), Kennett Middle School (28.9%), and Kennett High School (34.4%) scored below the statewide average of 53.9%.
All Kennett schools' Students with Disabilities subgroups scored below the statewide average in English/Language Arts. Bancroft (21.7%), Greenwood (17.7%), New Garden (28.9%), Kennett Middle School (15.2%), and Kennett High School (13.9%) scored below the statewide average of 53.9%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AimsWeb Data ELA K-8 Spring (EOY)	K - 79% at or above grade level 1-2 - 61 % at or above grade level 3-5 - 74% at or above grade level 6-8 - 74% at or above grade level
AimsWeb Data ELA 9-12 for Students with Disabilities	9 - 71% at or above grade level 10 - 77% at or above grade level 11 - 82% at or above grade level 12 - 79% at or above grade level

English Language Arts Summary

Strengths

K - 79% at or above grade level.
3-5 and 6-8 - 74% at or above grade level.
11th and 12th grade - 82% and 79% at or above grade level, respectively.

Challenges

1-2 - 61% at or above grade level.
9th grade - 71% at or above grade level.

Mathematics

Data	Comments/Notable Observations
I-Ready Data Math K-8	K- 72% at or above grade level 1-2- 58% at or above grade level 3-5- 60% at or above grade level 6-8- 43% at or above grade level
AimsWeb Data Math 9-12 for Students with Disabilities	9th grade - 44% at or above grade level 10th grade- 53% at or above grade level 11th grade- 50% at or above grade level 12th grade- 40% at or above grade level

Mathematics Summary

Strengths

K students - 72% at or above grade level.

Challenges

6-8 grade - 43% at or above grade level.
9th grade - 44% at or above grade level
12th grade - 40% at or above grade level

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Standards	Kennett Middle School and Kennett High School Career Standards Benchmark are above the statewide standard. Kennett Middle School (98.6%) and Kennett High School (98.7%) outperformed the statewide standard of 98%.
Career Readiness Standards	Bancroft (90.5%), Greenwood (100%), and New Garden (100%) Elementary Schools continue to perform close to or above the state average (91.4%) for career readiness.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

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

West Chester University

Agreement Type

Dual Credit

Program/Course Area

Education

Uploaded Files

Kennett Consolidated Teacher Education Pipeline Agmt. - Fully Signed (5-13-22).pdf

Partnering Institution

West Chester University

Agreement Type

Dual Credit

Program/Course Area

English

Uploaded Files

Kennett Consolidated School District Concurrent Enrollment 2024.pdf

Partnering Institution

University of Delaware

Agreement Type

Dual Credit

Program/Course Area

Entrepreneurship

Uploaded Files

Kennett MOU Curriculum Licensing plus Companion Enrollment 24-25.pdf

Partnering Institution

Immaculata University

Agreement Type

Dual Credit

Program/Course Area

English, math, Science and Social Studies

Uploaded Files

IU and KCSD Agreement_SY2025.docx

Partnering Institution

Delaware County Community College

Agreement Type

Dual Credit

Program/Course Area

Major Courses (Eng, Math, Sci, SS)

Uploaded Files

Kennett Consolidated SD_DCCC_25_26_MOU.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.

All schools are at or near the statewide average for career readiness.
KCSD provides multiple learning opportunities that include college credits through dual enrollment agreements.

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.

With the state average nearing 100% for college and career readiness, schools are challenged to continue meeting standards for students who enroll late in their academic career.
Scheduling all of the dual enrollment options in our master schedule creates a challenge as these offerings expand.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

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.

As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70%

As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in English/Language Arts is well above the growth standard. Bancroft (88%), Greenwood (78%), and New Garden (77%) exceeded the statewide growth standard of 70% proficient.

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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.

All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.

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All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.

All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.

