

## **UPPER DARBY SHS**

601 North Lansdowne Avenue

TSI non-Title 1 School Plan | 2021 - 2022

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## **VISION FOR LEARNING**

The Upper Darby High School's mission is to empower all learners to acquire the knowledge and skills necessary to achieve their full potential. The Upper Darby faculty, administrators, and staff are committed to providing an environment that fosters a respectful community of learners and supports our comprehensive and challenging educational program.

## STEERING COMMITTEE

Name	Position	Building/Group
Kelley Simone	Principal	Upper Darby High School
James Finch	Assistant Principal	Upper Darby High School
Jill Palladino	Assistant Principal	Upper Darby High School
Wayne Remmey	Assistant Principal	Upper Darby High School
Russell Benditt	Assistant Principal	Upper Darby High School
William Hensil	Assistant Principal	Upper Darby High School
Stephanie Sitek	Assistant Principal	Upper Darby High School
Gretchen Cammiso	Athletic Director	Upper Darby High School
Andra Bianchi	ELA Teacher	Upper Darby High School
Kathy Blair	Instructional Technology Coach	Upper Darby High School
Stephanie Church	School Pstchologist	Upper Darby High School
Jessica Conley	Special Education teacher	Upper Darby High School
Kathleen Delaney	Science Teacher	Upper Darby High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Kate Flanagan	Special Education Teacher	Upper Darby High School
Michele Gannon	ELA Teacher	Upper Darby High School
Beth Hale	Science Teacher	Upper Darby High School
Kristen Hoyt	Instructional Coach/Reading Specialist	Upper Darby High School
Mimi Jara	Social Studies Teacher	Upper Darby High School
Rachel Mullan	World Language Teacher	Upper Darby High School
Kelly Remmey	Instructional Math Coach	Upper Darby High School
Christopher Nielson	ELA Teacher	Upper Darby High School
Latisha Mejias	School Counselor	Upper Darby High School
Jeremy Park	World Langage Teacher	Upper Darby High School
Bridget Murray	Special Education Teacher	Upper Darby High School
Nancy Kapolka	Science Teacher	Upper Darby High School
Maria Skinner	Math Teacher	Upper Darby High School
Julia Roach	Social Studies Teacher	Upper Darby High School
Joseph Niagra	ELA Teacher	Upper Darby High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Katherine Mertens	School Counselor	Upper Darby High School
Leslie Giotti	Reading Specialist/Parent	Upper Darby High School
Sara Czar	School Counselor	Upper Darby High School
Michelle Aldorasi	World Language Teacher	Upper Darby High School
Christine Bloemker	Reading Specialist	Upper Darby High School
Melanie Masciantonio	Social Studies Teacher	Upper Darby High School
Ben Mannix	Science Teacher	Upper Darby High School
Stephanie Hickman	Math Teacher	Upper Darby High School
Abdul-Mubdi Muhammad	Parent	Upper Darby High School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establish a system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.	Graduation rate
Establish a system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.	English Language Arts
Establish a system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.	Mathematics
Establish a system that fully ensures that barriers to student learning are addressed in order to increase student achievement at all levels and continue to support students graduating high school college and/or career ready.	Other

## ACTION PLAN AND STEPS

Evidence-based Strategy
Goal Plan/Data Meeting Process

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Keystone Literature	The overall proficiency rate in the area of Keystone Literature will increase (above state average).
Graduation Pathways	UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.
Keystone Algebra I	The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).
Keystone Biology	The overall proficiency rate in the area of Keystone Biology will increase (above state average).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will develop two goals: one academic-related goal and one culturally responsive teaching (CRT) goal and participate in data meetings throughout the school year.	2021-08-23 - 2022-06-08	Kelley Simone/Principal	Time to collaborate and review data

**Anticipated Outcome**  
All staff will meet their goals.

**Monitoring/Evaluation**  
Staff will review the goal plan and participate in data review meetings a minimum of three times per year.



## Evidence-based Strategy

Data Team

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Keystone Literature

The overall proficiency rate in the area of Keystone Literature will increase (above state average).

Graduation Pathways

UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.

Keystone Algebra I

The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).

Keystone Biology

The overall proficiency rate in the area of Keystone Biology will increase (above state average).

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

The data team meets on a daily basis to review the MTSS process. The team review student progress and makes the necessary changes for individual student needs.

2021-08-23 -  
2022-06-08

The UDHS  
data team

Access to student data:  
Emetric, Read 180/System  
44 data

## Anticipated Outcome

Increase in students meeting the reading goal and exiting intervention

### Monitoring/Evaluation

Weekly monitoring and collaboration with staff/google form submission for tracking/student movement

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### Evidence-based Strategy

Action Research Group (ARG)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Keystone Biology	The overall proficiency rate in the area of Keystone Biology will increase (above state average).



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All track II staff participate in Action Research Groups (ARG) to satisfy the required evaluation components.	2021-08-23 - 2022-06-08	Kelley Simone/Principal	Time to collaborate with peers

### Anticipated Outcome

Proficient or Distinguished staff evaluation ratings based on ARG submission

### Monitoring/Evaluation

staff evaluation

### Evidence-based Strategy

Learning Walks

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone Literature	The overall proficiency rate in the area of Keystone Literature will increase (above state average).
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**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Keystone Algebra I

The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).

Keystone Biology

The overall proficiency rate in the area of Keystone Biology will increase (above state average).

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

The UDHS will conduct between 5-10 learning walks weekly and provide feedback for improved instructional practices.

2021-08-23 -  
2022-06-08UDHS  
Administration

Revised Learning Walk form

**Anticipated Outcome**

Improved instructional practices and student achievement

**Monitoring/Evaluation**

weekly monitoring and learning walk data

**Evidence-based Strategy**

Graduation Requirement Revision

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

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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Starting with 2023 (current junior class), graduation requirements were reduced from 26 to 21 to match the state requirements.	2021-08-23 - 2022-06-08	Kelley Simone/Principal	Graduation Planning Tool/Tracking system
Dual Enrollment Opportunity: A Dual Enrollment partnership with Delaware County Community College (DCCC), where Upper Darby High School students can take and earn high school credits from the community college at a discounted rate, has been approved. We currently have an early graduate program with the DCCC, but we do not allow students to earn high school credits for courses they may take there as high school students. Now, students taking courses on construction, plumbing, etc., who would like to take these classes to explore their future careers, can do so. DCCC also offers courses for	2021-08-23 - 2022-06-08	Mr. William Hensil/Assistant Principal School Counseling Department	DCCC Partnership/new application form

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>students to advance their learning potential by taking core classes over the summer at a discounted rate to open space in their schedule to take other classes offered at the high school. The Dual Enrollment Career Path will also meet aspects of the District Comprehensive plan whereby the District is working toward preparing students for college or a career after graduation. Dual enrollment courses at DCCC to earn college credit and high school credit. Expanded credit for dual enrollment New Pathways Expanded dual enrollment opportunities to senior students Exploring structured pathways (Exploring Early College Technical Programs)</p>			
<p>College and Career Week</p>	<p>2022-04-18 - 2022-04-22</p>	<p>Emily Catlett/College and Career Counselor</p>	<p>Coordinates with local college and universities/local business owners, alumni</p>
<p>Post-Secondary Pride Day to celebrate our senior class and share their college and career plans.</p>	<p>2022-05-13 - 2022-05-13</p>	<p>12th Grade Center/Emily Catlett/College and Career Counselor</p>	<p>Cameras, communication plan, backdrops, brag sheets.</p>
<p><b>Anticipated Outcome</b></p>			
<p><b>Monitoring/Evaluation</b></p>			

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### Evidence-based Strategy

Advanced Placement Acknowledgement Night

### Measurable Goals

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Keystone Algebra I	The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).
Keystone Biology	The overall proficiency rate in the area of Keystone Biology will increase (above state average).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We established an "AP Night" to honor and celebrate our AP Scholars with honors and distinction, and students receiving a score of 3 or higher in 20 different AP offerings.	2021-09-29 - 2021-09-29	Kelley Simone/Principal Emily Catlett/School Counselor and AP	Student data, communication plan, presentation material

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

**Anticipated Outcome**  
 Increased participation in AP courses, increased AP scores

**Monitoring/Evaluation**  
 AP data review, procedures for course selection

**Evidence-based Strategy**  
 ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone Literature	The overall proficiency rate in the area of Keystone Literature will increase (above state average).
Graduation Pathways	UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION:	2021-08-23 - 2022-06-08	Reading Specialists/ELA staff	Program materials; computer-based and independent reading materials

**Anticipated Outcome**  
Increased student achievement

**Monitoring/Evaluation**  
reading/ELA/Keystone data

**Evidence-based Strategy**  
AMERICAN LITERATURE WITH READING CONCENTRATION

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone Literature	The overall proficiency rate in the area of Keystone Literature will increase (above state average).
Graduation Pathways	UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized

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

plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.

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

Implementation of AMERICAN LITERATURE WITH READING CONCENTRATION

2021-08-23 -  
2022-06-08

Reading  
Specialists/ELA  
staff

Program materials; computer-based and independent reading materials

**Anticipated Outcome**

Increased student achievement

**Monitoring/Evaluation**

reading/ELA/Keystone data

**Evidence-based Strategy**

Positive Behavior Intervention System (PBIS)

**Measurable Goals**



Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation Pathways	UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Refine and continue an established PBIS framework.	2021-08-23 - 2022-06-08	Jill Palladino/Assistant Principal for Climate and Culture	Matric, classroom systems, tier II team
International Institute of Restorative Practices (IIRP) Training	2021-03-01 - 2022-06-08	Jill Palladino/Assistant Principal for Climate and Culture/Lead Teachers	IIRP materials, presentations
Operation Royal Pride: The staff and students at Upper Darby High School are proud of an initiative to promote positive school culture and recognize student role models in our secondary schools.	2021-08-23 - 2022-06-08	Jill Palladino/Assistant Principal for Climate and Culture/AJ Bianchi, teacher	Business partnership for gift cards, t-shirts, certificates

Anticipated Outcome
Increased positive behavior and overall safe learning environment

## Monitoring/Evaluation

weekly, PBIS data review

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### Evidence-based Strategy

Trauma-Informed Care

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district has partnered with Lakeside, providing building-level support for trauma-informed practices.	2021-08-23 - 2022-06-08	Jill Palladino/Assistant Principal for Climate and Culture	Lakeside Personnel/Strategies/SEC procedures

### Anticipated Outcome

Increased positive behavior and overall safe learning environment

### Monitoring/Evaluation

weekly team review/lakeside reports

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### Evidence-based Strategy

Turn It Around Club

### Measurable Goals

**Goal Nickname**

**Measurable Goal Statement (Smart Goal)**

**Action Step**

**Anticipated  
Start/Completion**

**Lead Person/Position**

**Materials/Resources/Supports  
Needed**

Established Club to engage those students who seem disinterested in school.

2019-05-28 -  
2022-06-08

Dr. McGarry/Superintendent  
of Secondary Education  
Dr. Manfre/Director  
Kelley Simone/Principal

Partnership with middle  
school teams

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### Anticipated Outcome

### Monitoring/Evaluation

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## Evidence-based Strategy

Equity Plan

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Keystone Literature

The overall proficiency rate in the area of Keystone Literature will increase (above state average).

Graduation Pathways

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Keystone Algebra I

The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).

Keystone Biology

The overall proficiency rate in the area of Keystone Biology will increase (above state average).

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

The UDHS building level equity team is comprised of administrators, teachers, and pupil service personnel. The team leads the equity work in the following five phases: Phase 1: Tone & Trust Phase 2: Personal Culture & Personal Journey Phase 3: Form Social Dominance to Social Justice Phase 4: Classroom Implications & Applications Phase 5:

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Kelley  
Simone/Principal  
UDHS Building  
Equity Team

Gary Howard's, We Can't  
Lead Where We Can't Go  
instructional guide. Equity  
Shared Drive with training  
materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Systemic Transformation & Planning for Change

**Anticipated Outcome**

**Monitoring/Evaluation**

**Evidence-based Strategy**

Albert-O

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Keystone Literature	The overall proficiency rate in the area of Keystone Literature will increase (above state average).
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Graduation Pathways	UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.
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Keystone Algebra I	The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).
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**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Keystone Biology

The overall proficiency rate in the area of Keystone Biology will increase (above state average).

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

Implement Albert-O: Albert is an online practice tool that helps AP students learn by doing and provide up-to-date full coverage of all AP® exams.

2021-08-23 -  
2022-06-08

AP teachers

program access

**Anticipated Outcome****Monitoring/Evaluation****Evidence-based Strategy**

Revised Algebra Program: Agile Mind

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

Graduation Pathways

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

High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals.

Keystone Algebra I

The overall proficiency rate in the area of Keystone Algebra I will increase (above state average).

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

Implement Agile Mind: Intensified Algebra I is designed to help struggling students succeed in Algebra I for the first time.

2021-08-23 -  
2022-06-08

Rob Schwartz, Supervisor  
Kelley Simone/Principal

Agile Mind material

**Anticipated Outcome**

In one academic year, we want students to catch up to their peers, succeed in Algebra, and be ready to move on with confidence.

**Monitoring/Evaluation**

Curriculum-Based Assessment (CBA)

**Evidence-based Strategy**

Revised HS Schedule

**Measurable Goals**

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Keystone Biology	The overall proficiency rate in the area of Keystone Biology will increase (above state average).

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Summary of Revision: Flipped Model with AM extensions are linked to blocks, the same course, and instructor, added flex period, and infused reading concentration in select 9th/10th-grade ELA courses.	2021-08-23 - 2022-06-08	Kelley Simone/principal James Finch/Assistant Principal	

<b>Anticipated Outcome</b>
Safer learning environment/increased achievement scores increased graduation rate and attendance rate

**Monitoring/Evaluation**



keystone results, Future Ready PA Index, attendance reports, discipline reports



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p>	<p>Goal Plan/Data</p>	<p>Staff will develop two goals: one</p>	<p>08/23/2021 -</p>
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>Meeting Process</p>	<p>academic-related goal and one culturally responsive teaching (CRT) goal and participate in data meetings throughout the school year.</p>	<p>06/08/2022</p>
<p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p>			
<p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p>	<p>ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION</p>	<p>Implementation of ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION:</p>	<p>08/23/2021 - 06/08/2022</p>
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p>	<p>AMERICAN LITERATURE</p>	<p>Implementation of AMERICAN LITERATURE</p>	<p>08/23/2021 -</p>
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>WITH READING CONCENTRATION</p>	<p>LITERATURE WITH READING CONCENTRATION</p>	<p>06/08/2022</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	Trauma-Informed Care	The district has partnered with Lakeside, providing building-level support for trauma-informed practices.	08/23/2021 - 06/08/2022



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p>	Equity Plan	The UDHS building level equity team is	01/01/0001 -
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>		<p>comprised of administrators, teachers, and pupil service personnel. The team leads the equity work in the following five phases: Phase 1: Tone &amp; Trust</p>	01/01/0001
<p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p>		Phase 2: Personal Culture & Personal Journey Phase 3:	
<p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>		Form Social Dominance to Social Justice	
		Phase 4: Classroom Implications &	

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Applications  
Phase 5: Systemic  
Transformation &  
Planning for  
Change

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I)</p>	<p>Revised Algebra Program: Agile Mind</p>	<p>Implement Agile Mind: Intensified Algebra I is designed to help struggling students succeed in Algebra I for the first time.</p>	<p>08/23/2021 - 06/08/2022</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p> <p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>	<p>Revised HS Schedule</p>	<p>Summary of Revision: Flipped Model with AM extensions are linked to blocks, the same course, and instructor, added flex period, and infused reading concentration in select 9th/10th-grade ELA courses.</p>	<p>08/23/2021 - 06/08/2022</p>

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The PVAAS score for students with disabilities exceeded the standard demonstration of growth (91.0 in literature).

(PVAAS) In Biology, Algebra I, and Literature, our average growth index, 3-year trend, demonstrates significant evidence that the school exceeded the standard for PA Academic Growth.

Career Standard Benchmark: 85.9% (State average 89.8%)

Foster a culture of high expectations for success for all students, educators, families, and community members \* Collectively shape the vision for continuous improvement of teaching and learning \* Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school \* Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community \* Continuously monitor implementation of the school improvement plan and adjust as needed \*

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically \* Implement an

### Challenges

The Graduation Rate (67.02%) for students with disabilities must increase.

The Math and ELA Combined achievement average for students with disabilities is 16.46% and must increase.

Graduation Rate (Below 80.8%)

Regular Attendance (Below 85.1%)

(Students with Disabilities) Achievement: Math and ELA combined is 16.46%.

Future Ready Pa Index (18-19) Keystone Achievement Literature: Overall Proficiency (60.1%) falls below the state average (62.1%).

Future Ready Pa Index (18-19) Keystone Achievement Algebra I: Overall Proficiency (45.1%) falls below the state average (45.2%).

Future Ready Pa Index (18-19) Biology Keystone Achievement: Overall Proficiency (50.1%) falls below the state average (66%).

Increase Percent CTE Program of Study Concentration

## Strengths

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evidence-based system of schoolwide positive behavior interventions and supports \* Implement a multi-tiered system of supports for academics and behavior \* Implement evidence-based strategies to engage families to support learning \*

Future Ready Pa Index (18-19) Keystone Growth in Literature: 100%

Future Ready Pa Index (18-19) Keystone Growth in Algebra I: 100%

Future Ready Pa Index (18-19) Keystone Growth in Biology: 100%

Identify professional learning needs through analysis of a variety of data \* Use multiple professional learning designs to support the learning needs of staff \*

Reading Data for current 10th-grade students 20-21: 471 students were in Reading Intervention as incoming 9th graders (identified at least 1 year below grade level) 180 students reached grade level before the end of the year and were moved out of a reading intervention 70 students reached grade level by the end of the year and were moved out of reading Intervention 100% of students who moved out of reading met their growth goal 221 Remained in Reading in 10th grade 20-21 End of Year: There are 221 (9th/10th) grade students out of 420 students that either exited the Read 180 program this year or have been recommended not to take it next year.

## Challenges

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \*

Monitor and evaluate the impact of professional learning on staff practices and student learning \*

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**Most Notable Observations/Patterns**

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**Challenges**

**Discussion Point**

**Priority for Planning**

Graduation Rate (Below 80.8%)

UDHS must foster and develop graduation pathways for ALL students.

Future Ready Pa Index (18-19) Keystone Achievement Algebra I: Overall Proficiency (45.1%) falls below the state average (45.2%).

Future Ready Pa Index (18-19) Keystone Achievement Literature: Overall Proficiency (60.1%) falls below the state average (62.1%).

Future Ready Pa Index (18-19) Biology Keystone Achievement: Overall Proficiency (50.1%) falls below the state average (66%).

## ADDENDUM B: ACTION PLAN

### Action Plan: Goal Plan/Data Meeting Process

Action Steps	Anticipated Start/Completion Date
Staff will develop two goals: one academic-related goal and one culturally responsive teaching (CRT) goal and participate in data meetings throughout the school year.	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Staff will review the goal plan and participate in data review meetings a minimum of three times per year.	All staff will meet their goals.

Material/Resources/Supports Needed	PD Step
Time to collaborate and review data	yes

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## Action Plan: Data Team

Action Steps	Anticipated Start/Completion Date
The data team meets on a daily basis to review the MTSS process. The team review student progress and makes the necessary changes for individual student needs.	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Weekly monitoring and collaboration with staff/google form submission for tracking/student movement	Increase in students meeting the reading goal and exiting intervention

Material/Resources/Supports Needed	PD Step
Access to student data: Emetric, Read 180/System 44 data	no



## Action Plan: Action Research Group (ARG)

Action Steps	Anticipated Start/Completion Date
All track II staff participate in Action Research Groups (ARG) to satisfy the required evaluation components.	08/23/2021 - 06/08/2022
Monitoring/Evaluation	Anticipated Output
staff evaluation	Proficient or Distinguished staff evaluation ratings based on ARG submission
Material/Resources/Supports Needed	PD Step
Time to collaborate with peers	yes
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## Action Plan: Learning Walks

Action Steps	Anticipated Start/Completion Date
The UDHS will conduct between 5-10 learning walks weekly and provide feedback for improved instructional practices.	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
weekly monitoring and learning walk data	Improved instructional practices and student achievement

Material/Resources/Supports Needed	PD Step
Revised Learning Walk form	no

## Action Plan: Graduation Requirement Revision

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

Starting with 2023 (current junior class), graduation requirements were reduced from 26 to 21 to match the state requirements.

08/23/2021 - 06/08/2022

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

Graduation Planning Tool/Tracking system

no



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

Dual Enrollment Opportunity: A Dual Enrollment partnership with Delaware County Community College (DCCC), where Upper Darby High School students can take and earn high school credits from the community college at a discounted rate, has been approved. We currently have an early graduate program with the DCCC, but we do not allow students to earn high school credits for courses they may take there as high school students. Now, students taking courses on construction, plumbing, etc., who would like to take these classes to explore their future careers, can do so. DCCC also offers courses for students to advance their learning potential by taking core classes over the summer at a discounted rate to open space in their schedule to take other classes offered at the high school. The Dual Enrollment Career Path will also meet aspects of the District Comprehensive plan whereby the District is working toward preparing students for college or a career after graduation. Dual enrollment courses at DCCC to earn college credit and high school credit. Expanded credit for dual enrollment New Pathways Expanded dual enrollment opportunities to senior students Exploring structured pathways (Exploring Early College Technical Programs)

08/23/2021 - 06/08/2022

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

DCCC Partnership/new application form

no

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

College and Career Week

04/18/2022 - 04/22/2022

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

Coordinates with local college and universities/local business owners, alumni

no



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

Post-Secondary Pride Day to celebrate our senior class and share their college and career plans.

05/13/2022 - 05/13/2022

**Monitoring/Evaluation****Anticipated Output****Material/Resources/Supports Needed****PD Step**

Cameras, communication plan, backdrops, brag sheets.

no



## Action Plan: Advanced Placement Acknowledgement Night

Action Steps	Anticipated Start/Completion Date
We established an "AP Night" to honor and celebrate our AP Scholars with honors and distinction, and students receiving a score of 3 or higher in 20 different AP offerings.	09/29/2021 - 09/29/2021
Monitoring/Evaluation	Anticipated Output
AP data review, procedures for course selection	Increased participation in AP courses, increased AP scores
Material/Resources/Supports Needed	PD Step
Student data, communication plan, presentation material	no
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**Action Plan: ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Implementation of ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION:	08/23/2021 - 06/08/2022

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
reading/ELA/Keystone data	Increased student achievement

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Program materials; computer-based and independent reading materials	yes

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**Action Plan: AMERICAN LITERATURE WITH READING CONCENTRATION**

Action Steps	Anticipated Start/Completion Date
Implementation of AMERICAN LITERATURE WITH READING CONCENTRATION	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
reading/ELA/Keystone data	Increased student achievement

Material/Resources/Supports Needed	PD Step
Program materials; computer-based and independent reading materials	yes

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**Action Plan: Positive Behavior Intervention System (PBIS)**

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

Refine and continue an established PBIS framework.

08/23/2021 - 06/08/2022

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

weekly, PBIS data review

Increased positive behavior and overall safe learning environment

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

Matric, classroom systems, tier II team

yes



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

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International Institute of Restorative Practices (IIRP)  
Training

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03/01/2021 - 06/08/2022

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

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weekly, PBIS data review

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Increased positive behavior and overall safe learning environment

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

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IIRP materials, presentations

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yes

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

Operation Royal Pride: The staff and students at Upper Darby High School are proud of an initiative to promote positive school culture and recognize student role models in our secondary schools.

08/23/2021 - 06/08/2022

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

weekly, PBIS data review

Increased positive behavior and overall safe learning environment

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

Business partnership for gift cards, t-shirts, certificates

no



## Action Plan: Trauma-Informed Care

Action Steps	Anticipated Start/Completion Date
The district has partnered with Lakeside, providing building-level support for trauma-informed practices.	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
weekly team review/lakeside reports	Increased positive behavior and overall safe learning environment

Material/Resources/Supports Needed	PD Step
Lakeside Personnel/Strategies/SEC procedures	yes

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## Action Plan: Turn It Around Club

### Action Steps

### Anticipated Start/Completion Date

Established Club to engage those students who seem disinterested in school.

05/28/2019 - 06/08/2022

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

Partnership with middle school teams

no



## Action Plan: Equity Plan

Action Steps	Anticipated Start/Completion Date
The UDHS building level equity team is comprised of administrators, teachers, and pupil service personnel. The team leads the equity work in the following five phases: Phase 1: Tone & Trust Phase 2: Personal Culture & Personal Journey Phase 3: Form Social Dominance to Social Justice Phase 4: Classroom Implications & Applications Phase 5: Systemic Transformation & Planning for Change	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Gary Howard's, We Can't Lead Where We Can't Go instructional guide. Equity Shared Drive with training materials	yes

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## Action Plan: Albert-O

### Action Steps

### Anticipated Start/Completion Date

Implement Albert-O: Albert is an online practice tool that helps AP students learn by doing and provide up-to-date full coverage of all AP® exams.

08/23/2021 - 06/08/2022

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

program access

no

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## Action Plan: Revised Algebra Program: Agile Mind

Action Steps	Anticipated Start/Completion Date
Implement Agile Mind: Intensified Algebra I is designed to help struggling students succeed in Algebra I for the first time.	08/23/2021 - 06/08/2022
Monitoring/Evaluation	Anticipated Output
Curriculum-Based Assessment (CBA)	In one academic year, we want students to catch up to their peers, succeed in Algebra, and be ready to move on with confidence.
Material/Resources/Supports Needed	PD Step
Agile Mind material	yes
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## Action Plan: Revised HS Schedule

Action Steps	Anticipated Start/Completion Date
Summary of Revision: Flipped Model with AM extensions are linked to blocks, the same course, and instructor, added flex period, and infused reading concentration in select 9th/10th-grade ELA courses.	08/23/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
keystone results, Future Ready PA Index, attendance reports, discipline reports	Safer learning environment/increased achievement scores increased graduation rate and attendance rate

Material/Resources/Supports Needed	PD Step
	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p> <p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>	<p>Goal Plan/Data Meeting Process</p>	<p>Staff will develop two goals: one academic-related goal and one culturally responsive teaching (CRT) goal and participate in data meetings throughout the school year.</p>	<p>08/23/2021</p> <p>-</p> <p>06/08/2022</p>
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high</p>	<p>Action Research Group (ARG)</p>	<p>All track II staff participate in Action Research Groups (ARG) to satisfy the required evaluation</p>	<p>08/23/2021</p> <p>-</p> <p>06/08/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p> <p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>		components.	
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION</p>	<p>Implementation of ENGLISH 9/RESEARCH AND WRITING WITH READING CONCENTRATION:</p>	<p>08/23/2021 - 06/08/2022</p>
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p>	<p>AMERICAN LITERATURE</p>	<p>Implementation of AMERICAN</p>	<p>08/23/2021 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>WITH READING CONCENTRATION</p>	<p>LITERATURE WITH READING CONCENTRATION</p>	<p>06/08/2022</p>
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>Positive Behavior Intervention System (PBIS)</p>	<p>Refine and continue an established PBIS framework.</p>	<p>08/23/2021 - 06/08/2022</p>
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>Positive Behavior Intervention System (PBIS)</p>	<p>International Institute of Restorative Practices (IIRP) Training</p>	<p>03/01/2021 - 06/08/2022</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p>	<p>Trauma-Informed Care</p>	<p>The district has partnered with Lakeside, providing building-level support for trauma-informed practices.</p>	<p>08/23/2021 - 06/08/2022</p>
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p> <p>The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )</p>	<p>Equity Plan</p>	<p>The UDHS building level equity team is comprised of administrators, teachers, and pupil service personnel. The team leads the equity work in the following five phases: Phase 1: Tone &amp; Trust Phase 2: Personal Culture &amp; Personal Journey Phase 3: Form Social Dominance to Social Justice Phase 4:</p>	<p>01/01/0001 - 01/01/0001</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Classroom Implications & Applications Phase 5: Systemic Transformation & Planning for Change	
<p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )</p>	Revised Algebra Program: Agile Mind	Implement Agile Mind: Intensified Algebra I is designed to help struggling students succeed in Algebra I for the first time.	08/23/2021 - 06/08/2022
<p>The overall proficiency rate in the area of Keystone Literature will increase (above state average). (Keystone Literature )</p> <p>UDHS is committed to creating graduation pathways for all students. Every student will identify their graduation pathway prior to entering 9th grade. Staff and students will collaborate to develop personalized plans leading to high school graduation that will result in 95% of the four-year cohort earning an</p>	Revised HS Schedule	Summary of Revision: Flipped Model with AM extensions are linked to blocks, the same course, and instructor,	08/23/2021 - 06/08/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Upper Darby High School diploma. These plans will provide students with specific pathways taking into consideration their specific academic and career goals. (Graduation Pathways)		added flex period, and infused reading concentration in select 9th/10th-grade ELA courses.	
The overall proficiency rate in the area of Keystone Algebra I will increase (above state average). (Keystone Algebra I )			
The overall proficiency rate in the area of Keystone Biology will increase (above state average). (Keystone Biology )			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Teacher Effectiveness	UDHS Staff	Track I observation cycle, Track II Action Research Group requirements, goal setting

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff evaluation	08/23/2021 - 06/08/2022	Kelley Simone/Principal

  

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

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

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

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3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

2b: Establishing a Culture for Learning

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

2c: Managing Classroom Procedures

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

1c: Setting Instructional Outcomes

2a: Creating and Environment of Respect and Rapport

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

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

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2e: Organizing Physical Space

3d: Using Assessment in Instruction

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

2d: Managing Student Behavior

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

4f: Showing Professionalism

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Social-Emotional Support	UDHS Staff	PBIS framework, IIRP, trauma informed-care practices, and strategies, the Student Assistance Program (SAP) supports and services

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Survey and feedback, discipline data	08/23/2021 - 06/08/2022	Jill Palladino/Assistant Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2d: Managing Student Behavior	
2a: Creating and Environment of Respect and Rapport	
4a: Reflecting on Teaching	
2b: Establishing a Culture for Learning	
4e: Growing and Developing Professionally	
2c: Managing Classroom Procedures	
2a: Creating and Environment of Respect and Rapport	
4a: Reflecting on Teaching	



Professional Development Step	Audience	Topics of Prof. Dev
Equity	UDHS Staff	The five phases of the equity: Phase 2. UDHS will continue to focus on the lenses and seven culturally responsive teaching (CRT) principles.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Reflection and survey, goal progress/evaluation	08/23/2021 - 06/08/2022	The UDHS building equity team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>2c: Managing Classroom Procedures</p> <p>1b: Demonstrating Knowledge of Students</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p> <p>2a: Creating and Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p>	



Professional Development Step	Audience	Topics of Prof. Dev
College and Career Readiness/Graduation Pathway	UDHS Staff	Act 158 requirements and graduation pathways, new schedule components, ELA with a reading concentration development

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
graduation rates, student achievement, artifacts, work-based learning, and Act 158 pathway	08/23/2021 - 06/08/2022	UDHS Administration/School Counseling Department/Reading and ELA department

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

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

- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 1d: Demonstrating Knowledge of Resources





## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

