

Rose Tree Media SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

308 N Olive St
Media, PA 19063-2403
610-627-6000
Superintendent: Eleanor DiMarino-Linnen (Acting)
Director of Special Education: Eleanor DiMarino-Linnen

Planning Process

In Spring 2018, three groups of 10 stakeholders came together to examine the educational environment and make recommendations for possible action steps. The focus of these groups was the educational environment over the next few years, and the analysis took place with a review of district achievement and contextual data.

In spring and fall of 2018, principals of all six buildings worked with their staffs to review the school-level data.

In September and October 2018, groups of stakeholders came together to complete the district-level elements of the plan, including a review of the district mission, the district achievement and contextual data, identification of accomplishments and concerns, systems analysis, alignment of concerns with systemic challenges, and development of action plans. All other reports, such as the Safe and Supportive Schools section and the Professional Education section, were completed at this time.

An overview of the plan was reviewed by the School Board at the October 9, 2014 Curriculum & Instruction Committee meeting, published for public review for 28 days, and approved at the November 29, 2018 Legislative meeting.

Mission Statement

Students are the focus of the Rose Tree Media School District learning community. All students will reach their intellectual, emotional, social, and physical potential in a safe environment that celebrates diversity, individual talents and efforts, and promotes collaboration, caring, respect, and leadership. Students will be well prepared to create meaningful and productive lives in a global society.

Vision Statement

- All members of the school community are lifelong learners committed to continuous improvement who contribute to a diverse yet globally connected world.
- All members of the school community are able to use technology to extend, enhance, and facilitate learning and develop other 21st Century skills.
- All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potential.

Shared Values

- Each child has unique learning needs.
- All students can learn and be successful.
- Schooling should address the needs of the whole child.
- Our success requires the collaborative support of the entire community.
- Each member of our school community deserves mutual respect in a safe and healthy environment.
- While the District maintains fiscal responsibility, decisions should be driven by students' needs and interests.
- The ability to persist in the face of challenges should be fostered in all facets of the life of the school.

Educational Community

The Rose Tree Media School District is located in Delaware County in Southeastern Pennsylvania. The district covers 26 square miles and is comprised of Media Borough, Middletown Township, Upper Providence Township and Edgemont Township. Delaware County is one of the three original counties established in Pennsylvania. The town of Media serves as the county seat. The district lies just 12 miles from the City of Philadelphia and serves a community of 27,500 residents. Major industries in the district include a major hospital and satellite health services, the county courthouse and surrounding legal services, and educational providers. The community also contains a major

mall and many small businesses, especially retail shops and restaurants within the borough of Media. Beyond the opportunities provided by the school district, the community offers students the services of two local libraries, a large YMCA, and numerous mental health providers.

The Rose Tree Media School District provides comprehensive educational services to approximately 3,700 students in grades K-12. Students in grades K-5 attend four elementary schools: Glenwood, Indian Lane, Media, and Rose Tree. Students in grades 6-8 attend Springton Lake Middle School. Penncrest High School serves students in grades 9-12. Students may also attend programs at the Aston and Folcroft Career and Technical Schools. The district operates its own alternative education program for high school students. Another special program is the Virtual Kindergarten, through which the youngest learners in the district extend their learning opportunities.

Elementary schools in the district are appreciated for the small class sizes provided to students as they develop strong foundational skills. Within the middle school, academics are also prioritized with a strong focus on the developmental needs of adolescents. High school students excel in academics and athletics at the regional, state, and national levels. Over 90% of graduates matriculate into higher education, and many attend prestigious colleges and universities.

The Board of Education, parents, teachers, administrative staff and students take pride in their school and community, and the community reciprocates that pride and supports its schools. Active Parent Teacher Groups and booster clubs are very much involved in school affairs, provide funds for school activities, and promote educational programs and support services. The District partners with the Rocky Run YMCA, Riddle Memorial Hospital, and local youth and faith-based organizations to provide a broad spectrum of opportunities for learning and growth.