Designated Schools

Kennett MS

Priority Challenge	Comments and Notable Observations
English Learner Subgroup Performance for ELA and Math	Kennett Middle School's English Learner Subgroup scored below the statewide average in ELA at 10.2% and in math at 4.8%
Students with Disabilities Subgroup Performance for ELA and Math	Kennett Middle School's Students with Disabilities Subgroup scored below the statewide average in ELA at 15.2% and in math at 9.1%

Kennett HS

Priority Challenge	Comments and Notable Observations
Students with Disabilities Subgroup Performance for ELA and Math	Kennett High School's Students with Disabilities Subgroup scored below the statewide average in ELA at 13.9% and in math at 11.1%

Systemic LEA Challenges
Kennett Middle School's English Learner Subgroup scored below the statewide average in ELA at 10.2% and in math at 4.8%
Kennett Middle School's Students with Disabilities Subgroup scored below the statewide average in ELA at 15.2% and in math at 9.1%
Kennett High School's Students with Disabilities Subgroup scored below the statewide average in ELA at 13.9% and in math at 11.1%

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Continuum of Services and Supports for Students with Disabilities
Title 1 Program Schoolwide	Mary D Lang Kindergarten Center, Bancroft Elementary, Greenwood Elementary, New Garden Elementary,
Student Services	Restorative Practices, Trauma-informed Instruction, Health and Well-being of students, Code of Conduct, MTSS (Behavioral)
K-12 Guidance Plan (339 Plan)	Delivery of Services for school counseling, Act 339- college and career readiness
English Language Development Programs	Delivery of Services and Supports for English Language Learners K-12
MTSS Framework	Multi-Tiered Systems of Support frameworks K-8 (3-tier) and 9-12 (2-tier)- academic and behavioral

Strengths

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

District-wide training on restorative practices and trauma informed instruction
Continuum of Services for Students with Disabilities within the district (Itinerant, Supplemental, Full Time Levels of support in addition to Learning Support, Autistic Support, Emotional Support, Speech and Language, and Life Skills)
Mary D Lang, Bancroft Elementary, Greenwood Elementary and New Garden Elementary have designated Reading Specialists and Instructional Support Teachers

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.

Improve Positive Behavior Supports K-12
Embed Restorative Language in Daily Practice
Improve Staff Retention in English Language Development and Special Education

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	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Not Yet Evident
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

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

Coordinate and monitor supports aligned with students' and families' needs	Emerging
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	Emerging

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

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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Continuing to build and develop the capacity of Administrators through the implementation of Weekly Administrative Council Meetings

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.

Ensure effective, standards-aligned curriculum and assessment

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

Coordinate and monitor supports aligned with students' and families' needs

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

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' overall growth metric score for ELA is well above the statewide growth standard. Bancroft (100%), Greenwood (80%), and New Garden (99%) far exceeded the expected student growth statewide standard of 70%.	True
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70% proficient.	True
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in English/Language Arts is well above the growth standard. Bancroft (88%), Greenwood (78%), and New Garden (77%) exceeded the statewide growth standard of 70% proficient.	True
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in Math is well above the growth standard. Bancroft (78%), Greenwood (73%), and New Garden (78%) far exceeded the statewide growth standard of 70% proficient.	True
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in Math is well above the growth standard. Bancroft (80%), Greenwood (71%), and New Garden (79%) exceeded the statewide growth standard of 70% proficient.	True
K - 79% at or above grade level.	False
K students - 72% at or above grade level.	False
3-5 and 6-8 - 74% at or above grade level.	False
11th and 12th grade - 82% and 79% at or above grade level, respectively.	False
All schools are at or near the statewide average for career readiness.	False
KCSD provides multiple learning opportunities that include college credits through dual enrollment agreements.	True
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70%	False
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in English/Language Arts is well above the growth standard. Bancroft (88%), Greenwood (78%), and New Garden (77%) exceeded the statewide growth standard of 70% proficient.	False
	False

As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in Math is well above the growth standard. Bancroft (78%), Greenwood (73%), and New Garden (78%) far exceeded the statewide growth standard of 70% proficient.	False
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in Math is well above the growth standard. Bancroft (80%), Greenwood (71%), and New Garden (79%) exceeded the statewide growth standard of 70% proficient.	False
District-wide training on restorative practices and trauma informed instruction	False
Continuum of Services for Students with Disabilities within the district (Itinerant, Supplemental, Full Time Levels of support in addition to Learning Support, Autistic Support, Emotional Support, Speech and Language, and Life Skills)	True
Mary D Lang, Bancroft Elementary, Greenwood Elementary and New Garden Elementary have designated Reading Specialists and Instructional Support Teachers	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Continuing to build and develop the capacity of Administrators through the implementation of Weekly Administrative Council Meetings	False

