

## **UPPER DARBY SD**

4611 Bond Ave

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

It is the mission of the Upper Darby School District to provide a comprehensive educational program that develops all learners into critical thinkers, with effective communication skills, empowering them to adapt to an ever-changing world. Our students will demonstrate integrity and confidence while cultivating a learner's mindset in pursuit of personal excellence and service to others.

### **VISION STATEMENT**

To build unity by providing opportunities for all learners in their pursuit of excellence.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

All individuals are capable of learning. Individuals learn in different ways and at different rates. Individuals have the right to be treated with care and respect. Students are unique individuals with varied talents and skills. Successful learning experiences and self-esteem have a symbiotic relationship. Learning is most effective when relationships are developed in a supportive environment with high standards of social interaction. Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are essential to a meaningful life. Society benefits when individuals rights are balanced with the needs of the group as a whole. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

### **STAFF**

All individuals are capable of learning. Individuals learn in different ways and at different rates. Individuals have the right to be treated with care and respect. Students are unique individuals with varied talents and skills. Successful learning experiences and self-esteem have a symbiotic relationship. Learning is most effective when relationships are developed in a supportive environment with high standards of social interaction. Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are essential to a meaningful life. Updates in technology necessitate continuous personal and organizational adjustment. Professional development of all staff is vital to meet the changing global society. Society benefits when individuals rights are balanced with the needs of the group as a whole. Quality public education directly benefits the entire community. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

### **ADMINISTRATION**

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interaction. Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are essential to a meaningful life. Updates in technology necessitate continuous personal and organizational adjustment. Professional development of all staff is vital to meet the changing global society. Society benefits when individuals rights are balanced with the needs of the group as a whole. Quality public education directly benefits the entire community. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

## **PARENTS**

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## **COMMUNITY**

All individuals are capable of learning. Individuals learn in different ways and at different rates. Individuals have the right to be treated with care and respect. Students are unique individuals with varied talents and skills. Successful learning experiences and self-esteem have a symbiotic relationship. Learning is most effective when relationships are developed in a supportive environment with high standards of social interaction. Education should encourage individuals to acquire knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are essential to a meaningful life. Updates in technology necessitate continuous personal and organizational adjustment. Professional development of all staff is vital to meet the changing global society. Society benefits when individuals rights are balanced with the needs of the group as a whole. Quality public education directly benefits the entire community. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

## **OTHER (OPTIONAL)**



## STEERING COMMITTEE

Name	Position	Building/Group
Edward Marshaleck	Administrator	Assistant Superintendent: Student Services
Christine Kelley	Administrator	Director of Curriculum
Gregory Manfre	Administrator	Director of Secondary Education
Frank Salerno	Administrator	Director of Elementary Education
Wendy Elgart	Administrator	Director of Federal Programs
Christopher Pugliese	Administrator	Director of Pupil Services
Gina Curry	Board Member	Board Member
Rachel Mitchell	Board Member	Board Member
Kelley Simone	Administrator	Principal - Upper Darby High School
Brian Ursone	Administrator	Principal - Beverly Hills Middle School
Dina Williams	Administrator	Principal - Kindergarten Center
Joanne DeVito	Administrator	Principal - Highland Park Elementary
Marc Comfort	Administrator	Principal-Westbrook Park Elementary

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Cathy Kania	Administrator	Curriculum Supervisor: K-12 Fine Arts, 6-12 Humanities
Robert Schwartz	Administrator	Supervisor of Mathematics, Business, and Technology Education
Beth Riches	Administrator	Supervisor of Science, Family & Consumer Science, and Health & Physical Education
Joanna DeMarco	Administrator	Assistant Principal on Special Assignment
Kristen O'Neill	Administrator	Supervisor of Elementary English Language Arts, Reading, Social Studies, & Library
Eileen Caruso	Staff Member	Coordinator - English Language Learners
Joanna Mulholland	Staff Member	Elementary Instructional Coach
Alex Quinn	Staff Member	Lead Teacher - Hillcrest Elementary
Joseph Niagara	Staff Member	Teacher - Upper Darby HS (English)
Robyn Langston	Community Member	Community Member
Bonnie Hallum	Community Member	Community Member
Michelle Piacentini-Kao	Parent	Parent
Erin Troy	Parent	Parent
Alex Brown	Parent	Parent
Paulann Sabatino	Parent	Parent

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Tia Isles	Parent	Parent
Nicole Lauria	Community Member	Community Member
Jim Grasell	Community Member	Community Member
Edward Ganges	Parent	Parent
Ayesha Ganges	Parent	Parent
DaVeda Graham	Community Member	Community Member
Troy Medford	Parent	Parent
Tracey Hlnkson	Administrator	Superintendent's Admin Asst.

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establish a district 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 prepared for college and/or career ready.	Graduation rate  Career Standards Benchmark
Establish a district 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 prepared for college and/or career ready.	Mathematics  Mathematics
Establish a district system that fully ensures each member of the district community promotes, enhances, and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	Social emotional learning  School climate and culture
Establish a district 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 prepared for college and/or career ready.	Early Literacy  English



**Priority Statement**

**Outcome Category**

Language  
Arts

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Implementation of Naviance in Grades 3-12

**Measurable Goals**

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Career Readiness	One hundred percent of our students will meet or exceed the college and career artifact collection as indicated on the Future Ready PA Index. This goal will be obtained through various district activities and exposures to careers in grades 3-12.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Professionally develop staff on Naviance and the College and Career standards for implementation in the classroom.	2021-08-24 - 2022-06-17	Student Services Offices and Building Principals	Naviance web-based product
Chapter 339: K-12 School Counseling Plan	2021-08-24 -	Student Services	Written Chapter 339 is accessible to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2024-06-28	Offices	guidance counselors and student services personnel.

**Anticipated Outcome**

- Meets/Exceeds the CEW artifacts on the FRPAI (PIMS submission) - Exposure to 60 careers at the end of Middle School (20 careers per year in grades 6-8)

**Monitoring/Evaluation**

Student services office and the building principals will monitor the completion of CEW standards through the use of Naviance. At the end of each school year, the team will oversee the data submission to PIMS.

**Evidence-based Strategy**

Dual Enrollment

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation Pathways	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
Partnership with local colleges and universities	2021-08-24 - 2024-06-21	Curriculum and Instruction Office, Building principals, Human Resources Office, Student Services Office	Continue to make strong connections with local post-secondary institutions and utilize the chapter 339 plan.

### Anticipated Outcome

- Annually collect the number of students enrolled in Dual Enrollment classes - Monitor the number of colleges and universities partnerships -Increase the total number of students participating in Dual Enrollment courses

### Monitoring/Evaluation

High school administration will monitor student pathways toward graduation and post-secondary college/career opportunities.

### Evidence-based Strategy

Social and Emotional Learning Integration

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive School Community Climate and Culture	Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year.

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

Safe and Supportive Schools

Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).

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

Implementation of the K-12 Social and Emotional Learning Curriculum.

2021-08-24 -  
2024-06-21Student Service  
Office and  
Building PrincipalsProfessional development  
for teachers.Teachers will meet with students to develop personal goals.  
Teachers will use the Danielson Framework to guide instruction from the planning phase through reflective practice.2021-08-24 -  
2024-06-21Classroom  
Teachers, Building  
PrincipalsPerformance Plus, data  
meeting process

Implementation of Trauma Informed Practices in all educational environments

2021-08-24 -  
2024-06-21Curriculum and  
Instruction Office  
Student Services  
OfficeRelationship with Lakeside  
Neurologic, Brain-Based  
Strategies for classroom  
use**Anticipated Outcome**

- Delivery of social and emotional weekly lessons and strategies for student self-care and awareness. - Improvement in student attendance, reduction in behavior infractions, and an increase in student achievement. - Increase professional development opportunities for staff

## Monitoring/Evaluation

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- Monitor student attendance and behavior infractions using our student information system. -Staff participation in trauma based professional learning -Learning walks and observations

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## Evidence-based Strategy

Positive Behavioral Interventions and Supports (PBIS)

## Measurable Goals

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### Goal Nickname

### Measurable Goal Statement (Smart Goal)

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Positive School  
Community Climate and  
Culture

Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year.

Graduation Pathways

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.

Safe and Supportive  
Schools

Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Refine and continue an established PBIS framework in all schools.	2021-08-24 - 2024-06-21	Student Services Office, Building Principals	Integrated PBIS Lesson, student rewards

### Anticipated Outcome

-Analyze safe school data for a reduction of suspensions and student infractions. -Visible and clearly communicated PBIS structure indicating movement through the tiered systems of support.

### Monitoring/Evaluation

-Track and monitor student behavior using our Student Information System. -Learning walks and classroom observations -Benchmarks of Quality assessment

### Evidence-based Strategy

Partnership with International Institute of Restorative Practices (IIRP)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive School Community Climate and Culture	Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year.

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

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Safe and Supportive  
Schools

Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).

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

Continue partnership with the  
International Institute of  
Restorative Practices

2021-08-24 -  
2024-06-21

Curriculum and  
Instruction Office,  
Building Principals,

-Contract with International Institute of Restorative  
Practices -Train the trainer models with lead teachers  
throughout the school district

**Anticipated Outcome**

- Use restorative practices strategies in K-12 classrooms.

**Monitoring/Evaluation**

Track and monitor student behavior using our Student Information System.

**Evidence-based Strategy**

## Implementation of Evidence Based Interventions

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Student Achievement in Mathematics	Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3.
Professional Development in Early Literacy Skills	Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year.
Improve Student Achievement in English Language Arts/Literature	Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3.
Teacher Professional Development in Mathematics	One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations.
Graduation Pathways	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
Continue with the implementation of Foundations for students in need of Tier 2 and Tier 3 intervention.	2021-08-24 - 2024-06-24	Curriculum and Instruction Office Building Principals	Foundations materials Professional development from District Supervisor /Instructional Coaches
Continue with the implementation of Houghton Mifflin Harcourt interventions System 44 and Read 180.	2021-08-24 - 2024-06-24	Curriculum and Instruction Office Building Principals	Houghton Mifflin Harcourt System 44 Houghton Mifflin Harcourt Read 180
Monitor student growth through the continued use of data meetings throughout the schools.	2021-08-24 - 2024-06-21	Curriculum and Instruction Office Building Principals	Data Meeting Framework, individual student goal setting
Evaluate existing reading/math interventions and explore additional interventions to support student needs.	2021-08-24 - 2024-06-21	Curriculum and Instruction Office	MTSS Framework Delaware County Intermediate Unit
Continue with the implementation of Supporting Ongoing Achievement Responsively (SOAR) for middle school students in need of Tier 2 and Tier 3 intervention.	2021-08-24 - 2024-06-21	Curriculum and Instruction Office Building Principals	SOAR resource materials
<b>Anticipated Outcome</b>			
-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.			

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## Monitoring/Evaluation

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-Monitor student data using Aimsweb, MAP, and local assessment data

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## Evidence-based Strategy

Multi-Tiered Systems of Support (MTSS)

## Measurable Goals

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### Goal Nickname

### Measurable Goal Statement (Smart Goal)

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Professional  
Development in Early  
Literacy Skills

Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year.

Improve Student  
Achievement in  
Mathematics

Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3.

Teacher Professional  
Development in  
Mathematics

One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations.

Graduation Pathways

Staff and students will collaborate to develop personalized plans leading to high school graduation that will

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

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.

Improve Student  
Achievement in English  
Language Arts/Literature

Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3.

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

Access to a standards-aligned curriculum in all grade levels delivered with fidelity to support all students in all content areas.

2021-08-24 -  
2024-06-21

Curriculum and  
Instruction Office

Updated curricular resources in the area of mathematics, ELA, science, and social studies. K-12 curriculum maps for all courses.

Access to targeted and evidence based reading, math and functional interventions with movement through a tiered system of supports based on data.

2021-08-24 -  
2024-06-21

Curriculum and  
Instruction Office  
Student Services  
Office

Evidence based interventions, defined MTSS framework

Monitor student growth through the continued use of data meetings throughout the schools.

2021-08-24 -  
2024-06-21

Curriculum and  
Instruction Office  
Building  
Principals

Data Meeting Framework

Explore new evidence-based math interventions to support the needs of our students in grades K-12.

2021-08-24 -  
2024-06-21

Curriculum and  
Instruction Office

Implementation of new evidence-based programs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Explore new evidence-based math interventions to support the needs of our students in grades K-12.	2021-08-24 - 2024-06-21	Curriculum and Instruction Office	Implementation of new evidence-based programs

### Anticipated Outcome

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

### Monitoring/Evaluation

-Learning walks -Fidelity checks -Staff observations

### Evidence-based Strategy

Implementation of Culturally Responsive Teaching Strategies

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive School Community Climate and Culture	Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year.

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Improve Student Achievement in Mathematics	Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3.
Improve Student Achievement in English Language Arts/Literature	Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3.
Graduation Pathways	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.
Safe and Supportive Schools	Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Continue partnership with Corwin including the district's Deep Equity Leadership and school-based equity teams.	2021-08-24 - 2024-06-21	Personnel and Equity Office	Contract with Corwin- Train the trainer models with building level equity leaders at each building throughout Upper Darby School District.
Continue to professionally develop teachers in the implementation of Culturally Responsive Teaching strategies.	2021-08-24 - 2024-06-21	Personnel and Equity Office	Contract with Corwin- Train the trainer models with building level equity leaders at each building throughout Upper Darby School District.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise and refine the Upper Darby School District's board-approved comprehensive equity plan	2021-08-24 - 2024-06-21	Personnel and Equity Office	Training materials and workbooks for students and staff.
Revise district curriculum maps to include culturally relevant content to increase diversity and inclusivity.	2021-08-24 - 2024-06-21	Personnel and Equity Office	Adopt Culturally relevant resources in all curricular areas in accordance with board policy timelines and approval of resources.

**Anticipated Outcome**

- Use Culturally Responsive Teaching strategies daily in K-12 classrooms. - Annual improvement of student growth, improved student achievement.

**Monitoring/Evaluation**

- Track and monitor student academic progress and student behavior using our Student Information System -District Data Meeting Process

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
One hundred percent of our students will meet or exceed the college and career artifact collection as indicated on the Future Ready PA Index. This goal will be obtained through various district activities and exposures to careers in grades 3-12. (Career Readiness )	Implementation of Naviance in Grades 3-12	Professionally develop staff on Naviance and the College and Career standards for implementation in the classroom.	08/24/2021 - 06/17/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	<p>Implementation of Evidence Based Interventions</p>	<p>Continue with the implementation of Foundations for students in need of Tier 2 and Tier 3 intervention.</p>	<p>08/24/2021 - 06/24/2024</p>
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			
<p>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>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			

**Measurable Goals****Action Plan  
Name****Professional  
Development Step****Anticipated  
Timeline**

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Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	<p>Implementation of Evidence Based Interventions</p>	<p>Continue with the implementation of Houghton Mifflin Harcourt interventions System 44 and Read 180.</p>	<p>08/24/2021 - 06/24/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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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)

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Development Step**

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<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
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**Measurable Goals****Action Plan  
Name****Professional  
Development Step****Anticipated  
Timeline**

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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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)

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Development Step**

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Timeline**

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>Implementation of Culturally Responsive Teaching Strategies</p>	<p>Continue partnership with Corwin including the district's Deep Equity Leadership and school-based equity teams.</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
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<p>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
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Development Step**

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<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
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**Measurable Goals**

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Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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(Improve Student Achievement in English Language Arts/Literature)

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>Implementation of Culturally Responsive Teaching Strategies</p>	<p>Continue partnership with Corwin including the district's Deep Equity Leadership and school-based equity teams.</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
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<p>Upper Darby School District will reduce the number of behavior incidents by 15% in</p>			

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).  
(Safe and Supportive Schools)

Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3.  
(Improve Student Achievement in English Language Arts/Literature)

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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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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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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

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

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

Using 2018-2019 MAP Reading data: First Grade: 6 out of 10 elementary schools met/exceeded the growth norms of 16.8.

Using 2018-2019 Spring DIBELS Next Data: Reduced the percentage of kindergarten students in the well below benchmark reporting category from 34.2% to 22.5%.

9th grade African American females ELA MAP achievement results comparing Fall 2018 to Winter 2019: 9th grade African American female students increased their scores from 56.7% in

### Challenges

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Black/African American and Hispanic disaggregated groups did not meet the growth expectations from Fall 2018-Spring 2019 in Kindergarten through Fifth grade.

Using 2018-2019 MAP Reading Data: 1/10 schools met or exceeded the growth expectation of 11.6 in third grade.

Using 2018/2019 Spring Dibels Next Data: less than 57% Kindergarten and First Grade students scored at/above benchmark using the grade level composite score.

6th, 7th, & 8th grade ELA MAP achievement results comparing Fall 2018 to Spring 2019: 6th grade students in the district dropped from 44.6% proficient or above in the fall (2018) to 43.9% in the spring (2019). The overall decline for 6th grade students: .7% 7th grade students dropped from 47.9% proficient or above in the fall (2018) to 47.9% in the spring (2019). The overall decline for 7th grade students: 1.6% 8th grade students dropped from 55.2%

## Strengths

the fall (2019) to 58.3% in the winter (2019). The overall increase for African American female 9th graders: 1.6%

9th grade students of two or more races ELA MAP achievement results comparing Fall 2018 to Winter 2019: 9th grade students that identify as two or more races increased their scores from 56.3% in the fall (2019) to 68.8% in the winter (2019). The overall increase for 9th graders of two or more races: 12.5%

Grade 1: 7 out of 10 schools exceeded expected growth norms of 18.4 RIT points

Grade 2: 10 out of 10 schools exceeded expected growth norms of 15.2 RIT points

Primos Elementary exceeded expected growth norms for ALL grades 1 through 5. Aronimink, Charles Kelly, and Hillcrest exceeded expected growth norms for ALL but ONE year in grades 1 through 5

Fourth Grade PSSA (4 year average): Students scored the highest, overall, in the area of Continuity of Life. This is because these topics are covered in first, second, and third grades with various life forms (plants and insects). The repeating of the topics from various angles increases student retention.

Eighth Grade PSSA (4 year average): Students continued to score high in the area of Continuity of Life. The seventh-grade

## Challenges

proficient or above in the fall (2018) to 53.6% in the spring (2019). The overall decline for 8th grade students: 1.6% 6th, 7th, & 8th grade African Americans (Male/Female) ELA MAP achievement results comparing Fall 2018 to Spring 2019: 6th grade African American females dropped from 42.1% in the fall (2018) to 35.1% in the spring (2019). 6th grade African American males dropped from 32.1% in the fall (2018) to 31.6% in the spring (2019). The overall decline for African American 6th grade students: 7% females; .7% males 7th grade African American females dropped from 48.8% in the fall (2018) to 47.5% in the spring (2019). 7th grade African American males grew from 32.9% in the fall (2018) to 34.2% in the spring (2019). 7th grade African American females declined 1.3% and African American males grew 1.3% 8th grade African American females dropped from 52.9% in the fall (2018) to 47.8% in the spring (2019). 8th grade African American males dropped from 37.8% in the fall (2018) to 32.2% in the spring (2019). The overall decline for African American 8th grade students: 5.1% females: 5.6% males.

Only 1 of 4 district Kindergarten buildings met/exceeded growth norms on 2018-2019 MAP Assessment

Both BHMS and DHMS met/exceeded expected growth norms in 1 of 3 grade levels on 2018-2019 MAP Assessment

Less than 50% of Elementary buildings met/exceeded growth norms in Grade 5 on 2018-2019 MAP Assessment

## Strengths

curriculum focuses on life science, with an emphasis on both genetics and the environment. Building on the foundation set in the elementary years, students continue to excel in this area.

Biology Keystone (4 year average): Students continued to score high in the area of Continuity of Life, reflecting a strength across all areas of our science curriculum.

The 5 year graduation rate for students has remained relatively constant over the past three years, with a slight rise in 2019-2020 for all subgroups other than American Indian/Alaskan Natives (less than 1% of the district population). The 4 year graduation rate saw a significant increase in the Black (up 10%), Hispanic (up 11%) and Multi Racial (up 17.3%) subgroups over the past three years

The Pennsylvania Information Management System (PIMS) reported from 2017, the percentage of 12th grade students achieving industry based credentials has increased from .4% in 2017-18 to 54.5% in 2019-2020. This is part of the District plan to meet Act 158 requirements.

One strength that can be observed looking at our PASA data across the grades is that the percentage of students scoring in the proficient and advanced categories increases through grades 4, 8 and 11.

6 out of 6 District K-5 buildings that reported data have met the interim target for English Language Growth and Attainment in

## Challenges

Fourth Grade PSSA (4 year average): Students scored the lowest, overall, in the area of Composition and Structure of the Universe. This is because during a standards review, we identified a gap in the curriculum in the area of space. We created and implemented a unit on space during the 2018-19 school year, but no scores were recorded in 2020.

Eighth Grade PSSA (4 year average): Students scored the lowest, overall, in the area of Sources, Conversion, and Transfer of Energy. The new middle school curriculum, implemented in 2017-18, emphasizes this in 6th grade. It is hoped that scores in this area will rise.

Biology Keystone (4 year average): Transfer of Energy continues to be an area of concern. On average, students scored the lowest in this strand on the Biology Keystone Exam. One possible cause is the complexity of the chemistry of the both photosynthetic process and glycolysis, which is critical in understanding the Transfer of Energy in living organisms.

The percentage of students experiencing work based learning increased in 2018-19 from 5.3% in 2017 to 29.6% in 2018. But that percentage went down again in 2019-2020 to 17.7%. This is part of the District plan to meet Act 158 requirements.

The Black student group regular attendance rate as compared to the statewide average

## Strengths

2018-2019.

According to the 2019 data, PVAAS Growth Indicator 12 out of the 13 schools met or exceeded the growth standard for the all student group in the area of mathematics.

According to the 2019 data, PVAAS Growth Indicator 11 out of 13 schools met or exceeded the growth standard for the all student group in the area of ELA.

8th grade students and high school students have met or exceeded growth in the Science PSSA or Biology Keystone Assessment.

Industry Based Learning Indicator for Upper Darby HS exceeds the statewide average at 84.2%

## Challenges

The Black student group achievement in Math as compared to the statewide average

The Black student group achievement in ELA as compared to the statewide average

The number of students with disabilities who were well below average and below average increased on the Early Literacy Battery using Aimsweb Plus in grade 1 from the beginning of the year benchmark to the middle of the year benchmark

Beverly Hills Middle School and Upper Darby High School did not meet the interim target for English Language Growth and Attainment in 2018-2019

According to the Future Ready PA Index Proficient or Advanced on PA State Assessments (ELA) for the 2018/2019 school year, the all-student group did not meet the Interim Goal / Improvement Target at any school. 0 out 13 schools met or exceeded the statewide average of 62.1% proficient or advanced in ELA.

According to the Future Ready PA Index Proficient or Advanced on PA State Assessments (Math) for the 2018/2019 school year, the all student group did not meet the Interim Goal / Improvement Target in 12 out of 13 schools (falling short of the statewide average of 45.2%).

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**Challenges**

There were 2,777 incidents involving code of conduct or other infractions in the 2018-2019 school year reported in the school safety report.

District four-year graduation cohort did not meet the interim goal/improvement target. The five-year cohort is below the statewide average.

Nine out of the 13 schools met or exceeded the Career Readiness Indicator statewide average for career standard benchmark in the 18-19 school year.

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**Most Notable Observations/Patterns**

The District is making significant progress in the area of academic growth in math and ELA across all schools. However, there is a common concern with academic achievement and most schools who did not meet the interim targets for math and ELA. We believe that if we improve academic achievement in our early grades along with continuing to improve student conduct in all schools will help support our high school to meet the interim goal for graduation rate.

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**Challenges****Discussion Point****Priority for Planning**

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**Challenges**

**Discussion Point**

**Priority for Planning**

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

According to the Future Ready PA Index Proficient or Advanced on PA State Assessments (ELA) for the 2018/2019 school year, the all-student group did not meet the Interim Goal / Improvement Target at any school. 0 out of 13 schools met or exceeded the statewide average of 62.1% proficient or advanced in ELA.

Teachers need additional professional development with a focus on K-2 literacy instruction and the science of reading. Furthermore, the district needs to refine the MTSS process and support new teachers and administrators as they transition in to the district. Additional focus should be on core programming in

**Challenges**

**Discussion Point**

**Priority for Planning**

all grade levels.

According to the Future Ready PA Index Proficient or Advanced on PA State Assessments (Math) for the 2018/2019 school year, the all student group did not meet the Interim Goal / Improvement Target in 12 out of 13 schools (falling short of the statewide average of 45.2%).

Students are not reading at a proficient level and this could impact the inadequate math performance. Furthermore, the lack of math fluency potentially holds students back and creates additional barriers toward math proficiency.

There were 2,777 incidents involving code of conduct or other infractions in the 2018-2019 school year reported in the school safety report.

Historically, UDSD has taken a more punitive rather than restorative approach when addressing student discipline situations.

**Challenges****Discussion Point****Priority for Planning**

District four-year graduation cohort did not meet the interim goal/improvement target. The five-year cohort is below the statewide average.

At the time of data collection there was a lack of an established process to provide all students a pathway to graduation that is attainable and based on individual goals. There is a need to complement the process with a supportive and structured educational environment.

Nine out of the 13 schools met or exceeded the Career Readiness Indicator statewide average for career standard benchmark in the 18-19 school year.

Most schools have met the target, but there needs to be improvement in this area so that all students are

**Challenges****Discussion Point****Priority for Planning**

exposed and participate in college and career readiness activities.

Black/African American and Hispanic disaggregated groups did not meet the growth expectations from Fall 2018-Spring 2019 in Kindergarten through Fifth grade.

Using 2018-2019 MAP Reading Data: 1/10 schools met or exceeded the growth expectation of 11.6 in third grade.

Using 2018/2019 Spring Dibels Next Data: less than 57% Kindergarten and First Grade students scored at/above benchmark using the grade level composite score.

6th, 7th, & 8th grade ELA MAP achievement results comparing Fall 2018 to Spring 2019: 6th grade students in the district dropped from 44.6% proficient or above in the fall (2018) to 43.9% in the spring (2019). The overall decline for 6th grade students: .7% 7th grade students dropped from 47.9% proficient or above in the fall (2018) to 47.9% in the spring (2019). The overall decline for 7th grade students: 1.6% 8th grade students dropped from 55.2% proficient or above in the fall (2018) to 53.6% in the spring (2019). The overall decline for 8th grade students: 1.6% 6th, 7th, & 8th grade African Americans (Male/Female) ELA MAP achievement results comparing Fall 2018 to Spring 2019: 6th grade African American females dropped from 42.1% in the fall (2018) to 35.1% in the spring (2019). 6th grade African American males dropped from 32.1% in the fall (2018) to 31.6% in the spring (2019). The overall decline for African American 6th grade students: 7% females; .7% males 7th grade African American females dropped from 48.8% in the fall (2018) to 47.5% in the spring (2019). 7th grade African American males grew from 32.9% in the fall (2018) to

## Challenges

## Discussion Point

## Priority for Planning

34.2% in the spring (2019). 7th grade African American females declined 1.3% and African American males grew 1.3% 8th grade African American females dropped from 52.9% in the fall (2018) to 47.8% in the spring (2019). 8th grade African American males dropped from 37.8% in the fall (2018) to 32.2% in the spring (2019). The overall decline for African American 8th grade students: 5.1% females: 5.6% males.

Only 1 of 4 district Kindergarten buildings met/exceeded growth norms on 2018-2019 MAP Assessment

Both BHMS and DHMS met/exceeded expected growth norms in 1 of 3 grade levels on 2018-2019 MAP Assessment

Less than 50% of Elementary buildings met/exceeded growth norms in Grade 5 on 2018-2019 MAP Assessment

Fourth Grade PSSA (4 year average): Students scored the lowest, overall, in the area of Composition and Structure of the Universe. This is because during a standards review, we identified a gap in the curriculum in the area of space. We created and implemented a unit on space during the 2018-19 school year, but no scores were recorded in 2020.

Eighth Grade PSSA (4 year average): Students scored the lowest, overall, in the area of Sources, Conversion, and Transfer of Energy. The new middle school curriculum, implemented in 2017-18, emphasizes this in 6th grade. It is hoped that scores in this area will rise.

Biology Keystone (4 year average): Transfer of Energy continues to be an area of concern. On average, students scored the lowest in this strand on the Biology Keystone Exam. One possible cause is the complexity of the chemistry of the both photosynthetic process and glycolysis, which is critical in understanding the Transfer of Energy in living organisms.

**Challenges****Discussion Point****Priority for Planning**

The number of students with disabilities who were well below average and below average increased on the Early Literacy Battery using Aimsweb Plus in grade 1 from the beginning of the year benchmark to the middle of the year benchmark

The percentage of students experiencing work based learning increased in 2018-19 from 5.3% in 2017 to 29.6% in 2018. But that percentage went down again in 2019-2020 to 17.7%. This is part of the District plan to meet Act 158 requirements.

Beverly Hills Middle School and Upper Darby High School did not meet the interim target for English Language Growth and Attainment in 2018-2019

The Black student group regular attendance rate as compared to the statewide average

The Black student group achievement in Math as compared to the statewide average

The Black student group achievement in ELA as compared to the statewide average

## ADDENDUM B: ACTION PLAN

### Action Plan: Implementation of Naviance in Grades 3-12

Action Steps	Anticipated Start/Completion Date
Professionally develop staff on Naviance and the College and Career standards for implementation in the classroom.	08/24/2021 - 06/17/2022

Monitoring/Evaluation	Anticipated Output
Student services office and the building principals will monitor the completion of CEW standards through the use of Naviance. At the end of each school year, the team will oversee the data submission to PIMS.	- Meets/Exceeds the CEW artifacts on the FRPAI (PIMS submission) - Exposure to 60 careers at the end of Middle School (20 careers per year in grades 6-8)

Material/Resources/Supports Needed	PD Step	Comm Step
Naviance web-based product	yes	no

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

Chapter 339: K-12 School Counseling Plan

08/24/2021 - 06/28/2024

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

Student services office and the building principals will monitor the completion of CEW standards through the use of Naviance. At the end of each school year, the team will oversee the data submission to PIMS.

- Meets/Exceeds the CEW artifacts on the FRPAI (PIMS submission) - Exposure to 60 careers at the end of Middle School (20 careers per year in grades 6-8)

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

Written Chapter 339 is accessible to guidance counselors and student services personnel.

no

no





## Action Plan: Dual Enrollment

Action Steps	Anticipated Start/Completion Date
Partnership with local colleges and universities	08/24/2021 - 06/21/2024

Monitoring/Evaluation	Anticipated Output
High school administration will monitor student pathways toward graduation and post-secondary college/career opportunities.	- Annually collect the number of students enrolled in Dual Enrollment classes - Monitor the number of colleges and universities partnerships -Increase the total number of students participating in Dual Enrollment courses

Material/Resources/Supports Needed	PD Step	Comm Step
Continue to make strong connections with local post-secondary institutions and utilize the chapter 339 plan.	no	no

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## Action Plan: Social and Emotional Learning Integration

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

Implementation of the K-12 Social and Emotional Learning Curriculum.

08/24/2021 - 06/21/2024

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

- Monitor student attendance and behavior infractions using our student information system. -Staff participation in trauma based professional learning - Learning walks and observations

- Delivery of social and emotional weekly lessons and strategies for student self-care and awareness. - Improvement in student attendance, reduction in behavior infractions, and an increase in student achievement. - Increase professional development opportunities for staff

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

Professional development for teachers.

yes

no



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

Teachers will meet with students to develop personal goals. Teachers will use the Danielson Framework to guide instruction from the planning phase through reflective practice.

08/24/2021 - 06/21/2024

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

- Monitor student attendance and behavior infractions using our student information system. -Staff participation in trauma based professional learning - Learning walks and observations

- Delivery of social and emotional weekly lessons and strategies for student self-care and awareness. - Improvement in student attendance, reduction in behavior infractions, and an increase in student achievement. - Increase professional development opportunities for staff

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

Performance Plus, data meeting process

no

no



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

Implementation of Trauma Informed Practices in all educational environments

08/24/2021 - 06/21/2024

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

- Monitor student attendance and behavior infractions using our student information system. -Staff participation in trauma based professional learning - Learning walks and observations

- Delivery of social and emotional weekly lessons and strategies for student self-care and awareness. - Improvement in student attendance, reduction in behavior infractions, and an increase in student achievement. - Increase professional development opportunities for staff

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

Relationship with Lakeside Neurologic, Brain-Based Strategies for classroom use

yes

no



## Action Plan: Positive Behavioral Interventions and Supports (PBIS)

Action Steps	Anticipated Start/Completion Date
Refine and continue an established PBIS framework in all schools.	08/24/2021 - 06/21/2024

Monitoring/Evaluation	Anticipated Output
-Track and monitor student behavior using our Student Information System. -Learning walks and classroom observations -Benchmarks of Quality assessment	-Analyze safe school data for a reduction of suspensions and student infractions. - Visible and clearly communicated PBIS structure indicating movement through the tiered systems of support.

Material/Resources/Supports Needed	PD Step	Comm Step
Integrated PBIS Lesson, student rewards	no	no

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**Action Plan: Partnership with International Institute of Restorative Practices (IIRP)**

Action Steps	Anticipated Start/Completion Date
Continue partnership with the International Institute of Restorative Practices	08/24/2021 - 06/21/2024

Monitoring/Evaluation	Anticipated Output
Track and monitor student behavior using our Student Information System.	- Use restorative practices strategies in K-12 classrooms.

Material/Resources/Supports Needed	PD Step	Comm Step
-Contract with International Institute of Restorative Practices the school district	yes	no

**Action Plan: Implementation of Evidence Based Interventions**

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

Continue with the implementation of Foundations for students in need of Tier 2 and Tier 3 intervention.

08/24/2021 - 06/24/2024

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

-Monitor student data using Aimsweb, MAP, and local assessment data

-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.

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

Foundations materials Professional development from District Supervisor /Instructional Coaches

yes

no



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

Continue with the implementation of Houghton Mifflin Harcourt interventions System 44 and Read 180.

08/24/2021 - 06/24/2024

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

-Monitor student data using Aimsweb, MAP, and local assessment data

-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.

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

Houghton Mifflin Harcourt System 44 Houghton Mifflin Harcourt Read 180

yes

no

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

Monitor student growth through the continued use of data meetings throughout the schools.

08/24/2021 - 06/21/2024

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

-Monitor student data using Aimsweb, MAP, and local assessment data

-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.

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

Data Meeting Framework, individual student goal setting

yes

no



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

Evaluate existing reading/math interventions and explore additional interventions to support student needs.

08/24/2021 - 06/21/2024

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

-Monitor student data using Aimsweb, MAP, and local assessment data

-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.

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

MTSS Framework Delaware County Intermediate Unit

yes

no



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

Continue with the implementation of Supporting Ongoing Achievement Responsively (SOAR) for middle school students in need of Tier 2 and Tier 3 intervention.

08/24/2021 - 06/21/2024

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

-Monitor student data using Aimsweb, MAP, and local assessment data

-Delivery of early literacy lessons in all first-grade classrooms. -Reduction in the percentage of students in Tier 2 and Tier 3 reading interventions.

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

SOAR resource materials

no

no

**Action Plan: Multi-Tiered Systems of Support (MTSS)**

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

Access to a standards-aligned curriculum in all grade levels delivered with fidelity to support all students in all content areas.

08/24/2021 - 06/21/2024

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

-Learning walks -Fidelity checks -Staff observations

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

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

Updated curricular resources in the area of mathematics, ELA, science, and social studies. K-12 curriculum maps for all courses.

yes

no



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

Access to targeted and evidence based reading, math and functional interventions with movement through a tiered system of supports based on data.

08/24/2021 - 06/21/2024

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

-Learning walks -Fidelity checks -Staff observations

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

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

Evidence based interventions, defined MTSS framework

yes

no



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

Monitor student growth through the continued use of data meetings throughout the schools.

08/24/2021 - 06/21/2024

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

-Learning walks -Fidelity checks -Staff observations

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

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

Data Meeting Framework

yes

no



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

Explore new evidence-based math interventions to support the needs of our students in grades K-12.

08/24/2021 - 06/21/2024

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

-Learning walks -Fidelity checks -Staff observations

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

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

Implementation of new evidence-based programs

no

no



**Action Steps**

**Anticipated Start/Completion Date**

Explore new evidence-based math interventions to support the needs of our students in grades K-12.

08/24/2021 - 06/21/2024

**Monitoring/Evaluation**

**Anticipated Output**

-Learning walks -Fidelity checks -Staff observations

- All students have access to Tier 1 curricula in the core subject areas. -Reduction in the percentage of students in Tier 2 and Tier 3 interventions at the end of each school year.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Implementation of new evidence-based programs

no

no

**Action Plan: Implementation of Culturally Responsive Teaching Strategies**



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

Continue partnership with Corwin including the district's Deep Equity Leadership and school-based equity teams.

08/24/2021 - 06/21/2024

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

- Track and monitor student academic progress and student behavior using our Student Information System -District Data Meeting Process

- Use Culturally Responsive Teaching strategies daily in K-12 classrooms. - Annual improvement of student growth, improved student achievement.

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

Contract with Corwin- Train the trainer models with building level equity leaders at each building throughout Upper Darby School District.

yes

yes



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

Continue to professionally develop teachers in the implementation of Culturally Responsive Teaching strategies.

08/24/2021 - 06/21/2024

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

- Track and monitor student academic progress and student behavior using our Student Information System -District Data Meeting Process

- Use Culturally Responsive Teaching strategies daily in K-12 classrooms. - Annual improvement of student growth, improved student achievement.

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

Contract with Corwin- Train the trainer models with building level equity leaders at each building throughout Upper Darby School District.

yes

no



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

Revise and refine the Upper Darby School District's board-approved comprehensive equity plan

08/24/2021 - 06/21/2024

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

- Track and monitor student academic progress and student behavior using our Student Information System -District Data Meeting Process

- Use Culturally Responsive Teaching strategies daily in K-12 classrooms. - Annual improvement of student growth, improved student achievement.

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

Training materials and workbooks for students and staff.

yes

no



**Action Steps**

**Anticipated Start/Completion Date**

Revise district curriculum maps to include culturally relevant content to increase diversity and inclusivity.

08/24/2021 - 06/21/2024

**Monitoring/Evaluation**

**Anticipated Output**

- Track and monitor student academic progress and student behavior using our Student Information System -District Data Meeting Process

- Use Culturally Responsive Teaching strategies daily in K-12 classrooms. - Annual improvement of student growth, improved student achievement.

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Adopt Culturally relevant resources in all curricular areas in accordance with board policy timelines and approval of resources.

yes

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>One hundred percent of our students will meet or exceed the college and career artifact collection as indicated on the Future Ready PA Index. This goal will be obtained through various district activities and exposures to careers in grades 3-12. (Career Readiness )</p>	<p>Implementation of Naviance in Grades 3-12</p>	<p>Professionally develop staff on Naviance and the College and Career standards for implementation in the classroom.</p>	<p>08/24/2021 - 06/17/2022</p>
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p> <p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in</p>	<p>Partnership with International Institute of Restorative Practices (IIRP)</p>	<p>Continue partnership with the International Institute of Restorative Practices</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>Social and Emotional Learning Integration</p>	<p>Implementation of the K-12 Social and Emotional Learning Curriculum.</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>Social and Emotional Learning Integration</p>	<p>Implementation of Trauma Informed Practices in all educational environments</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)			
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	Implementation of Evidence Based Interventions	Continue with the implementation of Foundations for students in need of Tier 2 and Tier 3 intervention.	08/24/2021 - 06/24/2024
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			
<p>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>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	<p>Implementation of Evidence Based Interventions</p>	<p>Continue with the implementation of Houghton Mifflin Harcourt interventions System 44 and Read 180.</p>	<p>08/24/2021 - 06/24/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			
<p>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</p>			



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>pathways taking into consideration their specific academic and career goals. (Graduation Pathways)</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	<p>Implementation of Evidence Based Interventions</p>	<p>Monitor student growth through the continued use of data meetings throughout the schools.</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p> <p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical</p>	<p>Implementation of Evidence Based Interventions</p>	<p>Evaluate existing reading/math interventions and explore additional interventions to support student needs.</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p> <p>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>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>	<p>Multi-Tiered Systems of Support (MTSS)</p>	<p>Access to a standards-aligned curriculum in all grade levels delivered with fidelity to support all students in all content areas.</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p> <p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p> <p>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>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics</p>	<p>Multi-Tiered Systems of Support (MTSS)</p>	<p>Access to targeted and evidence based reading, math and functional interventions with movement through a tiered system of supports based on</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p> <p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p> <p>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>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>		data.	
<p>Pathways to Proficient Reading is an introductory course for educators and reading specialists looking to incorporate the Science of Reading into classroom practice and will be made available to all UDSD K-2 teachers. At least 80% of Upper Darby School District Kindergarten through Second grade teachers will participate in the Pathways to Proficient Reading course offered through the AIM Institute for Learning and Research by the end of the 2023/2024 school year. (Professional Development in Early Literacy Skills )</p>	Multi-Tiered Systems of Support (MTSS)	Monitor student growth through the continued use of data meetings throughout the schools.	08/24/2021 - 06/21/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>One hundred percent of elementary and middle school teachers will participate in district level professional development with a focus on developing mathematical reasoning skills and teaching mathematical concepts using multiple representations. (Teacher Professional Development in Mathematics)</p>			
<p>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>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum</p>	<p>Implementation of Culturally Responsive Teaching Strategies</p>	<p>Continue partnership with Corwin including the district's Deep Equity Leadership</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>within one year. (Positive School Community Climate and Culture )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p> <p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>		<p>and school-based equity teams.</p>	
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators,</p>	<p>Implementation of Culturally Responsive</p>	<p>Continue to professionally develop teachers</p>	<p>08/24/2021 - 06/21/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	Teaching Strategies	in the implementation of Culturally Responsive Teaching strategies.	
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>Upper Darby School District will build leadership teams in 100% of its schools to</p>	Implementation	Revise and refine	08/24/2021



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>of Culturally Responsive Teaching Strategies</p>	<p>the Upper Darby School District's board-approved comprehensive equity plan</p>	<p>- 06/21/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p>			
<p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p>	<p>Implementation of Culturally Responsive Teaching Strategies</p>	<p>Revise district curriculum maps to include culturally relevant content to increase diversity and inclusivity.</p>	<p>08/24/2021 - 06/21/2024</p>
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p>			
<p>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>Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic). (Safe and Supportive Schools)</p>			
<p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
by year 3. (Improve Student Achievement in English Language Arts/Literature)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Training on the Web-based Naviance program	Classroom teachers in grades 3-8; K-12 guidance counselors	Single sign-on process Assigning college and career lessons Exploration and planning tools

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will assign lessons to students using Naviance Students will have successfully completed the college and career artifacts	08/24/2021 - 06/17/2022	Student Services office

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
International Institute of Restorative Practices	All Building Staff will continue training on Restorative Practices under the leadership of our school district trainers. All new teachers during new teacher orientation in August each year.	Using Restorative Circles in the classroom setting Using Restorative Circles in small groups

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Use of restorative circles with students	08/24/2021 - 06/21/2024	Curriculum and Instruction office

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Implementation of Trauma Informed Practices	All building principals, staff, and teachers. All new teachers will receive Trauma-Informed training All board members will receive Trauma-Informed training (as per ACT 18)	Trauma-Informed Practices Brain Breaks How the brain reacts to Trauma Calming and De-escalation techniques

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Incorporate Trauma-Informed practices, such as brain breaks and brain regulation techniques, throughout the school district.	08/24/2021 - 06/21/2024	Curriculum and Instruction Office Student Services Office Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning  2e: Organizing Physical Space  2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)

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Professional Development Step	Audience	Topics of Prof. Dev
Implementing Social and Emotional Standards	All building principals and teachers	Overview of grade-level CASEL standards Overview of SEL Curriculum MAPS and resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will implement the SEL curriculum in their classrooms during the recommended time of the day.	08/24/2021 - 06/17/2022	Student Services Office

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

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

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Best Practices in Reading/ELA

AIM Institute for Proficient Readers for K-2 teachers (based on cohorts of teachers enrolled in the Pathways to Proficient Readers course) All First-grade teachers will be trained in Foundations

Research in the Science of Reading Classroom Practices using the Science of Reading Foundations program procedures and use of materials

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Teachers receiving the training will incorporate classroom practices in daily lesson planning and in their teaching practices.

06/22/2021 - 06/17/2022

Curriculum and Instruction Office

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

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

- 4e: Growing and Developing Professionally
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction

- Language and Literacy Acquisition for All Students
- Language and Literacy Acquisition for All Students
- Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Intervention Training in specific programs in ELA/Mathematics

Middle School Reading specialists High School English Teachers Elementary teachers Elementary Reading Specialists

- System 44 and Read 180 digital tools - System 44 and Rad 180 analytical reports - Foundations reports -Foundations intervention materials and fidelity checks

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will plan for student needs using intervention materials	08/24/2021 - 06/21/2024	Curriculum and Instruction Office

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
2b: Establishing a Culture for Learning	
3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning	
2c: Managing Classroom Procedures	

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Professional Development Step	Audience	Topics of Prof. Dev
Best Practices in Mathematics	6-8 Middle School Math Teachers K-12 Special Education Teachers	Building Mathematical Reasoning Understanding the Why of Teaching Mathematics



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers' lessons and teaching practices will reflect practices learned in the course.	09/20/2021 - 06/24/2022	Curriculum and Instruction Office Student Services Office

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

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

- 3b: Using Questioning and Discussion Techniques
- 1e: Designing Coherent Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy

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Professional Development Step	Audience	Topics of Prof. Dev
Student Engagement Strategies	K-5 classroom teachers, instructional coaches, and Special Education teachers	Setting Learning Targets Student Engagement Strategies Setting instructional outcomes

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will incorporate learning targets into daily classroom planning and instruction.	09/13/2021 - 06/17/2022	Curriculum and Instruction Office

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

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

2b: Establishing a Culture for Learning

3a: Communicating with Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Culturally Responsive Teaching Strategies

K-12 District and Building Administrators and Teachers

- A framework to understand the key principles of culturally responsive teaching - Ways to transform your relationship with students into a learning partnership - Strategies to support students in developing an academic mindset - Techniques to improve student thinking by leveraging culturally and linguistically diverse students' natural learning styles

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Techniques will be integrated into daily lessons and classroom practices.	08/24/2021 - 06/21/2024	Personnel and Equity Office

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
4c: Communicating with Families	
2a: Creating and Environment of Respect and Rapport	
1d: Demonstrating Knowledge of Resources	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Upper Darby School District will build leadership teams in 100% of its schools to build capacity in the areas of Trauma Informed Education and Restorative Practices within a one year time period. These leadership teams will consist of administrators, teacher leaders and pupil services personnel. Upper Darby School District will expose 100% of the students and staff to the K- 12 social and emotional curriculum within one year. (Positive School Community Climate and Culture )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in mathematics for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in Mathematics )</p> <p>Eight out of the 13 schools in the Upper Darby School District will meet or exceed the statewide student achievement average on the PSSA/Keystone in English Language Arts /Literature for all students as indicated on the Future Ready PA index by year 3. (Improve Student Achievement in English Language Arts/Literature)</p> <p>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>Implementation of Culturally Responsive Teaching Strategies</p>	<p>Continue partnership with Corwin including the district's Deep Equity Leadership and school-based equity teams.</p>	<p>2021-08-24 - 2024-06-21</p>

**Measurable Goals**

**Action Plan  
Name**

**Communication  
Step**

**Anticipated  
Timeline**

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Upper Darby School District will reduce the number of behavior incidents by 15% in each of the following three years using the baseline of 2,777 incidents from the 2018-2019 school year (the last year with reliable data as a result of the global pandemic).  
(Safe and Supportive Schools)

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Equity Communication	All District staff and community stakeholders	Updates on District level equity work and community engagement
Anticipated Timeframe	Frequency	Delivery Method
08/24/2021 - 06/21/2024	Multiple methods of communication are used to inform all stakeholders. This occurs on a quarterly basis at a minimum.	Other
Lead Person/Position	Assistant Superintendent of Personnel and Equity and Supervisor of Equity	

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

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