Planning Committee

Name	Role
Michelle Britton	Administrator : Professional Education

Eric Bucci	Administrator : Professional Education
Casey Cohen	Administrator : Professional Education
William Dougherty	Administrator : Professional Education
Joseph Fuhr	Administrator : Professional Education
Thomas Hauptert	Administrator : Professional Education
Bonnie Keiles	Administrator : Special Education
Kimberly LaCoste	Administrator : Special Education
Devin Layton	Administrator : Professional Education
Patti Linden	Administrator : Professional Education
Jenny Robinson	Administrator : Professional Education
Robert Salladino	Administrator : Professional Education
David Stango	Administrator : Professional Education
Sharon Sweeney	Administrator : Professional Education
Paula Voshell	Administrator : Professional Education
Todd Kanzinger	Business Representative : Professional Education
Louise Naismith	Business Representative : Professional Education
Meg Barney	Community Representative : Professional Education
Donald Guthrie	Community Representative : Professional Education
Bernadette Dacanay	Ed Specialist - Home and School Visitor : Professional Education
Jean McPheeters	Ed Specialist - School Counselor : Professional Education
Christa Consadene	Elementary School Teacher - Regular Education : Professional Education
Jeff Davies	Elementary School Teacher - Regular Education : Professional Education
Nancy Gheysens	Elementary School Teacher - Regular Education : Special Education
Aaron Goldfarb	Elementary School Teacher - Regular Education : Professional Education
Crystal Grace-Green	Elementary School Teacher - Regular Education : Professional Education
Berit Haahr	Elementary School Teacher - Regular Education : Professional Education
Hans Kalbach	Elementary School Teacher - Regular Education : Professional Education
Charles Keeler	Elementary School Teacher - Regular Education : Professional Education

Tina Loveland-Smith	Elementary School Teacher - Regular Education : Professional Education
Heena McCafferty	Elementary School Teacher - Regular Education : Professional Education
Rachael Pinsley	Elementary School Teacher - Regular Education : Professional Education
Julie Plater	Elementary School Teacher - Regular Education : Professional Education
Jeanette Verdeur	Elementary School Teacher - Regular Education : Professional Education
Sue Williamson	Elementary School Teacher - Regular Education : Professional Education
Ben Danson	High School Teacher - Regular Education : Professional Education
Carley Dillon	High School Teacher - Regular Education : Professional Education
Greg Jacobs	High School Teacher - Regular Education : Professional Education
Dana Martinsen	High School Teacher - Regular Education : Professional Education
Kimberly Riviere	High School Teacher - Regular Education : Professional Education
Jodi Strevig	High School Teacher - Special Education : Professional Education
Joseph Fisher	Middle School Teacher - Regular Education : Professional Education
Mark Homan	Middle School Teacher - Regular Education : Professional Education
Bridget Laubach	Middle School Teacher - Regular Education : Professional Education
Jason Lazarow	Middle School Teacher - Regular Education : Professional Education
Kathy Maguire	Middle School Teacher - Regular Education : Professional Education
Johnathan Stroup	Middle School Teacher - Special Education : Professional Education
Jenny Dresden	Parent : Professional Education
Michelle Hunt	Parent : Professional Education
Heena McCafferty	Parent : Professional Education
Tiffany Bendistis	Special Education Director/Specialist : Special

	Education
Eleanor DiMarino-Linnen	Special Education Director/Specialist : Special Education

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

PSSA analysis:

1. PSSA scores are very high and far exceed state averages in all subjects.
2. PSSA scores are well above state averages in all grade levels.

Accomplishment #2:

Keystone Analysis:

- At Penncrest High School, there was significant evidence of exceeding standards for growth in all tested areas for the 3 year average.
- At Springton Lake Middle School there was evidence of exceeding the standard for growth in the tested area (Algebra I).
- Overall, Keystone scores were well above state averages in all tested subjects.
- Keystone scores for all subgroups exceeded state averages.

District Concerns

Concern #1:

From PSSA analysis:

- Although district achievement scores in Math are well above state averages, the percentage of students scoring Proficient and Advanced on the PSSA has dropped significantly. Prior to 2015, the percent of students scoring Proficient and Advanced on PSSA Math was approximately 90. From 2016 - 2018 the average number of students scoring Proficient and Advanced has dropped to 66%.