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
All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.	True
All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.	True
All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.	True
All Kennett schools' Economically Disadvantaged subgroups scored below the statewide average in English/Language Arts. Bancroft (33.4%), Greenwood (41.2%), New Garden (36.7%), Kennett Middle School (28.9%), and Kennett High School (34.4%) scored below the statewide average of 53.9%.	False
All Kennett schools' Students with Disabilities subgroups scored below the statewide average in English/Language Arts. Bancroft (21.7%), Greenwood (17.7%), New Garden (28.9%), Kennett Middle School (15.2%), and Kennett High School (13.9%) scored below the statewide average of 53.9%.	True
1-2 - 61% at or above grade level.	False

6-8 grade - 43% at or above grade level.	False
9th grade - 71% at or above grade level.	False
9th grade - 44% at or above grade level	False
12th grade - 40% at or above grade level	False
With the state average nearing 100% for college and career readiness, schools are challenged to continue meeting standards for students who enroll late in their academic career.	False
Scheduling all of the dual enrollment options in our master schedule creates a challenge as these offerings expand.	False
All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.	True
All Kennett schools' Economically Disadvantaged subgroups scored below the statewide average in English/Language Arts. Bancroft (33.4%), Greenwood (41.2%), New Garden (36.7%), Kennett Middle School (28.9%), and Kennett High School (34.4%) scored below the statewide average of 53.9%.	False
	False
All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.	True
All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.	True
Improve Positive Behavior Supports K-12	True
Embed Restorative Language in Daily Practice	False
Improve Staff Retention in English Language Development and Special Education	False
Ensure effective, standards-aligned curriculum and assessment	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
Coordinate and monitor supports aligned with students' and families' needs	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False

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.

It is evident that through the needs assessment and the analysis of the data that the district will need to address, develop and implement a guaranteed and viable curriculum which will further influence instruction and frameworks.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.		True
All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.		True
All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.	Our student population is over 45% Hispanic, and all our schools' subgroups scored below the state average. There is a clear and present need for curricular and pedagogical changes to better meet the needs of our students. This subgroup also includes English learners.	False
All Kennett schools' Students with Disabilities subgroups scored below the statewide average in English/Language Arts. Bancroft (21.7%), Greenwood (17.7%), New Garden (28.9%), Kennett Middle School (15.2%), and Kennett High School (13.9%) scored below the statewide average of 53.9%.		True
All Kennett schools' Hispanic subgroups scored below the statewide average in English/Language Arts. Bancroft (33.6%), Greenwood (38.1%), New Garden (28.9%), Kennett Middle School (26.2%), and Kennett High School (36.4%) scored below the statewide average of 53.9%.	Our student population is over 45% Hispanic, and all our schools' subgroups scored below the state average. There is a clear and present need for curricular and pedagogical changes to better meet the needs of our students. This subgroup also includes English learners.	False
All Kennett schools' English Learner subgroups scored below the statewide average in English/Language Arts. Bancroft (29.6%), Greenwood (24.6%), New Garden (26.1%), Kennett Middle School (10.2%), and Kennett High School (6.1%) scored below the statewide average of 53.9%.		False
All Kennett schools' English Learner subgroups scored below the statewide average in Math. Bancroft (21.1%), Greenwood (29%), New Garden (21.7%), Kennett Middle School (4.8%), and Kennett High School (3%) scored below the statewide average of 40.2%.		False
Improve Positive Behavior Supports K-12		False

Ensure effective, standards-aligned curriculum and assessment	The work in this plan will need to focus on the development of a guaranteed and viable curriculum. This includes the development of curriculum maps and an instructional framework.	True
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Analyzing Strengths

