

## **HATBORO-HORSHAM SD**

229 Meetinghouse Rd

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The School District of Hatboro-Horsham will prepare and challenge all students to excel academically and to develop social skills and creativity by providing exemplary and innovative educational programs through a supportive collaboration of educators, students, parents, and community stakeholders.

### **VISION STATEMENT**

Hatboro-Horsham School District is comprised of a cohesive, supportive group of dedicated staff, students, parents, and community members united in our commitment to pursue excellence in education. We intend to realize our highest potential as an educational community by setting clear, measurable goals, employing best practices, engaging in effective communication, and utilizing resources wisely. We will use our successes as a catalyst for future growth, change, and improvement.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe the role of the students is to . . . • Engage in all aspects of their education and take full advantage of the wide range of opportunities provided. • Demonstrate respect, empathy, and care for their peers and all members of the school community. • Contribute to the safe, consistent, and respectful community established throughout the district. .

### **STAFF**

We believe the role of teachers and all staff is to... • Provide a safe, consistent, fair, and respectful classroom environment that encourages a life-long passion for learning. • Model strong communication and problem solving skills. • Actively participate in their ongoing professional development.

### **ADMINISTRATION**

We believe the role of administrators is to... • Be the visible liaison between all stakeholders while providing consistent, quality leadership and vision across the district that fosters a cooperative, collaborative educational climate. • Facilitate quality instruction by providing constructive supervision and resources to foster continued teacher professional development. • Cultivate the character and climate of individual buildings as coordinated with larger district goals.

### **PARENTS**

We believe the role of parents is to... • Provide for their children's basic needs, thereby enabling them to come to school ready to learn. • Model positive behaviors and habits regarding education and learning. • Actively participate in understanding their children's learning experiences and to utilize school resources as advocates in their children's education.

### **COMMUNITY**

We believe the role of the community is to... • Actively support our schools by providing funding and governance, contributing expertise, and

providing learning opportunities and resources. • Provide role models for students of productive citizens through volunteerism and a sense of shared responsibility towards education. • Celebrate the achievements of the school community.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Monica J. Taylor, Ed. D.	Administrator	Hatboro-Horsham S.D.
Sue A. King	Administrator	Hatboro-Horsham S.D.
David Weber	Administrator	Hatboro-Horsham S.D.
Steve Glaize	Administrator	Hatboro-Horsham S.D.
Karen Kanter	Administrator	Hatboro-Horsham S.D.
Dennis Williams	Administrator	Hatboro-Horsham S.D.
Brea D'Angelo	Administrator	Hatboro-Horsham S.D.
Kimberly Myers	Administrator	Hatboro-Horsham S.D.
Jonathan Kircher	Administrator	Hatboro-Horsham S.D.
Rick Kerrigan	Administrator	Hatboro-Horsham S.D.
Lisa Quinn	Staff Member	Hatboro-Horsham S.D.
Stacey Soricelli	Staff Member	Hatboro-Horsham S.D.
Kevin Schlenker	Staff Member	Hatboro-Horsham S.D.

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Erika Schwanbeck	Staff Member	Hatboro-Horsham S.D.
Theresa Weber	Staff Member	Hatboro-Horsham S.D.
Jennifer Wilson	Board Member	Hatboro-Horsham S.D.
Christine Jenkins	Staff Member	HatboroHorsham S.D.
Karen Kanter	Administrator	HatboroHorsham S.D.
Karen Fairclough	Administrator	HatboroHorsham S.D.
Val Slott	Staff Member	HatboroHorsham S.D.
Kim English-Murphy	Staff Member	HatboroHorsham S.D.
Ryan Thomas	Administrator	HatboroHorsham S.D.
Stephanie Yoder	Community Member	H.H. Ed Foundation
Kimberly Myers	Administrator	HatboroHorsham S.D.
Theresa Brown	Board Member	Hatboro-Horsham SD
Susan Hunsinger-Hoff	Board Member	Hatboro-Horsham SD

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order for students to take advantage of opportunities for academic and social/emotional growth, they must attend school on a regular basis. Reasons for absences (including exclusionary discipline consequences) and systemic root causes of the difference in students pursuing post-secondary education must be explored and addressed. All students must feel welcomed, valued, and believe they have sufficient opportunities to learn and be successful.</p>	<p>Regular Attendance</p> <p>School climate and culture</p>
<p>Student learning and success stems from what happens in each classroom. In order to ensure equitable outcomes and high levels of learning for all students, we must establish a systemic process to engage all teachers in creating and delivering relevant units of study. Essential understanding, skills, and competencies required of all students must be identified and assessed. Tiered systems of support should be in place that allow every student to be successful.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>English Language Arts</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy
Professional Learning

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math

Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10%

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Establishment of Elementary PLCs for Math Curriculum Implementation and a Focus on Assessment Practices

2021-08-31 -  
2024-06-17

Christine  
Jenkins/ Math  
Coach

Virtual PD Sessions from Bridges; Materials for Bridges program; in classroom support and follow-up Ongoing Coaching Support

Establishment of Middle School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices

2021-08-31 -  
2024-06-17

John  
Ewerth/Assistant  
Principal

Ongoing Support from Outside Consultants

Establishment of High School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices

2021-08-31 -  
2024-06-17

Angela  
Whelan/Assitant  
Principal

Materials to support revised curriculum/new courses

Assessment Literacy

2021-08-31 -  
2024-06-17

Curriculum  
Department  
Personnel

Outside Consultants

### Anticipated Outcome

1. Assessments that inform day-to-day instructional practices and need for targeted interventions. 2. Development of performance-based tasks that assess deeper learning. 3. Revision of courses offered and content of existing courses.

## Monitoring/Evaluation

Monitoring by Building Level Admin and Curriculum Department Admin. Discussion among teachers in grade level meetings led by grade level leads.

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### Evidence-based Strategy

Restorative Practices

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Attendance and Suspension Rates	Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups.
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Equity and Inclusiveness	100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Develop common understanding of restorative principles and purpose for implementing restorative practices.	2021-09-05 - 2022-06-17	Building Admin	PD Time Books, Articles
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Determine structural processes and changes required for implementing Restorative Practices.	2021-10-04 - 2022-06-17	Building Principals	Consultation with outside Restorative Practices
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			organization/consultant (IIRP)
Collect and analyze data to reflect and inform next steps in order to shift culture and language across the district.	2021-11-01 - 2022-06-17	Building and District Admin	Support from outside consultant/organization (IIRP)
Begin revision of Code of Conduct K - 12	2022-07-05 - 2022-08-26	District and Building Admin	Exemplars from other districts
Implement Restorative Practices at the Classroom and School Level and continue data collection & analysis to determine effectiveness of implementation.	2022-08-29 - 2024-06-04	Building Admin	Resources on best practices
Final revision of Code of Conduct to reflect Restorative Principles.	2023-06-16 - 2023-08-25	District & Building Admin	

**Anticipated Outcome**

The elements of restorative practices are evident in each school and classroom throughout the district.

**Monitoring/Evaluation**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

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## Evidence-based Strategy

Inclusive Practices & Cultural Proficiency

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10%
Attendance and Suspension Rates	Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups.
ELA	Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10%
Equity and Inclusiveness	100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue focus on Culturally Responsive Education	2021-08-31 - 2024-06-14	Dave Weber/Director of Curriculum Building Level Admin	DVCEE Sessions; support from outside consultants
Refine implementation of MTSS K - 12	2021-08-31 - 2024-06-14	Dawn Tucker/Coordinator of Special Services;	Grade Level/Team/Department Time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Building Admin	
Focus on Deeper Learning and Culturally Relevant Learning Practices- analyze and revise curriculum-based units and develop performance-based assessment tasks.	2021-08-31 - 2024-06-14	Building Admin and Curriculum Department	Support from various outside consultants
Design and adopt survey tool(s) to measure student engagement and sense of belonging	2021-10-11 - 2022-01-28	Building Admin	Exemplars and input from outside consultants
Administer student survey and conduct analysis to inform future actions required.	2022-06-03 - 2022-06-24	Building Admin	Survey(s)

### Anticipated Outcome

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

### Monitoring/Evaluation

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

### Evidence-based Strategy

Professional Learning

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**Measurable Goals**

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**Goal Nickname****Measurable Goal Statement (Smart Goal)**

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ELA

Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10%

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**Action Step****Anticipated  
Start/Completion****Lead Person/Position****Materials/Resources/Supports  
Needed**

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Establishment of Elementary PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

2022-08-31 -  
2024-06-17Building Principals Curriculum  
DepartmentMaterials to support new  
curriculum

Establishment of Middle School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

2022-08-31 -  
2024-06-17Building Principals Department  
Curriculum Lead Department  
Curriculum DepartmentMaterials to support new  
curriculum

Establishment of High School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

2022-08-31 -  
2024-06-17Building Principals Department Chair  
Curriculum Department Curriculum  
DepartmentMaterials to support new  
curriculum

Assessment Literacy

2021-08-31 -  
2024-06-17

Educational Leadership Team

**Anticipated Outcome**

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Revision of curriculum units in ELA that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning.

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**Monitoring/Evaluation**

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Ongoing monitoring of implementation of revised units and assessments and results on classroom-based and standardized assessments.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Elementary PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Middle School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of High School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Assessment Literacy	08/31/2021 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Restorative Practices	Develop common understanding of restorative principles and purpose for implementing restorative practices.	09/05/2021 - 06/17/2022
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Inclusive Practices & Cultural Proficiency	Continue focus on Culturally Responsive Education	08/31/2021 - 06/14/2024
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)			
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Inclusive Practices & Cultural Proficiency	Refine implementation of MTSS K - 12	08/31/2021 - 06/14/2024
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)			
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Inclusive Practices & Cultural Proficiency	Focus on Deeper Learning and Culturally Relevant Learning Practices- analyze and revise curriculum-based units and develop performance-based assessment tasks.	08/31/2021 - 06/14/2024
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)			
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of Elementary PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of Middle School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of High School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Assessment Literacy	08/31/2021 - 06/17/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Elementary PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Middle School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of High School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Assessment Literacy	08/31/2021 - 06/17/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Restorative Practices	Develop common understanding of restorative principles and purpose for implementing restorative practices.	09/05/2021 - 06/17/2022
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Restorative Practices	Collect and analyze data to reflect and inform next steps in order to shift culture and language across the district.	11/01/2021 - 06/17/2022
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Restorative Practices	Implement Restorative Practices at the Classroom and School Level and	08/29/2022
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)		continue data collection & analysis to determine effectiveness of implementation.	- 06/04/2024



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)</p>	<p>Restorative Practices</p>	<p>Final revision of Code of Conduct to reflect Restorative Principles.</p>	<p>06/16/2023 - 08/25/2023</p>
<p>100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Inclusive Practices & Cultural Proficiency	Continue focus on Culturally Responsive Education	08/31/2021
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)			-
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			06/14/2024
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)	Inclusive Practices & Cultural Proficiency	Focus on Deeper Learning and Culturally	08/31/2021 - 06/14/2024
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)		Relevant Learning Practices- analyze and revise	
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)		curriculum-based units and develop	
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)		performance-based assessment tasks.	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Inclusive Practices & Cultural Proficiency	Design and adopt survey tool(s) to measure student engagement and sense of belonging	10/11/2021 - 01/28/2022
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)</p>	<p>Inclusive Practices &amp; Cultural Proficiency</p>	<p>Administer student survey and conduct analysis to inform future actions required.</p>	<p>06/03/2022 - 06/24/2022</p>
<p>Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)</p>			
<p>Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)</p>			
<p>100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of Elementary PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of Middle School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Establishment of High School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices	08/31/2022 - 06/17/2024



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	Assessment Literacy	08/31/2021 - 06/17/2024

## ADDENDUM B: ACTION PLAN

### Action Plan: Professional Learning

Action Steps	Anticipated Start/Completion Date	
Establishment of Elementary PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024	
Monitoring/Evaluation	Anticipated Output	
Monitoring by Building Level Admin and Curriculum Department Admin. Discussion among teachers in grade level meetings led by grade level leads.	1. Assessments that inform day-to-day instructional practices and need for targeted interventions. 2. Development of performance-based tasks that assess deeper learning. 3. Revision of courses offered and content of existing courses.	
Material/Resources/Supports Needed	PD Step	Comm Step
Virtual PD Sessions from Bridges; Materials for Bridges program; in classroom support and follow-up Ongoing Coaching Support	yes	yes

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**Action Steps****Anticipated Start/Completion Date**

Establishment of Middle School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices

08/31/2021 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Level Admin and Curriculum Department Admin. Discussion among teachers in grade level meetings led by grade level leads.

1. Assessments that inform day-to-day instructional practices and need for targeted interventions. 2. Development of performance-based tasks that assess deeper learning. 3. Revision of courses offered and content of existing courses.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Ongoing Support from Outside Consultants

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Establishment of High School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices

08/31/2021 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Level Admin and Curriculum Department Admin. Discussion among teachers in grade level meetings led by grade level leads.

1. Assessments that inform day-to-day instructional practices and need for targeted interventions. 2. Development of performance-based tasks that assess deeper learning. 3. Revision of courses offered and content of existing courses.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials to support revised curriculum/new courses

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Assessment Literacy

08/31/2021 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Level Admin and Curriculum Department Admin. Discussion among teachers in grade level meetings led by grade level leads.

