

South Park SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
South Park School District		103028753
Address 1		
2005 Eagle Ridge Drive		
Address 2		
City	State	Zip Code
South Park	Pennsylvania	15129
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Wayne Gdovic		
Single Point of Contact Email		
wayne.gdovic@sparksd.org		
Single Point of Contact Phone Number		
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Steering Committee

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Angela Girol	Board Member	South Park School District	angela.girol@sparksd.org
Dave Giusti	Board Member	South Park School District	david.giusti@sparksd.org
Charlie Bova	Community Member	SPHS / Community Member Allegheny Global Environmental	CharlieBove@gmail.com

Natalie Liptak	Staff Member	South Park HS	natalie.liptak@sparksd.org
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LEA Profile

Located in Allegheny County, PA, South Park School District spans 9.3 square miles, and houses three public schools: South Park Elementary Center (K-4), South Park Middle School (5-8), and South Park High School (9-12). Over the last five years, District enrollment has increased from 1771 students in 2018-2019 to 1839 learners in 2023-2024. While the percentage of students identified as economically disadvantaged has fluctuated over the last five years (between 24.4% and 34.2%), the percentage of students receiving English Language (from 1.1% to 2.9%) or special education (from 10.8% to 15.1%) support has increased each year. The student population is growing and enjoying the benefits of increasing diversity due in part to new housing developments and generational pride of families residing in our small, suburban setting.

In addition to education, the South Park School District community values athletics, and extracurricular activities. This is evident in the high student participation rates, family and community attendance at events, and the continued support of maintaining facilities. All schools are maintained and updated to meet the current and future needs of our student body. Most recently, the South Park Elementary Center is in the middle of a construction and renovation project to increase classrooms and restructure learning spaces to serve the varied interests of our youngest learners. The District continues to priority the safety and well-being of each child and colleague by employing a full-time, armed school police officer at each building. In a district with few business opportunities and a local tax base comprised primarily of family households, providing these resources and opportunities demonstrates citizens' commitment to children and the school community.

Mission and Vision

Mission

The South Park School District fosters a student-centered culture of lifelong learners, difference makers, and global citizens.

Vision

The South Park School District cultivates resourceful, lifelong learners who persevere in purposeful goals, embrace challenges, and strengthen the local and global community.

Educational Values

Students

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, families, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued. - Students are engaged in and value learning opportunities and experiences. - Community Service strengthens ties between the community and our schools. - Extracurricular and co-curricular opportunities are essential in the development of a student-centered culture.

Staff

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - All educators will continue to grow professionally and apply new learning to the experiences we provide for learners. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Regular attendance is expected and valued. - School personnel will actively communicate and partner with families to facilitate a positive learning experience for children. - School personnel have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

Administration

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - All administrators will continue to grow professionally and apply new learning to the experiences we provide for learners. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - School personnel will actively communicate and partner with families to facilitate a positive learning experience for children. - School personnel have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

Parents

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Families will actively communicate and partner with school personnel to facilitate a positive learning experience for children. - Families have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

Community

- Cultivating a student-centered experience demands the collaborative efforts of children, colleagues, and community members. - Learning extends beyond the walls of the classroom. - A student-centered culture is one that thrives in a positive environment. - Technology is a resource but not a replacement. - All

members of the school community have a responsibility in maintaining a safe, supportive learning environment. - Community members have the responsibility to maintain positive digital citizenship to serve as positive role models for children.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 Proficient or Advanced on PA State Assessments: Science Performance	SPEC - According to the 2023 All Student Group Performance for Science, 81.4% of 4th graders scored Proficient or Advanced (Statewide Average 58.9%). 38% of students scored Advanced, which is above the state average of 26%. SPMS - According to the 2023 All Student Group Performance for Science, 70.7% of 8th graders scored Proficient or Advanced (Statewide Average 58.9%). 27.6% of students scored Advanced, which is above the state average of 26%.
2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts	SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.
2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics	SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.

Challenges

Indicator	Comments/Notable Observations
2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature	SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).
2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra	SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).
2023 Proficient or Advanced on PA State Assessments: Science/Biology	SPHS - While SPHS students met the standard demonstrating growth in Biology, 56% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (83%) nor the School Interim Target (72%).