Analyzing Strengths	Discussion Points
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' overall growth metric score for ELA is well above the statewide growth standard. Bancroft (100%), Greenwood (80%), and New Garden (99%) far exceeded the expected student growth statewide standard of 70%.	Instruction includes explicit phonics instruction
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in English/Language Arts is well above the growth standard. Bancroft (89%), Greenwood (84%), and New Garden (83%) far exceeded the statewide growth standard of 70% proficient.	Instruction includes explicit phonics instruction
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in English/Language Arts is well above the growth standard. Bancroft (88%), Greenwood (78%), and New Garden (77%) exceeded the statewide growth standard of 70% proficient.	Instruction includes explicit phonics instruction
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Hispanic subgroup performance in Math is well above the growth standard. Bancroft (78%), Greenwood (73%), and New Garden (78%) far exceeded the statewide growth standard of 70% proficient.	Increase student discourse of mathematical concepts
As evidenced by the Pennsylvania Future Ready Index, the Kennett Consolidated School District Elementary Schools' Economically Disadvantaged subgroup performance in Math is well above the growth standard. Bancroft (80%), Greenwood (71%), and New Garden (79%) exceeded the statewide growth standard of 70% proficient.	Increase student discourse of mathematical concepts
KCSD provides multiple learning opportunities that include college credits through dual enrollment agreements.	Enhancement of dual-enrollment opportunities with University partners
Continuum of Services for Students with Disabilities within the district (Itinerant, Supplemental, Full Time Levels of support in addition to Learning Support, Autistic Support, Emotional Support, Speech and Language, and Life Skills)	Development of an MTSS structure and audit of pupil services and supports
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Continued partnerships that enhance internship opportunities for students pragmatic learning experiences

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	All schools with English Learner (EL) subgroup performance below the statewide average of 53.9%, for ELA, must prioritize targeted, data-driven strategies to accelerate academic growth and proficiency for EL students. This includes implementing culturally and linguistically responsive instructional practices, increasing access to grade-level content through scaffolding and supports, and ensuring alignment of

	core instruction with the English Language Development (ELD) standards. The District will provide ongoing professional development for educators, monitor EL progress through formative and summative assessments, and engage families in meaningful ways to support student success.
	All schools with English Learner (EL) subgroup performance below the statewide average of 40.2%, for Math, must prioritize targeted, data-driven strategies to accelerate academic growth and proficiency for EL students. This includes implementing culturally and linguistically responsive instructional practices, increasing access to grade-level content through scaffolding and supports, and ensuring alignment of core instruction with the English Language Development (ELD) standards. The District will provide ongoing professional development for educators, monitor EL progress through formative and summative assessments, and engage families in meaningful ways to support student success.
	All schools with Students with Disabilities (SWD) subgroup performance below the statewide average of 53.9%, for ELA, must implement intentional, evidence-based strategies to improve academic achievement and access to grade-level content. This includes strengthening inclusive practices, providing appropriate accommodations and modifications aligned with Individualized Education Programs (IEPs), and ensuring collaboration between general and special education staff. Schools will use data to monitor progress, adjust instruction, and provide targeted interventions that meet individual student needs. Professional development will focus on differentiation.
	All schools must ensure the implementation of a rigorous, standards-aligned curriculum and assessment system that supports high-quality instruction and equitable learning opportunities for all students. This includes aligning curriculum and assessments to state standards, ensuring vertical and horizontal coherence across grade levels and content areas, and integrating formative and summative assessments to inform instruction and monitor student progress. Schools will review and refine curriculum materials and assessment practices based on student data, research-based best practices, and stakeholder feedback to ensure instructional relevance, consistency, and effectiveness in meeting diverse student needs.

Goal Setting

Priority: All schools with English Learner (EL) subgroup performance below the statewide average of 53.9%, for ELA, must prioritize targeted, data-driven strategies to accelerate academic growth and proficiency for EL students. This includes implementing culturally and linguistically responsive instructional practices, increasing access to grade-level content through scaffolding and supports, and ensuring alignment of core instruction with the English Language Development (ELD) standards. The District will provide ongoing professional development for educators, monitor EL progress through formative and summative assessments, and engage families in meaningful ways to support student success.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average in ELA will increase EL proficiency by at least 10 percentage points, as measured by state assessment data. To achieve this, schools will implement evidence-based instructional practices, align core instruction with English Language Development (ELD) standards, and increase access to grade-level content through targeted scaffolding. The district will provide professional development sessions focused on EL strategies, monitor EL progress quarterly using formative and summative assessments, and host at least two family engagement events per year to support EL student success.		
Measurable Goal Nickname (35 Character Max)		
Three Year ELD ELA Growth		
Target Year 1	Target Year 2	Target Year 3
By June 2026, each identified school will demonstrate measurable progress toward improving English Learner (EL) performance by: Increasing ELA proficiency for EL students by at least 5 percentage points from the previous year, as measured by state assessments. Implementing scaffolded instructional strategies in all ELA classrooms with EL students, verified through lesson plans and administrative walkthroughs. Conducting quarterly data reviews to monitor EL progress using formative and summative assessments. Hosting a minimum of one EL-focused family engagement event to promote collaboration and support for student success.	By June 2027, each identified school will continue to build on Year 1 progress and demonstrate sustained growth by: Increasing English Learner (EL) ELA proficiency by an additional 5 percentage points, reaching a cumulative growth of 10 percentage points over two years, as measured by state assessments. Expanding professional development to include at least two job-embedded coaching cycles or collaborative planning sessions focused on EL instructional strategies and integration of English Language Development (ELD) standards into content instruction. Ensuring consistent implementation of scaffolded and differentiated instruction across all content areas with EL student populations, validated through instructional observations and teacher feedback. Continuing quarterly data reviews with instructional teams to	By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average in ELA will increase EL proficiency by at least 10 percentage points, as measured by state assessment data. To achieve this, schools will implement evidence-based instructional practices, align core instruction with English Language Development (ELD) standards, and increase access to grade-level content through targeted scaffolding. The district will provide professional development sessions focused on EL strategies, monitor EL progress quarterly using formative and summative assessments, and host at least two family engagement events per year to support EL student success.