Concern #2:

From PSSA analysis:

- An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

Concern #3:

From District contextual data:

- There are groups of students (African American, Multi-Racial, English Language Learners, and Special Education students) that are disproportionately underrepresented in academic programs from elementary school through high school.

Concern #4:

From contextual walkthrough analysis:

- The primary mode of instruction and school programming can be defined as, "Classical." Classical instruction, as defined by Jacobs & Alcock in their work *Bold Moves* is instruction that is linear and limited to the traditional school schedule. Currently, 10% of instruction is delivered in a manner that is described as contemporary (Jacobs and Alcock, 2017).

Jacobs, Heidi Hayes, and Marie Alcock. *Bold Moves for Schools: How We Create Remarkable Learning Environments*. ASCD, 2017.

Concern #5:

From the Pennsylvania Youth Survey Results (PAYS) data:

- Over 36% of students in grades 10 and 12 reported having symptoms of anxiety and/or depression.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

From PSSA analysis:

- Although district achievement scores in Math are well above state averages, the percentage of students scoring Proficient and Advanced on the PSSA has dropped significantly. Prior to 2015, the percent of students scoring Proficient and Advanced on PSSA Math was approximately 90. From 2016 - 2018 the average number of students scoring Proficient and Advanced has dropped to 66%.

From PSSA analysis:

- An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

From District contextual data:

- There are groups of students (African American, Multi-Racial, English Language Learners, and Special Education students) that are disproportionately underrepresented in academic programs from elementary school through high school.

From contextual walkthrough analysis:

- The primary mode of instruction and school programming can be defined as, "Classical." Classical instruction, as defined by Jacobs & Alcock in their work *Bold Moves* is instruction that is linear and limited to the traditional school schedule. Currently, 10% of instruction is delivered in a manner that is described as contemporary (Jacobs and Alcock, 2017).

Jacobs, Heidi Hayes, and Marie Alcock. *Bold Moves for Schools: How We Create Remarkable Learning Environments*. ASCD, 2017.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

From PSSA analysis:

- Although district achievement scores in Math are well above state averages, the percentage of students scoring Proficient and Advanced on the PSSA has dropped significantly. Prior to 2015, the percent of students scoring Proficient and Advanced on PSSA Math was approximately 90. From 2016 - 2018 the average number of students scoring Proficient and Advanced has dropped to 66%.

From PSSA analysis:

- An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

From District contextual data:

- There are groups of students (African American, Multi-Racial, English Language Learners, and Special Education students) that are disproportionately underrepresented in academic programs from elementary school through high school.

From contextual walkthrough analysis:

- The primary mode of instruction and school programming can be defined as, "Classical." Classical instruction, as defined by Jacobs & Alcock in their work *Bold Moves* is instruction that is linear and limited to the traditional school schedule. Currently, 10% of instruction is delivered in a manner that is described as contemporary (Jacobs and Alcock, 2017).

Jacobs, Heidi Hayes, and Marie Alcock. *Bold Moves for Schools: How We Create Remarkable Learning Environments*. ASCD, 2017.

Systemic Challenge #3 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

From PSSA analysis:

- Although district achievement scores in Math are well above state averages, the percentage of students scoring Proficient and Advanced on the PSSA has dropped significantly. Prior to 2015, the percent of students scoring Proficient and Advanced on PSSA Math was approximately 90. From 2016 - 2018 the average number of students scoring Proficient and Advanced has dropped to 66%.

From PSSA analysis:

- An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

Systemic Challenge #4 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

From PSSA analysis:

- An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

From District contextual data:

- There are groups of students (African American, Multi-Racial, English Language Learners, and Special Education students) that are disproportionately underrepresented in academic programs from elementary school through high school.