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

Strengths

<p>Indicator 2023 English Language Arts Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	<p>Comments/Notable Observations SPMS- The percentage of students designated as economically disadvantaged who scored Proficient or Advanced has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 4.6% (from 42.1% to 46.7%). SPHS- The percentage of students designated as economically disadvantaged who scored Proficient or Advanced increased between the 2022 and 2023 state assessments by 12.8% (from 40% to 52.8%).</p>
<p>Indicator 2023 Mathematics Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	<p>Comments/Notable Observations SPEC - The percentage of students designated as economically disadvantaged who scored Proficient or Advanced in Mathematics has increased each year since 2020-2021 (from 25.4% to 44.4%). Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 3.4% (from 41% to 44.4%). SPMS- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Mathematics has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 6.4% (from 21.1% to 27.5%).</p>
<p>Indicator 2023 Science Grade Level(s) and/or Student Group(s) Economically Disadvantaged</p>	<p>Comments/Notable Observations SPEC- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Science has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 6.5% (from 72.2% to 78.7%). SPMS- The percentage of students designated as economically disadvantaged who score Proficient or Advanced in Science has increased each year since 2020-2021. Between the 2022 and 2023 state assessments, the percentage of students meeting this threshold increased by 18.1% (from 39.4% to 57.5%).</p>

Challenges

<p>Indicator English Language Arts Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations SPEC- The percentage of students with disabilities who scored Proficient or Advanced in English Language Arts in 2023 was 26.8%. This is a 4.6% decrease over the previous year, and a 34.1% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPMS - The percentage of students with disabilities who scored Proficient or Advanced in English Language Arts in 2023 was 19.8%. This is a 3.7% decrease over the previous year, and a 42% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPHS - The percentage of students with disabilities who scored Proficient or Advanced in Literature in 2023 was 23.8%. Further, we did not meet the standard demonstrating growth for students with disabilities.</p>
<p>Indicator Mathematics Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations SPEC- The percentage of students with disabilities who scored Proficient or Advanced in Mathematics in 2023 was 19.5%. This is a 9.1% decrease over the previous year, and a 35.1% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for students with disabilities. SPMS - The percentage of students with disabilities who scored Proficient or Advanced in Mathematics in 2023 was 9.9%. This is a 3.3% decrease over the previous year, and a 32.8% gap between students with disabilities and the all student group. Further, we did not meet the standard demonstrating growth for</p>

	students with disabilities. SPHS - The percentage of students with disabilities who scored Proficient or Advanced in Algebra in 2023 was 21.1%. Further, we did not meet the standard demonstrating growth for students with disabilities.
Indicator English Language Arts Grade Level(s) and/or Student Group(s) Black	Comments/Notable Observations SPMS - The percentage of students who identify as Black and scored Proficient or Advanced in English Language Arts was 29.7% on the most recent state assessment. This is a 2.3% decrease over the previous year, and a 35% gap between Black and White learners.
Indicator Mathematics Grade Level(s) and/or Student Group(s) Black	Comments/Notable Observations SPMS - While the percentage of Black students scoring Proficient or Advanced increased from the previous year to the most recent assessment (2023) by 5.6%, there is a 25.4% gap between Black and White learners in mathematics.
Indicator English Language Arts Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations SPEC - While the percentage of students designated as economically disadvantaged who scored Proficient or Advanced has increased each year since 2020-2021, the increase has been minimal (from 46.9% to 48.4%). Further, there is a 12.5% gap between the All Student and Economically Disadvantaged subgroups. SPMS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in English Language Arts has increased, there is a 15.1% gap between the All Student group and Economically Disadvantaged group. SPHS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Literature has increased, there is a 13.9% gap between the All Student group and Economically Disadvantaged group.
Indicator Mathematics Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations SPEC - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Mathematics has increased, there is a 7.9% gap between the All Student group and Economically Disadvantaged group. Further, students in this subgroup did not meet the standard demonstrating growth. SPMS - While the percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Mathematics has increased, there is a 17.5% gap between the All Student group and Economically Disadvantaged group. SPHS - The percentage of students designated as economically disadvantaged scoring Proficient or Advanced in Algebra in 2023 was 33.3%; this is a 4.3% gap between the All Student group and Economically Disadvantaged group.