	adjust supports and interventions based on EL student progress. Hosting a second EL-focused family engagement event and surveying families to evaluate and improve outreach and support efforts.	
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Priority: All schools with English Learner (EL) subgroup performance below the statewide average of 40.2%, for Math, must prioritize targeted, data-driven strategies to accelerate academic growth and proficiency for EL students. This includes implementing culturally and linguistically responsive instructional practices, increasing access to grade-level content through scaffolding and supports, and ensuring alignment of core instruction with the English Language Development (ELD) standards. The District will provide ongoing professional development for educators, monitor EL progress through formative and summative assessments, and engage families in meaningful ways to support student success.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average for Math will increase EL student proficiency by at least 10 percentage points, as measured by state Math assessments. To achieve this, schools will implement evidence-based instructional practices, ensure alignment of core math instruction with English Language Development (ELD) standards, and provide scaffolded supports to increase access to grade-level content. The district will support implementation by delivering targeted professional development sessions, conducting quarterly data reviews to monitor EL progress, and ensuring consistent use of differentiated strategies in math instruction across identified schools.		
Measurable Goal Nickname (35 Character Max)		
Three Year EL Math Growth		
Target Year 1	Target Year 2	Target Year 3
By June 2026, each identified school will demonstrate measurable progress toward improving math outcomes for English Learners by: Increasing EL math proficiency by at least 5 percentage points from the previous school year, as measured by state assessments. Implementing scaffolded math instructional strategies in classrooms with ELs, verified through lesson plans, walkthroughs, and instructional observations. Conducting quarterly data meetings to analyze formative and summative assessment results and adjust instructional supports accordingly. Developing and sharing math-specific language	By June 2027, schools will continue to accelerate English Learner (EL) math achievement by: Increasing EL math proficiency by an additional 5 percentage points, resulting in a cumulative 10 percentage point gain over two years, as measured by state assessments. Expanding professional development to include job-embedded coaching cycles and collaborative lesson design sessions that integrate English Language Development (ELD) standards into core math instruction. Ensuring consistent use of scaffolded and differentiated math strategies across all EL-inclusive classrooms, with fidelity monitored through walkthroughs and	By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average for Math will increase EL student proficiency by at least 10 percentage points, as measured by state Math assessments. To achieve this, schools will implement evidence-based instructional practices, ensure alignment of core math instruction with English Language Development (ELD) standards, and provide scaffolded supports to increase access to grade-level content. The district will support implementation by delivering targeted professional development sessions, conducting quarterly data reviews to monitor EL progress, and ensuring

objectives alongside content objectives in EL-inclusive classrooms.	instructional rounds. Continuing quarterly progress monitoring using formative assessments to inform instructional adjustments and targeted interventions. Hosting at least one EL family math engagement event per semester to strengthen home-school connections and support EL student success in math.	consistent use of differentiated strategies in math instruction across identified schools.
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Priority: All schools with Students with Disabilities (SWD) subgroup performance below the statewide average of 53.9%, for ELA, must implement intentional, evidence-based strategies to improve academic achievement and access to grade-level content. This includes strengthening inclusive practices, providing appropriate accommodations and modifications aligned with Individualized Education Programs (IEPs), and ensuring collaboration between general and special education staff. Schools will use data to monitor progress, adjust instruction, and provide targeted interventions that meet individual student needs. Professional development will focus on differentiation.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By June 2028, all schools with a Students with Disabilities (SWD) subgroup performing below the statewide average in ELA will implement evidence-based instructional strategies aimed at improving academic achievement and access to grade-level content. This will include: Strengthening inclusive practices, Providing IEP-aligned accommodations and modifications, and Ensuring consistent collaboration between general and special education staff. Progress will be monitored quarterly using multiple data sources (benchmark assessments, IEP progress, classroom performance), with data teams adjusting instruction and interventions based on individual student needs. At least 90% of teachers in these schools will participate in professional development on differentiation and inclusive practices, with implementation monitored through classroom observations and collaborative planning documentation.		
Measurable Goal Nickname (35 Character Max)		
Three Year SWD ELA Growth		
Target Year 1	Target Year 2	Target Year 3
By June 2026, all identified schools with Students with Disabilities (SWD) performing below the statewide average in ELA will: Implement at least one evidence-based inclusive instructional strategy to improve access to grade-level content. Ensure that IEP accommodations and modifications are consistently provided and documented in lesson plans and student work. Establish regular collaboration structures (e.g., co-	By June 2027, all identified schools will: Expand implementation to at least three evidence-based strategies focused on strengthening inclusive practices, differentiation, and providing IEP-aligned accommodations/modifications to improve ELA achievement and access to grade-level content for SWD. Demonstrate consistent use of data from multiple sources (benchmark assessments, formative assessments, and IEP progress data) quarterly to monitor student progress, adjust instruction, and deliver targeted interventions.	By June 2028, all schools with a Students with Disabilities (SWD) subgroup performing below the statewide average in ELA will implement evidence-based instructional strategies aimed at improving academic achievement and access to grade-level content. This will include: Strengthening inclusive practices, Providing IEP-aligned accommodations and modifications, and Ensuring consistent collaboration between general and special

<p>planning meetings, joint data reviews) between general and special education teachers at least monthly. Use data from at least two benchmark assessments and IEP progress monitoring to inform instruction and intervention decisions. Complete initial professional development sessions focused on differentiation and inclusive practices, with at least 75% teacher participation. This foundational year focuses on building capacity, collaboration routines, and initial implementation of evidence-based practices, setting the stage for expanded strategies and deeper data use in subsequent years.</p>	<p>Ensure collaborative planning and data review meetings between general and special education staff occur biweekly to support instructional alignment and student support. Achieve at least 90% teacher participation in building-level professional development focused on differentiation and inclusive practices, with evidence of implementation documented through observations and lesson artifacts. Show measurable improvement in SWD ELA subgroup performance toward the statewide average, as evidenced by end-of-year benchmark assessments and growth measures.</p>	<p>education staff. Progress will be monitored quarterly using multiple data sources (benchmark assessments, IEP progress, classroom performance), with data teams adjusting instruction and interventions based on individual student needs. At least 90% of teachers in these schools will participate in professional development on differentiation and inclusive practices, with implementation monitored through classroom observations and collaborative planning documentation.</p>
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Priority: All schools must ensure the implementation of a rigorous, standards-aligned curriculum and assessment system that supports high-quality instruction and equitable learning opportunities for all students. This includes aligning curriculum and assessments to state standards, ensuring vertical and horizontal coherence across grade levels and content areas, and integrating formative and summative assessments to inform instruction and monitor student progress. Schools will review and refine curriculum materials and assessment practices based on student data, research-based best practices, and stakeholder feedback to ensure instructional relevance, consistency, and effectiveness in meeting diverse student needs.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
<p>By June 2028, all schools will fully implement a rigorous, standards-aligned curriculum and assessment system that supports high-quality instruction and equitable learning opportunities for all students. This will include: Aligning all curriculum and assessments to state standards with documented vertical and horizontal coherence across all grade levels and content areas. Integrating formative and summative assessments systematically to inform instructional decisions and monitor individual student progress. Conducting biannual curriculum and assessment reviews that utilize student performance data, current research-based best practices, and input from diverse stakeholders (teachers, students, families, and community members) to refine and enhance instructional materials and assessment practices. Demonstrating through curriculum maps, pacing guides, and assessment data reports that all grade levels maintain alignment and coherence to promote consistent and equitable learning outcomes. Progress will be monitored through annual audits of curriculum alignment, assessment integration, and stakeholder feedback, with schools adjusting implementation plans accordingly to ensure continuous improvement and equity.</p>		
Measurable Goal Nickname (35 Character Max)		
Guaranteed and Viable Curriculum		
Target Year 1	Target Year 2	Target Year 3

<p>By June 2026, all schools will: Complete a comprehensive audit of existing curriculum and assessment materials to identify alignment strengths and gaps relative to state standards. Establish collaborative teams to begin developing or refining curriculum maps and pacing guides that ensure vertical and horizontal coherence across grade levels and content areas. Begin integrating formative assessments systematically into instructional practices, with at least one formative assessment per unit or grading period used to guide instruction and monitor student learning. Collect initial stakeholder feedback (teachers, students, families) on curriculum relevance and assessment practices to inform ongoing improvement efforts. Provide professional development for staff on standards alignment, assessment literacy, and data-informed instruction, with at least 75% teacher participation. This foundational year focuses on establishing a clear understanding of current practices, beginning coherence work, and starting formative assessment integration to build momentum for deeper curriculum and assessment system development.</p>	<p>By June 2027, all schools will: Finalize and implement fully aligned curriculum maps and pacing guides that demonstrate clear vertical and horizontal coherence across all grade levels and content areas. Expand the use of formative and summative assessments, ensuring they are consistently integrated to inform instruction and monitor student progress at each grade level. Establish a regular review cycle (at least twice per year) for curriculum materials and assessment practices, using student data, research-based best practices, and stakeholder feedback to guide refinements. Increase professional development participation to 85% focused on instructional alignment, assessment integration, and equitable learning strategies, with evidence of application in classrooms. Demonstrate initial improvements in instructional quality and student learning outcomes as reflected in assessment data and teacher observation feedback.</p>	<p>By June 2028, all schools will fully implement a rigorous, standards-aligned curriculum and assessment system that supports high-quality instruction and equitable learning opportunities for all students. This will include: Aligning all curriculum and assessments to state standards with documented vertical and horizontal coherence across all grade levels and content areas. Integrating formative and summative assessments systematically to inform instructional decisions and monitor individual student progress. Conducting biannual curriculum and assessment reviews that utilize student performance data, current research-based best practices, and input from diverse stakeholders (teachers, students, families, and community members) to refine and enhance instructional materials and assessment practices. Demonstrating through curriculum maps, pacing guides, and assessment data reports that all grade levels maintain alignment and coherence to promote consistent and equitable learning outcomes. Progress will be monitored through annual audits of curriculum alignment, assessment integration, and stakeholder feedback, with schools adjusting implementation plans accordingly to ensure continuous improvement and equity.</p>
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Action Plan

Measurable Goals

Three Year ELD ELA Growth	Three Year EL Math Growth
Three Year SWD ELA Growth	Guaranteed and Viable Curriculum

Action Plan For: Differentiated Strategies

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average for Math will increase EL student proficiency by at least 10 percentage points, as measured by state Math assessments. To achieve this, schools will implement evidence-based instructional practices, ensure alignment of core math instruction with English Language Development (ELD) standards, and provide scaffolded supports to increase access to grade-level content. The district will support implementation by delivering targeted professional development sessions, conducting quarterly data reviews to monitor EL progress, and ensuring consistent use of differentiated strategies in math instruction across identified schools.

Action Step		Anticipated Start/Completion Date	
Staff will utilize data protocols to identify areas of need and develop targeted interventions.		2025-09-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Michael Barber	Data protocols	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement in mathematics	I-Ready benchmark assessment in fall, winter and spring

Action Plan For: Explicit Literacy Instruction

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average in ELA will increase EL proficiency by at least 10 percentage points, as measured by state assessment data. To achieve this, schools will implement evidence-based instructional practices, align core instruction with English Language Development (ELD) standards, and increase access to grade-level content through targeted scaffolding. The district will provide professional development sessions focused on EL strategies, monitor EL progress quarterly using formative and summative assessments, and host at least two family engagement events per year to support EL student success. By June 2028, all schools with a Students with Disabilities (SWD) subgroup performing below the statewide average in ELA will implement evidence-based instructional strategies aimed at improving academic achievement and access to grade-level content. This will include: Strengthening inclusive practices, Providing IEP-aligned accommodations and modifications, and Ensuring consistent collaboration between general and special education staff. Progress will be monitored quarterly using multiple data sources (benchmark assessments, IEP progress, classroom performance), with data teams adjusting

instruction and interventions based on individual student needs. At least 90% of teachers in these schools will participate in professional development on differentiation and inclusive practices, with implementation monitored through classroom observations and collaborative planning documentation.