Systemic Challenge #5 (*Guiding Question #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Schedules, lesson plans, observations

Specific Targets: Evidences of flexible grouping practices in the building schedules, in teachers' lesson plans, and in formal and informal observations

Type: Interim

Data Source: Professional development activities

Specific Targets: Evidence of professional development agendas, faculty meeting agendas, flex workshops, out-of-district conferences, course work on the relevant topics

Type: Interim

Data Source: Local formative assessments

Specific Targets: Performance data from KidBiz, Compass Learning, Khan Academy, Study Island Benchmarks, DIBELS, and MAP, along with curriculum-based assessments like tests, labs, papers, or projects as agreed upon in collaboration with colleagues and administrators.

Type: Annual

Data Source: PSSA scores

Specific Targets: Disparities of greater than 10% on PSSA between the all-student group and subgroups will be eliminated

Type: Interim

Data Source: PLC Meetings

Specific Targets: Participating in a PLC will provide the internal accountability to ensure lessons are designed based on evidenced-based best practices.

Strategies:

Professional Learning Communities

Description:

Working as a Professional Learning Community allows for teachers to build collective efficacy focused on student learning. The goal is for teachers to consistently learn, apply, and reflect on the most effective teaching strategies based on student learning outcomes. This weekly and on-going collaboration is closely monitored by administrators to ensure consistent implementation of standards-aligned instruction, contemporary pedagogy, formative and summative assessments, and reflective practice.

SAS Alignment: None selected

Professional Development

Description:

Growth in instructional practices will be preceded and supported by professional development. The strategy directly supports the goal of ensuring consistent implementation of effective instructional practices in every classroom.

SAS Alignment: None selected

Implementation Steps:

Provide professional development on differentiated instruction, including teaching diverse learners in an inclusive setting

Description:

Improve instructional practices by providing professional development on teaching diverse learners in an inclusive setting, challenging gifted and high-end students, and promoting grit and a growth mindset in all students. The Assistant Superintendent will provide relevant training materials and engage the services of outside providers, if needed. Trainings will occur at the district and building levels, through formal presentations, faculty meetings, grade-level meetings, team meetings, department meetings, and workshops. Evidence for the faithful and effective implementation of the new strategies will derive from teachers' lesson plans, from principals' formal and information observations of teachers, and ultimately from increases in percentages of students achieving proficiency on the predetermined learning goal.

Start Date: 2/15/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Professional Development

Align Curriculum and Assessments

Description:

Align all curricular areas with PA Core Standards, create curriculum maps, and develop common assessments. Principals will communicate directly with all teachers involved in these activities and monitor the finished products for fidelity. Evidence of completion will consist of completed curriculum framework documents, maps, and assessments.

Start Date: 2/15/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development

Description:

Provide professional development on relevant topics: creating culturally proficient classrooms, contemporary learning, developing common classroom assessments, creating curriculum maps, and improving language and literacy acquisition for all students. The Assistant Superintendent will provide relevant curricular materials and engage the services of outside providers, if needed. The bulk of the work involved will engage small groups of teachers of a common course or subject in developing assessments or curriculum maps. Grade-level colleagues at the elementary level and departmental colleagues at the middle school and high school will validate the resulting products, and building principals will evaluate the fidelity of their delivery.

Start Date: 2/13/2015 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instruction practices.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Infrastructure

Specific Targets: Creation of a functioning multi-tiered support system (MTSS) at the middle school and high school, and use of universal screening tools at all levels

Type: Interim

Data Source: Materials

Specific Targets: Completed curriculum documents aligned to PA Core, completed common, PA Core-aligned assessments

Type: Interim

Data Source: Programs

Specific Targets: Evidence of completed professional development

Type: Interim

Data Source: PLC meeting notes

Specific Targets: Use of formative assessments as documented in teachers' meeting notes and lesson plans

Type: Annual

Data Source: PSSA scores

Specific Targets: The overall achievement of PSSA math scores in grades 3-8 will increase by 5% each year.

Type: Annual

Data Source: PSSA

Specific Targets: Disparities of greater than 10% on PSSA scores between the all-student group and subgroups will be eliminated

Strategies:

Strengthen Infrastructure

Description:

Infrastructure needs to be in place for assessment practices to be effective. The strategy of strengthening and standardizing the infrastructure is prerequisite to ensuring every staff member uses assessments consistently.