1. Assessments that inform day-to-day instructional practices and need for targeted interventions. 2. Development of performance-based tasks that assess deeper learning. 3. Revision of courses offered and content of existing courses.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Outside Consultants

yes

yes

**Action Plan: Restorative Practices**

**Action Steps****Anticipated Start/Completion Date**

Develop common understanding of restorative principles and purpose for implementing restorative practices.

09/05/2021 - 06/17/2022

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

**Material/Resources/Supports Needed****PD Step****Comm Step**

PD Time Books, Articles

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Determine structural processes and changes required for implementing Restorative Practices.

10/04/2021 - 06/17/2022

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Consultation with outside Restorative Practices organization/consultant (IIRP)

no

no



**Action Steps****Anticipated Start/Completion Date**

Collect and analyze data to reflect and inform next steps in order to shift culture and language across the district.

11/01/2021 - 06/17/2022

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Support from outside consultant/organization (IIRP)

no

yes





**Action Steps****Anticipated Start/Completion Date**

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Begin revision of Code of Conduct K - 12

07/05/2022 - 08/26/2022

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**Monitoring/Evaluation****Anticipated Output**

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Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

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**Material/Resources/Supports Needed****PD Step****Comm Step**

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Exemplars from other districts

no

no

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**Action Steps****Anticipated Start/Completion Date**

Implement Restorative Practices at the Classroom and School Level and continue data collection & analysis to determine effectiveness of implementation.

08/29/2022 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Resources on best practices

no

yes



**Action Steps**

**Anticipated Start/Completion Date**

Final revision of Code of Conduct to reflect Restorative Principles.

06/16/2023 - 08/25/2023

**Monitoring/Evaluation**

**Anticipated Output**

Ongoing monitoring and evaluation will be done through the use of walk-throughs, surveys, and data analysis

The elements of restorative practices are evident in each school and classroom throughout the district.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

yes

**Action Plan: Inclusive Practices & Cultural Proficiency**

**Action Steps****Anticipated Start/Completion Date**

Continue focus on Culturally Responsive Education

08/31/2021 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

**Material/Resources/Supports Needed****PD Step****Comm Step**

DVCEE Sessions; support from outside consultants

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Refine implementation of MTSS K - 12

08/31/2021 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Grade Level/Team/Department Time

yes

no



**Action Steps****Anticipated Start/Completion Date**

Focus on Deeper Learning and Culturally Relevant Learning Practices- analyze and revise curriculum-based units and develop performance-based assessment tasks.

08/31/2021 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Support from various outside consultants

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Design and adopt survey tool(s) to measure student engagement and sense of belonging

10/11/2021 - 01/28/2022

**Monitoring/Evaluation****Anticipated Output**

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Exemplars and input from outside consultants

no

yes



**Action Steps****Anticipated Start/Completion Date**

Administer student survey and conduct analysis to inform future actions required.

06/03/2022 - 06/24/2022

**Monitoring/Evaluation****Anticipated Output**

Ongoing informal and formal observations; review of revised curriculum materials; analysis of survey results.

Increased understanding of how the backgrounds and experiences of students influence how they approach education and the level of their learning Increase in use of strategies and resources to engage all students in meaningful learning. Evidence of use of varied strategies and resources to better meet the needs of all learners.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Survey(s)

no

yes

**Action Plan: Professional Learning**



**Action Steps****Anticipated Start/Completion Date**

Establishment of Elementary PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

08/31/2022 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring of implementation of revised units and assessments and results on classroom-based and standardized assessments.

Revision of curriculum units in ELA that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials to support new curriculum

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Establishment of Middle School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

08/31/2022 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring of implementation of revised units and assessments and results on classroom-based and standardized assessments.

Revision of curriculum units in ELA that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials to support new curriculum

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Establishment of High School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices

08/31/2022 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring of implementation of revised units and assessments and results on classroom-based and standardized assessments.

Revision of curriculum units in ELA that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials to support new curriculum

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Assessment Literacy

08/31/2021 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

Ongoing monitoring of implementation of revised units and assessments and results on classroom-based and standardized assessments.

Revision of curriculum units in ELA that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning.

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Elementary PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of Middle School PLCs for Math Curriculum Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Professional Learning	Establishment of High School PLCs for Math Curriculum	08/31/2021 - 06/17/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)</p>	Professional Learning	Implementation and a Focus on Assessment Practices	08/31/2021 - 06/17/2024
<p>Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)</p> <p>100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)</p>	Restorative Practices	Develop common understanding of restorative principles and purpose for implementing restorative practices.	09/05/2021 - 06/17/2022
<p>Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)</p>	Inclusive Practices & Cultural Proficiency	Continue focus on Culturally Responsive Education	08/31/2021 - 06/14/2024
<p>Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Inclusive Practices & Cultural Proficiency	Refine implementation of MTSS K - 12	08/31/2021 - 06/14/2024
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)			
100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)			
Increase the performance of all students (and all subgroups) on state assessments in Math by at least 10% (Math)	Inclusive Practices & Cultural Proficiency	Focus on Deeper Learning and Culturally Relevant Learning Practices- analyze and revise curriculum-based	08/31/2021 - 06/14/2024
Regular attendance of students in all subgroups at each school meet or exceed the statewide targets and there is no disproportionality of suspension rates for various subgroups. (Attendance and Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in ELA			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>by at least 10% (ELA)</p> <p>100% of students indicate feeling welcome, valued, and being given opportunities to succeed in classrooms and schools throughout the school district as measured on survey instruments used at each level. (Equity and Inclusiveness)</p>		<p>units and develop performance-based assessment tasks.</p>	
<p>Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)</p>	<p>Professional Learning</p>	<p>Establishment of Elementary PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices</p>	<p>08/31/2022 - 06/17/2024</p>
<p>Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)</p>	<p>Professional Learning</p>	<p>Establishment of Middle School PLCs for ELA Curriculum Implementation and a Focus on Assessment Practices</p>	<p>08/31/2022 - 06/17/2024</p>
<p>Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)</p>	<p>Professional Learning</p>	<p>Establishment of High School PLCs</p>	<p>08/31/2022 -</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in ELA by at least 10% (ELA)	Professional Learning	for ELA Curriculum Implementation and a Focus on Assessment Practices	06/17/2024 08/31/2021 - 06/17/2024

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Elementary Grade Level Meetings	Elementary Teachers	1. Effective Professional Learning Communities: Collaborative Problem Solving 2. Understanding Elementary Mathematical Concepts and Number Sense 3. How Students Learn and Make Sense of Mathematical Concepts and Ideas 4. Formative Assessment 5. How to Analyze Student Work 6. Performance-Based Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers demonstrate a deeper understanding of mathematical content being taught and the progression of skills and concepts in elementary math. Response to student learning challenges is systemic and timely at the Tier I level. Immediate interventions are delivered for individual students who are struggling. Teachers' assessment practices (formal and informal) lead to an adjustment in instruction on a routine basis.	09/09/2021 - 06/17/2024	Elementary Principals Christine Jenkins/Math Coach Dave Weber/Dir of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy  4a: Reflecting on Teaching  1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Deptment/Team Meeting PLCs	Middle School and High School Teachers	Best practices for teaching heterogeneous classes Developing mathematical conceptual understanding Performance tasks in mathematics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Revision of curriculum units Development of performance tasks Use of effective strategies for student engagement and differentiation	08/31/2021 - 06/16/2023	John Ewerth/A.P. Keith Valley; Angela Whelan/ A.P. High School; Dave Weber/Dir of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness  3c: Engaging Students in Learning  3b: Using Questioning and Discussion Techniques  3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
In-Service Day Sessions	All school-based district staff	1. Meeting the needs of all learners through classroom-based interventions. 2. Culturally Relevant Learning 3. Restorative Practices 4. Deeper Learning 5. Universal Design for Learning 6. Meeting the Needs of Second-Language Learners

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1. Use of varied strategies and resources to meet the needs of all learners. 2. Use of common language and strategies to address student behavior. 3. Revision of curriculum units and assessments.	08/04/2021 - 06/14/2024	Building and District-level Administrators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>1e: Designing Coherent Instruction</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>1c: Setting Instructional Outcomes</p> <p>1f: Designing Student Assessments</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>3a: Communicating with Students</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating and Environment of Respect and Rapport</p> <p>3d: Using Assessment in Instruction</p>	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Faculty Meetings	All School-Based Staff	1. Restorative Practices 2. Cultural Proficiency 3. MTSS and Evidence-Based Interventions 4. Deeper Learning 5. Meeting the Needs of Diverse Learners

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
1. Classroom-based practices reflective of cultural responsiveness 2. Instruction and assessment practices reflective of deeper learning principles. 3. Differentiated instruction and assessment practices. 4. Development of performance tasks that assess deeper levels of learning.	09/09/2021 - 06/14/2024	Building Administrators

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