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.

2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.

2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All

Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.

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.

2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).

2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading Benchmark	According to the January 2024 Acadience Reading Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 65.2% (K), 66.1% (1), 72% (2), 66.4% (3), and 63.9% (4).
STAR Reading Benchmark	According to the January 2024 STAR Reading Benchmark Assessment, the following percentage of assessed were proficient or better: 44.9% (Grade 5), 39.7% (Grade 6), 42% (Grade 7), 39.6% (Grade 8).

English Language Arts Summary

Strengths

Elementary teachers are beginning to shift instructional practices and materials to align with the science of reading.
The percentage of first graders who were reading at or above grade level increased by 13% between the beginning-of-year and mid-year benchmark reading assessments (Acadience).

Challenges

While we are beginning to shift instructional practices and materials that align with the science of reading at the elementary center, we are not yet fully aligned and need to continue our professional learning and application journey.
The percentage of students scoring "proficient" or "advanced" on the STAR Reading Benchmark Assessment decreased in grades 5-8, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-12.75%, Grade 5; -15.5%, Grade 6; -10.9%, Grade 7; -2.4%, Grade 8).

Mathematics

Data	Comments/Notable Observations
Acadience Math Benchmark	According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).
STAR Math Benchmark	According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).

Mathematics Summary

Strengths

In 2023-2024, we started a partnership with Digital Promise focused on instructional coaching in mathematics.

Challenges

The percentage of students scoring "proficient" or "advanced" on the STAR Math Benchmark Assessment decreased in grades 5, 6, & 8, and increased by less than 1% (0.8%) in Grade 7, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-2%, Grade 5; -1.3%, Grade 6; -7.3%,

Grade 8).
According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).
The high school does not currently administer a local benchmark assessment.
According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA/PVAAS/Keystone Exam	81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS). 70.7% of assessed eighth graders were proficient or advanced on the PSSA Science on the Spring 2023 assessment. However, this group did not meet the growth standard in science (PVAAS). 56% of high school students were proficient or advanced on the Biology Keystone Exam, which met neither the school interim annual target nor the statewide 2030 goal. This group, however, did meet the growth standard for the Biology Keystone Exam.

Science, Technology, and Engineering Education Summary

Strengths

81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS).

Challenges

We are in the process of shifting our curriculum and instruction alignment from the Academic Standards to the revised PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2023 Career Standards Benchmark	85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.
2023 Career Standards Benchmark	98.5% of SPMS Students met the Career Standards Benchmark; this meets the Statewide Performance Standard (98%).

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

Agreement Type

Program/Course Area

Uploaded Files

Partnering Institution

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

RMU (1).pdf

Partnering Institution

Duquesne University

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

South Park HS 23-24 start.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

University of Pittsburgh (1)_cc381865.pdf

Partnering Institution

CCAC

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

CCAC 2017.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.

We are increasing dual credit opportunities for students at the high school.

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.

85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.

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.

Strengths were captured in the Future Ready section for individual student groups.

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.

Challenges were captured in the Future Ready section for individual student groups.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

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.

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	Operational
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	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

Ensure effective, standards-aligned curriculum and assessment.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

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

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.

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
2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.	True
2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.	True
Elementary teachers are beginning to shift instructional practices and materials to align with the science of reading.	False
The percentage of first graders who were reading at or above grade level increased by 13% between the beginning-of-year and mid-year benchmark reading assessments (Acadience).	False
	False
Ensure effective, standards-aligned curriculum and assessment.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Strengths were captured in the Future Ready section for individual student groups.	False
81.4% of assessed fourth graders were proficient or advanced on the PSSA on the Spring 2023 assessment. This group also met the growth standard in science (PVAAS).	False
In 2023-2024, we started a partnership with Digital Promise focused on instructional coaching in mathematics.	False
We are increasing dual credit opportunities for students at the high school.	False
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