Action Step		Anticipated Start/Completion Date	
Implementation of evidence-based literacy intervention program that aligns with principles of structured literacy.		2025-08-25	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administration	Sonday System	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement in ELA.	Aimsweb benchmark assessment in fall, winter and spring

Action Plan For: Standards Aligned Curriculum Development

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average in ELA will increase EL proficiency by at least 10 percentage points, as measured by state assessment data. To achieve this, schools will implement evidence-based instructional practices, align core instruction with English Language Development (ELD) standards, and increase access to grade-level content through targeted scaffolding. The district will provide professional development sessions focused on EL strategies, monitor EL progress quarterly using formative and summative assessments, and host at least two family engagement events per year to support EL student success. By June 2028, all schools will fully implement a rigorous, standards-aligned curriculum and assessment system that supports high-quality instruction and equitable learning opportunities for all students. This will include: Aligning all curriculum and assessments to state standards with documented vertical and horizontal coherence across all grade levels and content areas. Integrating formative and summative assessments systematically to inform instructional decisions and monitor individual student progress. Conducting biannual curriculum and assessment reviews that utilize student performance data, current research-based best practices, and input from diverse stakeholders (teachers, students, families, and community members) to refine and enhance instructional materials and assessment practices. Demonstrating through curriculum maps, pacing guides, and assessment data reports that all grade levels maintain alignment and coherence to promote consistent and equitable learning outcomes. Progress will be monitored through annual audits of curriculum alignment, assessment integration, and stakeholder feedback, with schools adjusting implementation plans accordingly to ensure continuous improvement and equity. By June 2028, all schools with English Learner (EL) subgroup performance below the statewide average for Math will increase EL student proficiency by at least 10 percentage points, as measured by state Math assessments. To achieve this, schools will implement evidence-based instructional practices, ensure alignment of core math instruction with English Language Development (ELD) standards, and provide scaffolded supports to increase access to grade-level content. The district will support implementation by delivering targeted professional development sessions, conducting quarterly data reviews to monitor EL progress, and ensuring consistent use of differentiated strategies in math instruction across identified schools. By June 2028, all schools with a Students with Disabilities (SWD) subgroup performing below the statewide average in ELA will implement evidence-based instructional strategies aimed at improving academic achievement and access to grade-level content. This will include: Strengthening inclusive practices,

Providing IEP-aligned accommodations and modifications, and Ensuring consistent collaboration between general and special education staff. Progress will be monitored quarterly using multiple data sources (benchmark assessments, IEP progress, classroom performance), with data teams adjusting instruction and interventions based on individual student needs. At least 90% of teachers in these schools will participate in professional development on differentiation and inclusive practices, with implementation monitored through classroom observations and collaborative planning documentation.

Action Step		Anticipated Start/Completion Date	
District-wide standards-aligned curriculum development		2025-08-25	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administration	Atlas curriculum mapping software; curricular resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement in mathematics and ELA performance in local and state assessments.	Local assessment data in fall, winter and spring; state assessment data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Strategies	Staff will utilize data protocols to identify areas of need and develop targeted interventions.
Explicit Literacy Instruction	Implementation of evidence-based literacy intervention program that aligns with principles of structured literacy.
Standards Aligned Curriculum Development	District-wide standards-aligned curriculum development

Data Analysis Protocol Training

Action Step		
<ul style="list-style-type: none"> Staff will utilize data protocols to identify areas of need and develop targeted interventions. 		
Audience		
All Staff		
Topics to be Included		
Use of Data Protocols Data Analysis Using data to implement targeted interventions		
Evidence of Learning		
Reflection Application Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration Building Administration	2025-08-25	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Focus on Instructional Strategies					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of evidence-based literacy intervention program that aligns with principles of structured literacy. 	All Staff	Explicit Literacy Based Instruction, Small Group Intervention, Targeted Intervention, Principles of Structured Literacy	District Administration Building Administration	08/25/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Ongoing		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Kimberly Rizzo Saunders	