SAS Alignment: None selected

Standardize Assessments

Description:

Assessments need to be aligned to the PA Core and standardized both horizontally and vertically. The goal involves using standards-aligned assessments, and the strategy of standardizing the assessments is the first step in addressing the goal.

SAS Alignment: None selected

Professional Development

Description:

Sustainable changes to schools' and teachers' practices around assessment require ongoing professional development. The goal involves the use of standards-aligned assessments and adjusting instruction based on students' needs, and professional development will train teachers in how to assess and adjust.

SAS Alignment: None selected

Implementation Steps:

Create strong Multi-Tiered Support System

Description:

Build Multi-Tiered Support System (MTSS) at the middle school and high school, and strengthen the existing RtII system at the elementary level by continuing to refining the data conferencing process and extending the use of the Performance Tracker data warehouse. The Director of Pupil Services will work with building principals to manage and monitor the creation of the MTSS system, communicating with all faculty members and providing specific guidance on universal screeners, data conference protocols, interventions, and other aspects of the support structure. These same administrators will monitor the implementation for fidelity and evaluate its effectiveness, particularly through reduction in the numbers of students needing tier 3 supports.

Start Date: 1/4/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Strengthen Infrastructure
- Professional Development

*Strengthen Assessments and Instruction***Description:**

Align classroom assessments with the new PA Core, develop common assessments across grades, and build capacity among the faculty to implement formative assessments and subsequently use the data to modify instruction. All teachers already have access to PA Core Standards, and all already know the Standards have changed. The Assistant Superintendent will provide relevant training materials and engage the services of outside providers, if needed. Trainings will occur at the district and building levels, through formal presentations, faculty meetings, grade-level meetings, team meetings, department meetings, and workshops.

Start Date: 8/26/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies:

- Standardize Assessments
- Professional Development

Goal #3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Materials

Specific Targets: Completed versions of PA Core-aligned curricula, common assessments, and curriculum maps

Type: Interim

Data Source: Programs

Specific Targets: Evidence of professional development agendas, as well as flex workshops, faculty meeting agendas, out-of-district conferences, and course work on standards, assessments, and curriculum mapping

Type: Interim

Data Source: Curriculum-based assessments

Specific Targets: Results of curriculum-based assessments, such as unit post tests

Type: Interim

Data Source: Formative assessments

Specific Targets: Data from formative assessments like KidBiz, Compass Learning, Khan Academy, Study Island benchmarks, DIBELS, or MAP will provide evidence of goal attainment

Type: Annual

Data Source: PSSA

Specific Targets: Overall achievement on the PSSA math test in grades 3-8 will increase by 5% each year.

Type: Annual

Data Source: PSSA

Specific Targets: Disparities of greater than 5% on PSSA scores between the all-student group and subgroups will be eliminated

Strategies:

Curriculum Alignment

Description:

Coherent, challenging instruction depends on curriculum aligned with rigorous standards, implemented consistently by all teachers, and measured via common assessments. The goal is to ensure a curriculum aligned with current standards, and the strategy directly addresses the goal.

SAS Alignment: None selected

Professional Development

Description:

Provide professional development on relevant topics: creating culturally competent classrooms, developing common classroom assessments, creating curriculum maps, and improving language and literacy acquisition

for all students. Curricular reforms required by the goal will require trainings in each of the goal areas.

SAS Alignment: None selected

Implementation Steps:

Align Curriculum and Assessments

Description:

Align all curricular areas with PA Core Standards, create curriculum maps, and develop common assessments. Principals will communicate directly with all teachers involved in these activities and monitor the finished products for fidelity. Evidence of completion will consist of completed curriculum framework documents, maps, and assessments.

Start Date: 2/15/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment
- Professional Development

Professional Development

Description:

Provide professional development on relevant topics: creating culturally proficient classrooms, contemporary learning, developing common classroom assessments, creating curriculum maps, and improving language and literacy acquisition for all students. The Assistant Superintendent will provide relevant curricular materials and engage the services of outside providers, if needed. The bulk of the work involved will engage small groups of teachers of a common course or subject in developing assessments or curriculum maps. Grade-level colleagues at the elementary level and departmental colleagues at the middle school and high school will validate the resulting products, and building principals will evaluate the fidelity of their delivery.