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
2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage	True

met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).	
2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).	True
	False
While we are beginning to shift instructional practices and materials that align with the science of reading at the elementary center, we are not yet fully aligned and need to continue our professional learning and application journey.	False
The percentage of students scoring "proficient" or "advanced" on the STAR Reading Benchmark Assessment decreased in grades 5-8, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-12.75%, Grade 5; -15.5%, Grade 6; -10.9%, Grade 7; -2.4%, Grade 8).	False
The percentage of students scoring "proficient" or "advanced" on the STAR Math Benchmark Assessment decreased in grades 5, 6, & 8, and increased by less than 1% (0.8%) in Grade 7, when comparing the beginning-of-year assessment to the mid-year benchmark assessment. (-2%, Grade 5; -1.3%, Grade 6; -7.3%, Grade 8).	False
According to the January 2024 STAR Math Benchmark Assessment, the following percentage of assessed were proficient or better: 33.3% (Grade 5), 32% (Grade 6), 51.2% (Grade 7), 41.7% (Grade 8).	False
85.7% of SPHS Students met the Career Standards Benchmark; however, this is below the Statewide Performance Standard of 98%.	False
	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	False
Challenges were captured in the Future Ready section for individual student groups.	False
We are in the process of shifting our curriculum and instruction alignment from the Academic Standards to the revised PA Science, Technology & Engineering, Environmental Literacy and Sustainability (STEELS) Standards.	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
The high school does not currently administer a local benchmark assessment.	False
According to the January 2024 Acadience Math Benchmark Assessment, the following percentage of assessed students were at or above benchmark: 55.8% (K), 52.9% (1), 60% (2), 50.4% (3), and 53.8% (4).	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.

While the District exceeds the State average in several areas, we recognize the need for improvement for All Students in ELA and Mathematics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>2023 Proficient or Advanced on PA State Assessments: English Language Arts/Literature - SPEC - While SPEC students met the standard demonstrating growth in English Language Arts, 60.9% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPMS - While SPMS students exceeded the standard demonstrating growth in English Language Arts, 61.8% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (69.1%). SPHS - While SPHS students exceeded the standard demonstrating growth in Literature, 66.7% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (81.1%) nor the School Interim Target (69.1%).</p>		True
<p>2023 Proficient or Advanced on PA State Assessments: Mathematics/Algebra - SPEC- 52.3% of SPEC students scored Proficient or Advanced in Mathematics; this percentage meets neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (69.1%). Further, the All Student Group did not meet the standard demonstrating growth. SPMS - While SPMS students met the standard demonstrating growth in mathematics, 45% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal nor the School Interim Target (54%). SPHS - While SPHS students exceeded the standard demonstrating growth in Algebra, 37.6% of students scored Proficient or Advanced. This percentage met neither the Statewide 2033 Goal (71.8%) nor the School Interim Target (54%).</p>		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>2023 Meeting Annual Academic Growth Expectations (PVAAS): Mathematics - SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Mathematics.</p>	
<p>2023 Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts - SPEC - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPEC students met the Standard Demonstrating Growth in English Language Arts. SPMS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPMS students exceeded the Standard Demonstrating Growth in English Language Arts. SPHS - According to the 2023 Meeting Annual Growth Expectations, the All Student Group of SPHS students exceeded the Standard Demonstrating Growth in Literature.</p>	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve reading performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators,

	and paraprofessionals) in content knowledge and effective instructional strategies aligned with the science of reading.
	To improve mathematics performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.

Goal Setting

Priority: To improve reading performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies aligned with the science of reading.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal		
Target Year 1	Target Year 2	Target Year 3
By the 2024-2025 School Year, at least 71.5% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.	By the 2025-2026 School Year, at least 72.7% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.	By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

Priority: To improve mathematics performance, we must address the relationships among the components of the instructional core: educators, students, and content. This is done primarily by aligning curriculum to state standards and developing capacity of educators (teachers, administrators, and paraprofessionals) in content knowledge and effective instructional strategies.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3
By the 2024-2025 School Year, at least 57.6% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for	By the 2026-2027 School Year, at least 59.4% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for	By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for

Mathematics/Algebra I.	Mathematics/Algebra I.	Mathematics/Algebra I.
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Action Plan

Measurable Goals

ELA Goal	Math Goal

Action Plan For: Science of Reading - Phonics

Measurable Goals:
<ul style="list-style-type: none"> By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

Action Step		Anticipated Start/Completion Date	
Phonics & Phonemic Awareness - Review and communicate expectations for phonics instruction annually		2024-08-22	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kelli Dellarose, Principal Anthony Trozzi, Assistant Principal	Heggerty, Foundations	No	No
Action Step		Anticipated Start/Completion Date	
Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.		2024-08-22	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kelli Dellarose, Principal Anthony Trozzi, Assistant Principal	Foundations	Yes	No
Action Step		Anticipated Start/Completion Date	
Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.		2024-08-22	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Kelli Dellarose, Principal	Wilson Group - Foundations Online Professional Learning	Yes	No
Action Step		Anticipated Start/Completion Date	
Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2		2024-08-22	2027-06-

English Language Arts, as needed.			30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Kelli Dellarose, Principal	Heggerty Phonemic Awareness	Yes	No
Action Step		Anticipated Start/Completion Date	
Identify resources to support phonics and phonemic awareness for learners in grades 4-12		2024-03-31	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	resources to support phonics and phonemic awareness for learners in grades 4-12	No	No
Action Step		Anticipated Start/Completion Date	
Engage in curriculum resource review process for resources to support phonics and phonemic awareness for learners in grades 4-12		2024-03-31	2024-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	Curriculum Resource Review Rubric, teachers, building administrators	No	No
Action Step		Anticipated Start/Completion Date	
School board adoption of recommended curriculum materials		2024-06-30	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	BoardDocs, PriceQuote, sample curriculum materials	No	No
Action Step		Anticipated Start/Completion Date	
Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers		2024-08-22	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	curriculum materials, program specialists to lead professional learning, building principals and assistant principals, and Director of Special Education	Yes	No
Action Step		Anticipated Start/Completion Date	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Wayne Gdovic, Superintendent	NA	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All K-3 general education teachers will implement Foundations as part of the core ELA block for 30 minutes each day. All interventionists (reading specialists, special education teachers, etc.) will implement Foundations for 30 minutes of intervention daily. All K-2 general education teachers will implement Heggerty for 10-12 minutes daily. All 4-12 intervention teachers will participate in professional learning and implement the selected intervention resource with students, as recommended by the publisher.	The Principal and Assistant Principal will monitor weekly via lesson plans, and at least monthly during walkthroughs and observations.

Action Plan For: Science of Reading - Comprehension

Measurable Goals:
<ul style="list-style-type: none"> By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature.

Action Step	Anticipated Start/Completion Date		
Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.	2024-10-04	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AIU3 Reading Achievement center, Director of Curriculum, Academics, & Innovation	Reading Specialist - curriculum consultant; curriculum materials	Yes	No
Action Step	Anticipated Start/Completion Date		
Analyze lesson plan, walkthrough, and observation evidence on a quarterly basis to identify areas of success and struggle	2025-01-22	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals Assistant Principals Director of Special Education Director of Curriculum, Academics, & Innovation Teachers	Checklist and protocols for evidence collection during walkthroughs and observations related to instruction of robust academic vocabulary; administrative staff meetings	No	No
Action Step	Anticipated		

		Start/Completion Date	
Provide opportunities for ELA teachers to observe model instruction of robust academic vocabulary, as needed/requested		2025-01-23	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Assistant Principals	Checklist and protocols for evidence collection during walkthroughs and observations related to instruction of robust academic vocabulary	No	No
Action Step		Anticipated Start/Completion Date	
Review summary evidence of implemented instructional practices related to the science of reading during staff meetings (by grade level or content area) quarterly		2025-01-22	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Assistant Principals	Summary of evidence from lesson plans, walkthroughs, and observations	No	No
Action Step		Anticipated Start/Completion Date	
Grade level and/or department teams reflect on evidence and identify instructional practice goal, quarterly		2025-01-22	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Team Leaders	evidence shared by building administrator and other sources of evidence related to instruction of robust academic vocabulary	No	No
Action Step		Anticipated Start/Completion Date	
Provide initial and ongoing professional learning focused on evidence-based writing instruction		2024-11-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
AIU3 Reading Achievement center, Director of Curriculum, Academics, & Innovation	Reading Specialist - curriculum consultant; curriculum materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Analyze lesson plan, walkthrough, and observation evidence on a quarterly basis to identify areas of success and struggle		2024-11-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Assistant Principals, Director of Special	Evidence	No	No

Education, Director of Curriculum, Academics, & Innovation, Teachers			
Action Step		Anticipated Start/Completion Date	
Provide opportunities for ELA teachers to observe model instruction of writing, as requested/as needed		2024-11-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
principals, assistant principals	Checklists, observation protocols	No	No
Action Step		Anticipated Start/Completion Date	
Review summary evidence of implemented instructional practices related to the writing during staff meetings (by grade level or content area) quarterly		2024-11-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Assistant Principals	Summary of evidence from lesson plans, walkthroughs, and observations	No	No
Action Step		Anticipated Start/Completion Date	
Grade level and/or department teams reflect on evidence and identify instructional practice goal, quarterly		2024-11-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Team Leaders	Summary of evidence	No	No
Action Step		Anticipated Start/Completion Date	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Wayne Gdovic	NA	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All K-5 teachers will provide 15 minutes of robust vocabulary instruction as part of their daily ELA Block. ELA teachers of students in grades 6-12 will implement robust vocabulary instruction for all learners as part of their ELA course. All grade levels will dedicate 30 (K-2) - 45 (3-12) minutes of ELA instruction to text comprehension. All K-8 ELA teachers will dedicate 15-30 minutes of the ELA block to writing and developing students' capacity as effective writers.	Building principals and assistant principals will monitor lesson plans weekly, and observe implementation of instruction at least monthly during walkthroughs and observations.

Action Plan For: Visible Thinking and Learning

Measurable Goals:
<ul style="list-style-type: none"> By the 2026-2027 School Year, at least 73.9% of students in grades 3-8 (PSSA English Language Arts) and high school (Literature Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for English Language Arts/Literature. By the 2026-2027 School Year, at least 61.2% of students in grades 3-8 (PSSA Math) and high school (Algebra 1 Keystone Exam) will demonstrate grade-level/course-level proficiency, as measured by the PSSA and/or Keystone Exams for Mathematics/Algebra I.

Action Step		Anticipated Start/Completion Date	
Provide professional learning focused on the 8 cultural forces		2024-08-22	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals	Continued learning focused on creating cultures of thinking and the 8 cultural forces	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide mini-workshops focused on one of the cultural forces, monthly		2024-09-01	2025-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals, Assistant Principals	Continued professional learning focused on creating cultures of thinking, the 8 cultural forces, and the 10 mindsets	Yes	No
Action Step		Anticipated Start/Completion Date	
Integrate our collection of evidence around the 8 cultural forces into walkthroughs, observations, etc., and share summary data with staff on at least a semi-annual basis		2025-01-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals, Assistant Principals	Evidence and protocols	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional learning focused on thinking and understanding		2024-08-22	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals	The Understanding Map	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop communities of practice organized by the understanding focus (understanding map) or visible learning influence (Hattie) selected by teachers - communities of practice will meet at least monthly.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals; Teachers	Guidelines for communities of practice; understanding map, visible learning influences	No	No
Action Step		Anticipated Start/Completion Date	
Share thinking routines, protocols, and the experiences of using them in learning environments on a monthly basis with communities of practice		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation; Director of Special Education; Principals; Assistant Principals; Teachers	thinking routines, protocols, lesson plans	No	No
Action Step		Anticipated Start/Completion Date	
Select a visible learning influence (Hattie, 2024) that accelerates student learning and achievement from the district-provided list (annually)		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation	Visible Learning Metax and supporting materials	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research		2024-12-23	2024-12-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum, Academics, & Innovation	Visible Learning Metax and supporting materials; copies of books for teaching mathematics and reading in a visible learning classroom	Yes	No
Action Step		Anticipated Start/Completion Date	
Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Wayne Gdovic, Superintendent	evidence from plan implementation	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Teachers will identify the understanding they are trying to build with learners as part of their classroom instruction and/or the visible learning influences they want to focus on implementing. Communities of practice organized around specific thinking foci or visible learning influences will meet at least monthly. Administrators will sustain development of a culture of thinking with monthly focus areas and sharing evidence to document areas of growth and need.</p>	<p>Lesson plans will be reviewed on a weekly basis by building administrators; the rolling agenda from administrative staff meetings will document evidence and progress in developing a culture of thinking in our buildings and across the district. Communities of practice will provide feedback, as requested, to share progress/needs.</p>

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science of Reading - Phonics	Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed.
Science of Reading - Phonics	Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed.
Science of Reading - Phonics	Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2 English Language Arts, as needed.
Science of Reading - Phonics	Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers
Science of Reading - Comprehension	Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary.
Science of Reading - Comprehension	Provide initial and ongoing professional learning focused on evidence-based writing instruction
Visible Thinking and Learning	Provide professional learning focused on the 8 cultural forces
Visible Thinking and Learning	Provide mini-workshops focused on one of the cultural forces, monthly
Visible Thinking and Learning	Provide professional learning focused on thinking and understanding
Visible Thinking and Learning	Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research

Phonics & Phonemic Awareness

Action Step		
<ul style="list-style-type: none"> Phonics - Provide refresher professional learning focused on Foundations at least annually, as needed. Include professional learning focused on Foundations as part of new teacher orientation for newly hired teachers assigned to K-3 English Language Arts, as needed. Include professional learning focused on Heggerty as part of new teacher orientation for newly hired teachers assigned to K-2 English Language Arts, as needed. Provide initial and ongoing professional learning opportunities to support use of newly adopted phonics and phonemic awareness materials for appropriate teachers 		
Audience		
K-3 teachers and K-4 interventionists (reading specialists, special education teachers, etc.)		
Topics to be Included		
Phonics, phonemic awareness, foundational reading skills		
Evidence of Learning		
lesson plans, observations, walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kelli Dellarose, Principal	2024-08-22	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Science of Reading - Comprehension

Action Step		
<ul style="list-style-type: none"> • Provide initial and ongoing professional learning focused on providing regular practice with complex text and academic vocabulary. • Provide initial and ongoing professional learning focused on evidence-based writing instruction 		
Audience		
K-12 ELA Teachers & Administrators		
Topics to be Included		
academic vocabulary instruction, building on background knowledge, evidence-based writing instruction		
Evidence of Learning		
lesson plans, learning walks, observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation	2024-08-22	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	At least annually and as needed based on evidence from lesson plans, learning walks, and observations
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Visible Thinking and Learning

Action Step
<ul style="list-style-type: none"> • Provide professional learning focused on the 8 cultural forces

<ul style="list-style-type: none"> • Provide mini-workshops focused on one of the cultural forces, monthly • Provide professional learning focused on thinking and understanding • Provide professional learning introduction to visible learning (Hattie, 2024) and meta-analysis research 		
Audience		
All K-12 teachers and administrators		
Topics to be Included		
cultural forces, cultural mindsets, making thinking visible, thinking routines, protocols, communities of practice, visible learning, influences that accelerate learning		
Evidence of Learning		
lesson plans, learning walks, observations, evidence of practice, community of practice experiences		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Erica Kolat, Director of Curriculum, Academics, & Innovation Dr. Charissa Rychcik, Director of Special Education Mrs. Kelli Dellarose, Principal Mr. Anthony Trozzi, Assistant Principal Mrs. Lynn Como, Principal Mr. Michael Petruzzi, Assistant Principal Mr. Justin Dellarose, Principal Mr. Jason Marvin, Assistant Principal	2024-08-22	2027-06-30

Learning Format

Type of Activities	Frequency
Other	at least monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 2e: Organizing Physical Space • 4a: Reflecting on Teaching • 1f: Designing Student Assessments • 3a: Communicating with Students • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 1c: Setting Instructional Outcomes • 2c: Managing Classroom Procedures • 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 2a: Creating an Environment of Respect and Rapport • 3b: Using Questioning and Discussion Techniques • 4c: Communicating with Families • 1b: Demonstrating Knowledge of Students 	

- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Communications Activities

Annual Communication of Progress to the Public					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting Communicate progress of the comprehensive plan goals and implementation of plan to the public on an annual basis during a regular board meeting 	Board of School Directors and Community	Annual progress of comprehensive plan goals and plan implementation	Wayne Gdovic, Superintendent	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Annually		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• South Park School District Affirmation Statement Comp Plan.pdf• South Park School District Affirmation Statement Comp Plan_be1f9814.pdf

Chief School Administrator	Date
Wayne P. Gdovic	2024-09-25