Start Date: 2/13/2015 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Goal #4: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Programs

Specific Targets: Functioning MTSS programs at the middle school and high school, functioning summer experience for kindergarten readiness will provide evidence of goal attainment

Type: Interim

Data Source: Materials

Specific Targets: Completed set of tiered assessments for Positive Behavior Support will provide evidence of goal attainment

Type: Interim

Data Source: Early literacy indicators

Specific Targets: Higher percentages on early indicators such as kindergarten round up data, F & P reading levels of kindergarten students, and DIBELS will provide evidence of goal attainment

Type: Annual

Data Source: PSSA

Specific Targets: Disparities of greater than 10% on PSSA scores between the all-student group and subgroups will be eliminated

Type: Annual

Data Source: PSSA

Specific Targets: Overall achievement on PSSA math will increase by 5% each year.

Strategies:

Professional Development

Description:

Growth in instructional practices will be preceded and supported by professional development. The strategy directly supports the goal of ensuring consistent implementation of effective instructional practices in every classroom.

SAS Alignment: None selected

Strengthen Infrastructure

Description:

Infrastructure must be present in order to identify students potentially at risk early and provide needed interventions. Systemic practices for identifying students at risk must take place in order for the goal of supporting these students to be realized.

SAS Alignment: None selected

Strengthen Social Curriculum

Description:

Many students at risk of academic failure manifest behaviors limiting their academic success. By strengthening the social curriculum and consequently mitigating some of these behaviors, the district will foster greater academic achievement among at-risk students. The goal involves supporting students at risk, and strengthening the social curriculum bears directly on the goal.

SAS Alignment: None selected

*Kindergarten Readiness***Description:**

Research suggests readiness for kindergarten may be the most significant indicator of later success in school. The goal focuses on early identification of students who might be at risk, and the strategy of assessing and developing kindergarten readiness directly addresses the goal.

SAS Alignment: None selected

Implementation Steps:*Build and enhance support structure***Description:**

Build an Multi-Tiered Support System (MTSS) at the middle and high school levels and enhance the existing MTSS process at the elementary level.

Start Date: 1/4/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Strengthen Infrastructure

*Enhance positive behavior supports***Description:**

Strengthen the Positive Behavior Support (PBIS) system. The addition of tiered intervention will support quantifiable improvements in students' behavior. The Director of Pupil Services, working with building principals, will create the interventions, which will be evaluated based on the reduction of incidents.

Start Date: 8/26/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Strengthen Social Curriculum

Goal #5: Establish a system that ensures that all students have equitable access to all programs in our schools.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Demographic reports on groups of students represented in various courses and programs.

Specific Targets: Groups of students will be proportionally represented in school programs (AGP, AMP, AP courses, music programs, honor societies, clubs etc.).

Strategies:

Equitable access

Description:

Identifying and understanding barriers to access will allow ALL students access to the highest levels of curriculum and programming available to the student.

SAS Alignment: None selected

Implementation Steps:

Equitable access

Description:

District and building equity teams will be created to study the inequities that exist in public education. The teams will develop goals and action plans to address the needs specific to the school community.

Start Date: 8/26/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #6: Establish a system of supports and provisions of services that fully ensures that all students develop the skills necessary to maximize their social and emotional well-being.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Pennsylvania Youth Survey (PAYS)

Specific Targets: The number of students indicating symptoms of depression will decrease.

Strategies:

Student Well-Being

Description:

Students will learn the skills of stress management. Schools will promote a sense of belonging and foster a safe environment.

SAS Alignment: None selected

Implementation Steps:

Student Well-Being

Description:

Staff will receive training for on best practices for working with students with diverse social and emotional needs, including training on trauma informed care.

Students will be provided instruction which develops an awareness of social and emotional well-being and age appropriate coping skills.

Evaluate the current tier 2 and 3 processes and develop effective needs aligned interventions.

Start Date: 11/5/2019 **End Date:** 6/18/2021

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected