

**Upper Darby SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

|   |              |   |
|---|--------------|---|
| <b>LEA Type</b>                             |              | AUN                                     |
| School District                             |              | 125239452                               |
| <b>Address 1</b>                            |              |   |
| 8201 Lansdowne Ave                          |              |   |
| <b>Address 2</b>                            |              |   |
|   |              |   |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                         |
| Upper Darby                                 | PA           | 19082                                   |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b> |
| Dr Daniel P McGarry                         |              | dmcgarry@upperdarbysd.org               |
| <b>Single Point of Contact Name</b>         |              |   |
| Dr. Christine Kelley                        |              |   |
| <b>Single Point of Contact Email</b>        |              |   |
| ckelley@upperdarbysd.org                    |              |   |
| <b>Single Point of Contact Phone Number</b> |              |   |
| 610-789-7200                                |              |   |

## Steering Committee

| Name                   | Position/Role    | Building/Group/Organization  | Email                          |
|------------------------|------------------|--|--------------------------------|
| Edward Marshaleck      | Administrator    | Assistant Superintendent: Student Services   | emarshaleck@upperdarbysd.org   |
| Dr. Christine Kelley   | Administrator    | Director of Curriculum   | ckelley@upperdarbysd.org       |
| Dr. Gregory Manfre     | Administrator    | Director of Elementary Education   | greg.manfre@upperdarbysd.org   |
| Kelley Simone          | Administrator    | Director of Secondary Education  | ksimone@upperdarbysd.org       |
| Dr. Brian Ursone       | Administrator    | Director of Student Services   | bursone@upperdarbysd.org       |
| Dr. Catherine Kania    | Administrator    | Curriculum Supervisor: 6-12 English, Social Studies, Library, and World Languages  | ckania@upperdarbysd.org        |
| Joanna DeMarco         | Administrator    | Curriculum Supervisor: EL and MTSS   | jmdemarco@upperdarbysd.org     |
| Kristen O'Neill        | Administrator    | Supervisor of Elementary English Language Arts, Reading, Social Studies, & Library | Koneill@upperdarbysd.org       |
| Dr. Daniel McGarry     | Administrator    | Superintendent   | dmcgarry@upperdarbysd.org      |
| Kendra Flowers         | Parent           | Parent   | kendra.flowers73@gmail.com     |
| Nicholas Hoyt          | Community Member | Parent   | nicholasjmhojt@gmail.com       |
| Hanz Bantawan          | Parent           | Parent   | hanz.bantawan@gmail.com        |
| John Alley             | Parent           | Parent   | john@publicmanager.net         |
| Sylvia Rivera          | Other            | Business owner/Parent  | sylvia.m.rivera@gmail.com      |
| Dan Hyland             | Administrator    | Curriculum Supervisor: Secondary Technology  | dhyland@upperdarbysd.org       |
| Kathleen Flanagan      | Administrator    | Assistant Principal: UDHS  | kflanagan@upperdarbysd.org     |
| Stephanie Sitek        | Administrator    | Assistant Principal: UDHS  | ssitek@upperdarbysd.org        |
| Jennifer Jones         | Administrator    | Special Education Supervisor   | jjones@upperdarbysd.org        |
| Gabrielle Eichelberger | Staff Member     | Social Worker  | geichelberger@upperdarbysd.org |
| Jessica Conley         | Staff Member     | Special Education Teacher  | jconley@upperdarbysd.org       |
| Traci Hojnacki         | Staff Member     | Elementary Teacher   | thojnacki@upperdarbysd.org     |
| Eileen Caruso          | Staff Member     | EL coordinator   | ecaruso@upperdarbysd.org       |
| Kristy Coyle           | Staff Member     | Elementary Teacher   | kcoyle@upperdarbysd.org        |
| Rebecca Schaefer       | Staff Member     | Special Education Teacher  | rschaefer@upperdarbysd.org     |
|                        |                  |  |                                |
| William Moore          | Administrator    | Assistant Principal: UDHS  | wmoore@upperdarbysd.org        |
|                        |                  |  |                                |

## LEA Profile

Upper Darby School District serves the residents of Upper Darby Township, Clifton Heights Borough, and Millbourne Borough. Upper Darby is one of the largest school districts in Pennsylvania, with approximately 13,000 students over 960 professional staff, and 840 support personnel. The district has 13 schools – 1 high school, 2 middle schools, 9 elementary schools, and a Kindergarten Center.

The School District supports over 2100 students served in its English Language Learner program and approximately 3000 students receiving special education support, gifted support, or are serviced by a Section 504 agreement. Approximately 180 high school students attend career and technical programs. In the 2023-2024 school year, the District had an approximate budget of \$269 million, with a millage rate of 25.1224 and an average residential property assessment of \$ 129,320.

Upper Darby School District has a long and distinguished history in providing public education to its residents. The district was established in 1834 and its first School Board President was Dr. George Smith. According to *A History of Upper Darby (1972)*, Dr. Smith was a “botanist, an educator, a farmer, a geologist, a historian, a physician, a Judge, a scientist, a senator, and servant of his friends and neighbors.” In 1836, Dr. Smith served as Chairman of Pennsylvania’s State Senate Education Committee and drafted the final version of Pennsylvania’s Free Public School Act. The Act, approved on June 13, 1836, overcame years of opposition to the concept of free education for all children, and authorized state funding for local school districts. For more information about Dr. Smith: <http://udhistory.com/dr-george-smith/>.

Upper Darby School District works closely with the Upper Darby Township, the Upper Darby Police Department, the Upper Darby Fire Department, The Upper Darby Township and Sellers Memorial Free Public Libraries, and various civic and faith-based entities providing services to enhance the quality of life for all students, families, and residents.

## Community Profile

Upper Darby Township is a residential suburb of over 82,000 residents and covers 8.3 square miles in Southeast Delaware County, Pennsylvania. In this community of neighborhoods, residents reflect a great diversity of socioeconomic and ethnic backgrounds. Over 66 birth countries and 70 home languages are represented by the students of the Upper Darby School District. The wide ranges of housing options in the township include apartment complexes, townhouses, duplexes, and single-family homes.



## **Mission and Vision**

### **Mission**

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**

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

## Educational Values

### **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 the 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 individual 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 the 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 individual 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**

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 the 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 individual 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**

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 the 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 individual 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.

### **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 the 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 individual 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)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

| Indicator   | Comments/Notable Observations   |
|---|---|
| According to the Future Ready PA Index, all schools scored above the state average for the Career Standards Benchmark displayed in the College and Career Measures. | In 2022-2023 the UDSD increased the number of guidance counselors so each building has at least one counselor to support students. There is a well-established structure for collecting artifacts utilizing the software program, Naviance. Our students are exposed to multiple college and career opportunities.  |
| According to the Future Ready PA Index, 11 of the 13 schools met or exceeded the standard demonstrating growth (PVAAS) in ELA/Literature.                           | There is a multi-tiered system of support in place to address student needs in the area of reading. Time is allocated to provide students with opportunities at their levels. Elementary departmentalization has been implemented in our elementary schools in grades 4-5 allowing the district to target professional development in this curricular area. Reading/ELA coaches support instruction, planning, and model instruction at the elementary level. Administrators were trained to support teachers through the use of learning targets and were able to participate in learning walks and provide feedback to the teaching staff. Data meetings are held throughout the schools and are used to adjust plans to address student needs. |
| According to the Future Ready PA Index, 8 of the 13 schools exceeded the standard demonstrating growth (PVAAS) in math/Algebra.                                     | There is a multi-tiered system of support in place to address student needs in mathematics. Time is allocated to provide students with opportunities at their levels. Elementary departmentalization has been implemented in our elementary schools in grades 4-5 allowing the district to target professional development in this curricular area. Mathematics coaches support instruction, planning, and model instruction at the elementary level. Administrators were trained to support teachers through the use of learning targets and were able to participate in learning walks and provide feedback to the teaching staff. Data meetings are held throughout the schools and are used to adjust plans to address student needs.         |
|   |   |

#### Challenges

| Indicator   | Comments/Notable Observations   |
|---|---|
| According to the Future Ready PA Index on State Assessments Measures for Math/Algebra for the 2022-23 school year, one of the 13 schools' all-student group met the Interim Goal / Improvement Target for math achievement. | The district has been experiencing a staffing shortage similar to the trend that is occurring nationally. These staffing shortages have led to the hiring of people needing an emergency certification or the hiring of new or inexperienced teachers. Our district has had 14 newly hired secondary math teachers with little to no experience in the past two years. With the hiring of new teachers, there exists consistency and in some cases a lack of content knowledge. Similarly to the national staffing shortage, the nation is also experiencing chronic absenteeism, which our district is also facing. Student content knowledge and consistency are lacking when a significant number of days are missed in a school year. Furthermore, the district continues to find ways to remediate skills and support the mental health of students as a result of COVID-19 closures and adjusted schedules. |
| According to the Future Ready PA Index on State Assessments Measures for ELA/Literature for the 2022-23 school year, the all-student group did not meet the   | The district has been experiencing a staffing shortage similar to the trend that is occurring nationally. These staffing shortages have led to the hiring of people needing   |

|   |   |
|---|---|
| Interim Goal / Improvement Target at any school. One of 13 schools exceeded the statewide average of 54.5% in ELA.  | an emergency certification or the hiring of new or inexperienced teachers. With the hiring of new teachers, there exists consistency and in some cases a lack of content knowledge. Similarly to the national staffing shortage, the nation is also experiencing chronic absenteeism, which our district is also facing. Student content knowledge and consistency are lacking when a significant number of days are missed in a school year. Furthermore, the district continues to find ways to remediate skills and support the mental health of students as a result of COVID-19 closures and adjusted schedules.   |
| According to the Future Ready PA Index for On Track Measures for regular attendance for the 2021-22 school year (lagging data), 6 of the 13 schools met the performance standards for attendance. | The district has seen an increase in the number of chronically absent students. 19% of our students were chronically absent during the 18/19 school year compared to 26% of our students were chronically absent during the 21/22 school year. Moreover, mental health concerns, bullying/cyberbullying, lack of connection to school and peers, and the increased pressure to keep up with learning have all had an impact on attendance. At the secondary level, students have had to take on additional jobs to help support their families. Additionally, the district has experienced a disconnect between the school, parents, and the community regarding school expectations. |
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|   |   |
|---|---|
| <p><b>Indicator</b><br/>PVAAS</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the 2023 PVAAS Value-Added report for Mathematics, there is moderate to significant evidence that Upper Darby School District students in grades 4, 5, and 7 exceeded the growth standard.</p>                      | <p><b>Comments/Notable Observations</b><br/>Content-specific elementary instructional coaches help support building teams and teachers in best practices in mathematics. There has been a focus on strengthening foundational skills and addressing deficits while using the personalized platform IXL. In addition, there is an established data meeting process where teachers analyze data and plan instruction based on their students' data on curricular assessments and NWEA MAP data.</p>   |
| <p><b>Indicator</b><br/>PVAAS</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the 2023 PVAAS Value-Added report for Aimsweb ELA Oral Reading Fluency, there is moderate to significant evidence that Upper Darby School District students in grades 2, 3, and 4 exceeded the growth standard.</p> | <p><b>Comments/Notable Observations</b><br/>Content-specific elementary instructional coaches help support building teams and teachers in best practices in Reading. The district has a well-established MTSS structure to support the individual needs of students at the elementary level. Additionally, UDSD has partnered with the AIM Institute for Research and Learning to provide professional development to our teachers specifically in grades K-2, reading specialists, and ESL, strengthening their foundational reading skills based on the science of reading. Moreover, there is an established data meeting process where teachers analyze data and plan instruction based on their students' data using Aimsweb data and NWEA MAP data.</p> |
| <p><b>Indicator</b><br/>PVAAS</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the 2023 PVAAS Value-Added report for ELA/Literature, the economically disadvantaged subgroup met or exceeded the growth standard in all measured grades.</p>   | <p><b>Comments/Notable Observations</b><br/>A majority of our school district is identified as economically disadvantaged. The programs and supports we have in place support this subgroup's growth.</p>   |

## Challenges

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|--|---|
| <p><b>Indicator</b><br/>Future Ready PA Index</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the Future Ready PA Index, the On Track measure for English Language Proficiency for the 2022-23 school year, the secondary schools did not meet the statewide average of 29% as measured by the ACCESS test.</p>  | <p><b>Comments/Notable Observations</b><br/>Many of our English learners come with limited or interrupted schooling and struggle in the school setting. Additionally, some of our immigrant families come from extremely difficult circumstances, and as a result, education may not be the top priority.</p> |
| <p><b>Indicator</b><br/><b>Grade Level(s) and/or Student Group(s)</b></p>  | <p><b>Comments/Notable Observations</b></p>   |
| <p><b>Indicator</b><br/>Future Ready PA Index</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the EL subgroup in all buildings is performing lower than the statewide average. 7 out of 9 buildings that have an EL subgroup are performing significantly lower than the all-student group</p> | <p><b>Comments/Notable Observations</b><br/>Many of our English learners come with limited or interrupted schooling and struggle in the school setting. Additionally, some of our immigrant families come from extremely difficult circumstances, and as a result, education may not be the top priority.</p> |
| <p><b>Indicator</b><br/>Future Ready PA Index</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the students with disabilities subgroup in all buildings is performing lower than the statewide average and the all-student group.</p>   | <p><b>Comments/Notable Observations</b></p>   |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| <p>According to the Future Ready PA Index, 11 of the 13 schools met or exceeded the standard demonstrating growth (PVAAS) in ELA/Literature.</p>  |
| <p>According to the Future Ready PA Index, 8 of the 13 schools exceeded the standard demonstrating growth (PVAAS) in math/Algebra.</p>  |
| <p>According to the 2023 PVAAS Value-Added report for Mathematics, there is moderate to significant evidence that Upper Darby School District students in grades 4, 5, and 7 exceeded the growth standard.</p>                      |
| <p>According to the 2023 PVAAS Value-Added report for Aimsweb ELA Oral Reading Fluency, there is moderate to significant evidence that Upper Darby School District students in grades 2, 3, and 4 exceeded the growth standard.</p> |
| <p>According to the 2023 PVAAS Value-Added report for ELA/Literature, the economically disadvantaged subgroup met or exceeded the growth standard in all measured grades.</p>   |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|   |
|---|
| <p>According to the Future Ready PA Index on State Assessments Measures for Math/Algebra for the 2022-23 school year, one out of the 13 schools' all-student group met the Interim Goal / Improvement Target for math achievement.</p>  |
| <p>According to the Future Ready PA Index on State Assessments Measures for ELA/Literature for the 2022-23 school year, the all-student group did not meet the Interim Goal / Improvement Target at any school. One out of 13 schools exceeded the statewide average of 54.5% in ELA.</p>     |
| <p>According to the Future Ready PA Index for On Track Measures for regular attendance for the 2021-22 school year (lagging data), 6 of the 13 schools met the performance standards for attendance.</p>  |
| <p>According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the EL subgroup in all buildings is performing lower than the statewide average. 7 of 9 buildings that have an EL subgroup are performing significantly lower than the all-student group.</p> |

According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the student with disabilities subgroup in all buildings is performing lower than the statewide average and the all-student group.

## Local Assessment

### English Language Arts

| Data                                     | Comments/Notable Observations   |
|--|---|
| AimsWeb                                  | Administered to all students grades K-5   |
| NWEA: MAP (Measure of Academic Progress) | Administered to all students grades Kindergarten through 9 and select students in grades 10-12. |
| Curriculum Assessments                   | Administered at all grade levels as formative and summative assessments                         |

### English Language Arts Summary

#### Strengths

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|---|
| In the 2023-24 school year when analyzing Aimsweb data: First-grade students showed a 14% increase in their Oral Reading Fluency (ORF) scores from the fall assessment (26%) to the winter assessment (40%).  |
| In the 2023-24 school year when analyzing Aimsweb data: The number of First-grade students scoring in the well-below benchmark (intensive) reporting category in Oral Reading Fluency (ORF) decreased by 21% from the fall assessment (65%) to the winter assessment (44%). |
| In the 2022-2023 school year when Analyzing Aimsweb data: Kindergarten students showed a 15% increase in Letter Naming Fluency (LNF) from the fall assessment (44%) to the spring assessment (59%).   |
| In the 2023-24 school year when Analyzing the Fall NWEA MAP data: Ninth-grade students showed a 5% increase in meeting the growth projections from the previous year's winter assessment.   |

#### Challenges

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|--|
| In the 2022-2023 school year when analyzing Spring Aimsweb data, less than 51% of students in first and second scored at/above benchmark in Oral Reading Fluency (ORF).                                      |
| In the 2022-2023 school year when Analyzing Spring Aimsweb data, less than 52% of students in Kindergarten scored at/above benchmark using the grade level composite score.                                  |
| In the 2022-2023 school year when Analyzing Spring MAP data, less than 44% of students in second (40%), third (40.9%), fourth (43%) and fifth (41.4%) grades were projected to score proficient on the PSSA. |

### Mathematics

| Data  | Comments/Notable Observations   |
|---|---|
| MAP   | Administered to all students grades Kindergarten through 9 and select students in grades 10-12.   |
| Curriculum Assessments                          | Administered at all grade levels as formative and summative assessments   |
| Forefront - Universal screener for Number Sense | All kindergarten students take an early numeracy screener to determine where the students are in pre-kindergarten skills in counting and cardinality. |

### Mathematics Summary

#### Strengths

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|---|
| When analyzing the NWEA MAP data for Fall 2022 to Spring 2023: All grades at Primos Elementary exceeded the expected growth target; 4 out of 5 grades at Garrettford and Aronimink Elementary exceeded the expected growth targets. |
| When analyzing the NWEA MAP data for Fall 2022 to Spring 2023: 7 out of 10 schools exceeded the expected growth target in grade 4.  |

#### Challenges

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|--|
| When analyzing the NWEA MAP math data for Fall 2022 to Spring 2023: 39% of grade 6 students met expected growth targets. |
|--|

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|---|
| When analyzing 46% of students scored Proficient on the Kindergarten Early Numeracy Screener, indicating that students are ready for grade-level content to be introduced |
| When analyzing the NWEA MAP math data, less than 50% of Black students met expected growth targets in grades 1-9.   |
| When analyzing the NWEA MAP math data, less than 50% of Hispanic students met expected growth targets in 7 of 9 assessed grade levels.                                    |

## Science, Technology, and Engineering Education

| Data           | Comments/Notable Observations   |
|----------------|---|
| PSSA           | Administered to students in grades 4 and 8 (currently). The administration of the 4th grade test will shift to grade 5. |
| Keystone Exams | Administered to students in grades 9 or 10 depending on the students' high school schedule.                             |

## Science, Technology, and Engineering Education Summary

### Strengths

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|---|
| Fourth Grade PSSA (3-year average): The students scored the highest in the areas of Earth Features and Processes that Change the Earth and in Reasoning and Analysis. During this time, a new science program was implemented which is aligned with the NGSS and the new Pennsylvania STEELS standards. This new program strengthened the rigor of the district science program, and in 7 of the 11 anchors assessed in all three years, the 2023 scores were the highest of the three years. |
| Eighth Grade PSSA (3-year average): Students scored the highest in the area of Reasoning and Analysis across the three-year average. This same student group also scored well in Earth Features and Processes.  |
| Biology Keystone (3-year average): Students scored high in the area of Continuity of Life, reflecting strength for this cohort across all areas of our science curriculum.  |

### Challenges

|  |
|--|
| Fourth Grade PSSA (3-year average): Students scored the lowest, overall, in the area of Continuity of Life. This is notable because it was our strongest area in the previous Comprehensive Plan period. However, the students assessed in this current period missed a certain amount of hands-on science instruction and field experiences due to the pandemic and the related closures. |
| Eighth Grade PSSA (3-year average): Students scored the lowest, overall, in the area of Structure and Function of Organisms.   |
| Biology Keystone (3-year average): Cell Growth and Reproduction was a challenge in these three years. On average, students scored the lowest in this strand on the Biology Keystone Exam: Cell Growth and Reproduction was a challenge in these three years. On average, students scored the lowest in this strand on the Biology Keystone Exam.   |

## Related Academics

### Career Readiness

| Data                            | Comments/Notable Observations  |
|---------------------------------|--|
| Graduation Rate (4 and 5 years) | The 5-year graduation rate for the all-students group exceeded the state-wide average and the district has seen a 6% increase from the 2019-20 (91.4%) school year to the 2020-21 (97.4%) school year. In the 2021-22 (96.0%) school year, the 5-year graduation rate decreased by 1% which still exceeded the statewide average. The Hispanic, English Learners and Students with Disabilities subgroups experienced the greatest decrease. The 4-year graduation rate for the all-students group exceeded the state-wide average and the district saw a 4% increase from the 2019-20 (89.4%) school year to the 2020-21 (93.4%) school year. In the 2021-22 (86.6%) school year, the 4-year graduation rate had a decrease of 6.8% resulting in the district scoring below the state-wide average with the English Learner subgroup experiencing the most significant decrease of 17.2%. |
| College and Career Indicators   | All schools in the Upper Darby School District met or exceeded the statewide goal for career exploration and preparation aligned with the Career Education and Work Standards. In the 2022-23 school year, 8 of the 13 schools scored 100% in the collection of the evidence to fulfill the state requirements.  |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data                               | Comments/Notable Observations  |
|------------------------------------|--|
| Student Industry Based Credentials | As part of the district plan to meet the Act 158 requirements, at least 90% of the all student group has met the requirements of the Industry-Based Credentials in the past three years. |

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

**Partnering Institution**

Delaware County Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Teacher Education Program, Apprenticeships, math, and humanities course

**Uploaded Files**

DCCC Articulation Agreement.pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All schools in the Upper Darby School District met or exceeded the statewide goal for career exploration and preparation aligned with the Career Education and Work Standards. In the 2022-23 school year, 8 of the 13 schools scored 100% in the collection of the evidence to fulfill the state requirements.

As part of the district plan to meet the Act 158 requirements, at least 90% of the all student group has met the requirements of the Industry-Based Credentials in the past three years.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The 5-year graduation rate for the all-students group exceeded the state-wide average and the district has seen a 6% increase from the 2019-20 (91.4%) school year to the 2020-21 (97.4%) school year. In the 2021-22 (96.0%) school year, the 5-year graduation rate decreased by 1% which still exceeded the statewide average. The Hispanic, English Learners and Students with Disabilities subgroups experienced the greatest decrease.

The 4-year graduation rate for the all-students group exceeded the state-wide average and the district saw a 4% increase from the 2019-20 (89.4%) school year to the 2020-21 (93.4%) school year. In the 2021-22 (86.6%) school year, the 4-year graduation rate decreased by 6.8% resulting in the district scoring below the state-wide average with the English Learner subgroup experiencing the most significant decrease of 17.2%.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

| Data   | Comments/Notable Observations   |
|--------|---|
| Access | In the 2021-22 school year, five of the nine district elementary schools have reported English Learners as a subgroup. In the 2022-23 school year, this number increased to 7 elementary schools reporting English Learners as a subgroup. Of the seven schools reporting data in this area, 5 schools met or exceeded the interim target. The three secondary schools in the district failed to meet the statewide or interim target during the 2021-22 and the 2022-23 school year. |
|        |   |
|        |   |

### Students with Disabilities

**False** This student group is not a focus in this plan.

| Data              | Comments/Notable Observations   |
|-------------------|---|
| State Assessments | Students with disabilities are performing at a lower proficiency rate than their peers. |
|                   |   |
|                   |   |

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

| Student Groups | Comments/Notable Observations   |
|----------------|---|
| Black          | The regular attendance indicator on the Future Ready Index shows a decrease in the black subgroup for both Beverly Hills Middle School and Drexel Hill Middle School. |
|                |   |
|                |   |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

In the 2021-22 school year, five of the nine district elementary schools have reported English Learners as a subgroup. In the 2022-23 school year, this number increased to 7 elementary schools reporting English Learners as a subgroup. Of the seven schools reporting data in this area, 5 schools met or exceeded the interim target.

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with disabilities are performing at a lower proficiency rate than their peers on state assessments.

English Learners in the three secondary schools in the district failed to meet the statewide or interim target during the 2021-22 and the 2022-23 school year

The regular attendance indicator on the Future Ready Index shows a decrease in the black subgroup for Beverly Hills Middle School and Drexel Hill Middle School.

## Designated Schools

### Beverly Hills MS

| Priority Challenge                        | Comments and Notable Observations  |
|---|--|
| Improvement in regular attendance         | 74.1% Regular attendance - 17-18 School year<br>73.9% Regular attendance - 18-19 School year<br>79.3% Regular attendance - 19-20 School year (All Student Group)<br>78.3% Regular attendance - 20-21 School year (All Student Group)--- 73.4% Regular attendance (Black students) - 20-21 School year---- Root causes: Domino effects of poverty. For example large group of students have asthma, student immunizations/lack there of causing absences and forced absences, lack of access to Primary Care Physicians, decades of family patterns engagement in school or lack of engagement in schools, family culture where more family members are doing 2nd and 3rd shift jobs - limiting their ability to stick to a school schedule. A lot of untreated or under-treated mental health. |
| Overall ELA achievement for all students  | 2021-2022 Proficiency and advanced All Student Population: 30.9%, Black Student Population: 22.6%, Student with disability population 4.7%<br>Root Cause: Learning loss recovery from the pandemic. Vacancies caused increased class sizes and teacher changes throughout the school year.   |
| Overall math achievement for all students | 2021-2022 Proficiency and advanced All Student Population: 8.1%, Black Student Population: 2.1%, Student with disability population 0.5%<br>Root Cause: Learning loss recovery from the pandemic. Staff retention in math has been a struggle. 6th grade students were most impacted by this for the year. Vacancies caused increased class sizes and teacher changes throughout the school year.  |

### Drexel Hill MS

| Priority Challenge  | Comments and Notable Observations  |
|---|--|
| EL Subgroup in Math and ELA is below statewide average                                | Enrollment of students identified as EL has doubled in the last year and current content area teachers have not received recent training in supporting EL students in the core content areas. This includes modifications and accommodations to the content. For the students in our EL department we have one certified EL teacher but we need additional staff training in high quality instructional techniques taking into consideration the higher rate of enrollment in the past year for English Learners. Currently there is limited time for the EL teacher to collaborate with the content area teachers supporting the EL students.   |
| 2022-2023 School Year ELA and Math: All student population is below statewide average | Overall for the full student population we have many systems and practices in place that promote growth and achievement such as the curriculum alignment to state standards, regular intervals of testing with set professional development and practices for analyzing and using data from screeners to make decisions. We have interventions built in to the daily schedule. There is ongoing professional development for new systems and initiatives, Reading Apprenticeship, collaboration with Lakeside Neurological help with staff and student regulation. The challenges faced at DHMS are the higher than desirable levels of behavioral infractions that may be impacting student achievement. Through the current schedule and rostering practices teachers do not have system-built in time for content-alike or grade-alike peers to collaborate to enhance instruction through analysis, teachers report not feeling connected to each other. Currently students are instructed by any teacher in that grade level, there is no |

|   |   |
|---|---|
|   | team or small group of teachers in common for students. Creating a more smaller instructional cohort of students for each group of teachers, will allow for a group of approximately 8 teachers to work to serve their students within each grade level - creating a team-like approach.  |
| Although all grades showed positive growth from beginning to end of the year, the growth did not meet the normative growth goal in reading MAP.   | Overall for the full student population we have many systems and practices in place that promote growth and achievement such as the curriculum alignment to state standards, regular intervals of testing with set professional development and practices for analyzing and using data from screeners to make decisions. We have interventions built in to the daily schedule. There is ongoing professional development for new systems and initiatives, Reading Apprenticeship, collaboration with Lakeside Neurological help with staff and student regulation. The challenges faced at DHMS are the higher than desirable levels of behavioral infractions that may be impacting student achievement. Through the current schedule and rostering practices teachers do not have system-built in time for content-alike or grade-alike peers to collaborate to enhance instruction through analysis, teachers report not feeling connected to each other. Currently students are instructed by any teacher in that grade level, there is no team or small group of teachers in common for students. Creating a more smaller instructional cohort of students for each group of teachers, will allow for a group of approximately 8 teachers to work to serve their students within each grade level - creating a team-like approach. |
| eSchool Discipline Data - 17% of students received referrals for hallway behaviors, including Late to Class. Late to class is the most commonly referred behavior, with the next highest being disruptive classroom behavior; as of April 2023 there is an average of 30 behavioral infractions (all types of disciplinary infractions together) that rose to the level of a teacher needing to write a referral per day. | Need to norm behaviors and consistently enforce a school free from disruption and unsafe or disruptive behaviors. There are currently 8 transitions throughout the day that require students of all grades to move throughout the building, frequently causing late to class, behavioral disruptions in the classrooms stemming from high energy hallways.Improvements needed in attendance (on-time to class and school). Improvements needed during unstructured transition periods and environments. A structured, more restorative environment is needed to increase positive student behavior and pro-learning skills.   |

**Upper Darby SHS**

| <b>Priority Challenge</b>   | <b>Comments and Notable Observations</b>  |
|---|---|
| Students with disabilities are not meeting the statewide growth goal in Literature.   | Literature standards are included in the Read 180 program, which a lot of students with disabilities utilize. These literature standards may differ in presentation from the English 9 and English 10 courses. Teachers may not use MAP results to personalize student goals in Literature. |
| 18/19 and 21/22 Comparison shows English Learners English Language Proficiency at 12%. To meet goals, this group needs to demonstrate 28.04% achievement. | EL subgroup saw single year growth, but the achievement between the 18/19 and the 21/22 years was a concern. Increased opportunities to engage in activities promoting English Language Proficiency, namely speaking and listening, may help improve outcomes for students.                 |
| The 2018/19 and 2021/22 Math and ELA Combined Achievement for SWD must increase (currently 12.08%)  | Not all students carry MAP growth scores that allow teachers to utilize the data for instructional planning. Teachers may not use MAP results to personalize student goals in Literature or Algebra.  |

**Charles Kelly El Sch**

| <b>Priority Challenge</b> | <b>Comments and Notable Observations</b> |
|---------------------------|--|
|---------------------------|--|

|  |   |
|--|---|
| <p>On-Track Measures: Regular Attendance</p>   | <p>The all student group percent regular attendance rate during the 2022-2023 school year was 68.2%. The black student group was 60%. The students with disabilities group was 46.3%. The team hypothesized that this was a result of several factors including the Pandemic of 2020. The Charles Kelly Elementary School and Staff will be using the PBIS Acknowledgement system to help improve their attendance data. There is a plan to regularly communicate with parents regarding school hours, attendance policies and school wide attendance goals. These goals will be monitored through daily attendance calendars and there will be a monthly review with the building level attendance team.</p>   |
| <p>State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal.</p>                                      | <p>The all student group, black student group and students with disabilities group were well below the state average for proficiency. The all students were 20.8% proficient, black student group was 22.4% proficient and the students with disabilities group was 0.0% proficient. We believe that there are several factors that led to this achievement data including attendance. Currently there are 87 English Learners which makes up 30.6% of the overall population of Charles Kelly. Of the 284 students at Charles Kelly 86.36% are economically disadvantaged. These students experience hardships that often interrupt their educational experience. In order to improve achievement Charles Kelly has implemented a free after school tutoring program. Additionally, it is expected that classroom teachers, ESL teachers, reading specialists and special education teachers will implement our reading program (HMH) with fidelity. Our focus is on guided reading, foundational skills and skill and strategy. Students who have been identified as Tier II or III students will receive instruction through Foundations OR Heggerty Interventions. Reading data will be monitored throughout the school year, and the reading goal of 80% will be updated throughout the year. Scheduled district wide data meetings will help identify students in need of additional support.</p> |
| <p>For our Black subgroup, 7% failed to show growth from their Fall to Spring Reading NWEA MAP scores and 4% failed to show growth in their Fall to Spring Math NWEA MAP scores.</p> | <p>Title I funds have been used for staff to provide students with the enVision Mathematics Common Core Instruction, IXL learning plans, and MTSS. District coaches and IU personnel will be used to coach Math teachers on implementation, and supporting ELs. Math data is being monitored throughout the school year and Math goals will be updated three times per year. Staff will utilize NWEA MAP data to monitor student progress and create targeted groups.</p>   |
| <p>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.</p>  | <p>The School Improvement Team has worked with the District Federal Programs Coordinator, Human Resources and the Curriculum team to identify people and material resource to ensure the success of all students. The principal has provided valuable input for the Business Office to understand the School's financial needs.</p>   |

|   |  |
|---|--|
| <p><b>Systemic LEA Challenges</b></p>   |  |
| <p>The Black student group regular attendance rate as compared to the statewide average</p> |  |
| <p>The Black student group achievement in Math as compared to the statewide average</p>     |  |

## Supplemental LEA Plans

| Programs and Plans            | Comments/Notable Observations  |
|-------------------------------|--|
| Special Education Plan        | The special education plan was developed and approved in the 2023 school year and is active through June 2026. This plan encompasses the full continuum of educational placements and supports offered in the District. There are well over 2,000 students with disabilities served in the District including some who are placed in Approved Private Schools and IU programs. There are clear systems in place to analyze student information and supports required to meet the individual needs of all students.   |
| Title I Program               | In 2015, the Every Student Succeeds Act was signed into law, replacing No Child Left Behind, and reauthorizing the Elementary and Secondary Education Act (ESEA) of 1965 as the nation's main education law. ESSA ensures that all students-- including low-income students, students of color, students with disabilities, English Learners, and other historically marginalized students – have access to a world-class education that prepares them for college, career, and life. Also known as "Title I" funds, these funds are targeted to high poverty schools and districts, and are used to help school districts meet the educational needs of their children. In addition, a portion of the Title I grant supports educational services for nonpublic students who reside in a district's geographic area. Upper Darby School District's Title I funds are used to finance supplemental educational services, in reading/language arts and math, to students in the seven district schools with the highest percentage of free and reduced lunch: Beverly Hills, Bywood, Charles Kelly, Highland Park, Primos, Stonehurst Hills, and the Kindergarten Center. Reading Specialists, classroom teachers, EL teachers and MTSS specialists work with students in the regular classroom to ensure that they meet state academic standards. All instruction is aligned to district curriculum and local and state standards. Title funding also assists the district in meeting the needs of its professional and paraprofessional staff members. Title funds finance a portion of the professional development, technology, instructional materials, supplies, and educational opportunities provided to the Title schools. Upper Darby's Title I program also has a strong family engagement component. Workshops and resources are provided throughout the year to help parents take an active role in helping their children achieve high academic standards. Parents are included in decision-making and on advisory committees to assist in the educational planning for their children. Parents are notified of their school's progress on federally mandated and state testing, and whether they meet state targets for success. In addition, parents may request information regarding the professional qualifications of their child's teacher(s) and of paraprofessionals who provide instructional services to their children. |
| Student Services              | The Student Services Plan is a cohesive and comprehensive system of supports provided to all students within the District. There is a full range of in-school programs and services such as psychological, social work, counseling and health services offered to all students. The student services staff are adequately trained to locate and intervene when students or families are in need. Many of the supports and in-school interventions are connected to the curricular areas and work in conjunction to remove barriers to student learning. The District has a clear and robust Board policy for critical health and safety issues surrounding students.   |
| K-12 Guidance Plan (339 Plan) | The Upper Darby School District provides a comprehensive K-12 school counseling program that supports academic, social/emotional, personal, and career development   |

|                                       |   |
|---------------------------------------|---|
|                                       | for all students. Counselors help to ensure that barriers to student learning are addressed in order for every student to achieve academic success. They also facilitate career planning to ensure that each student meets the academic standards for Career Education and Work. The counseling program relies on the effective collaboration of school, family, and community stakeholders to empower students to become competent lifelong learners and responsible citizens in a diverse community. This plan will be reviewed and updated by March 2025.  |
| Technology Plan                       | Operating under the mission of the Upper Darby School District, the Technical Services Department is committed to providing all students and staff with all technological resources needed for an optimal learning experience. The Technical Services Department strives to provide all staff members and students with current technology and prompt, professional customer service. We are a 1-1 district, providing each student with a Chromebook for their educational experience. Hotspots are provided to families needing Internet connections at home so their children can participate in virtual learning that the district has provided. We provide website browsing security on each computer for staff and students as they navigate the Internet. Each classroom is equipped with a wireless access point for internet connections during the school day. In addition, the district is utilizing interactive touchscreen displays to deliver instruction in the classroom.   |
| English Language Development Programs | Upper Darby School District's English Language Development Program serves students whose dominant language is not English to facilitate the student's achievement of English proficiency and the academic standards as per state regulation, 22 Pa Code §4.26. Identified students are provided instruction and an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state regulations. At the Elementary level, identified English Learners (EL) are provided the opportunity to participate in the adopted curriculum in all academic areas. English Language Development instruction is delivered by an ESL program specialist, during a specific block within our 90 minute English Language Arts period. At the Secondary Level, ELs are provided an opportunity to participate in the general education curriculum with their peers. English Language Development instruction is embedded within the English Language Arts class and is delivered by an ESL program specialist. Upper Darby School District has also adopted a new program at the Middle and High School level to address the needs of our newcomers as well as students with limited or interrupted formal education. |

**Strengths**

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

|                               |
|-------------------------------|
| Technology Plan               |
| Title I Program               |
| Student Services              |
| K-12 Guidance Plan (339 Plan) |

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

|                              |
|------------------------------|
| English Language Development |
|------------------------------|



## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

|  |             |
|--|-------------|
| Foster a vision and culture of high expectations for success for all students, educators, and families                                 | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence                                 | Emerging    |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Emerging    |

### Focus on Continuous Improvement of Instruction

|   |             |
|---|-------------|
| Ensure effective, standards-aligned curriculum and assessment   | Operational |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction        | Operational |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Emerging    |

### Provide Student-Centered Supports so That All Students are Ready to Learn

|  |             |
|--|-------------|
| Coordinate and monitor supports aligned with students' and families' needs                                   | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | Emerging    |

### Implement Data-Driven Human Capital Strategies

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

### Organize and Allocate Resources and Services Strategically and Equitably

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

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

|  |
|--|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.                         |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.  |
| Ensure effective, standards-aligned curriculum and assessment.   |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. |
| Foster a vision and culture of high expectations for success for all students, educators, and families.  |

## Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength  | Check for Consideration in Plan |
|---|---------------------------------|
| According to the Future Ready PA Index, 8 of the 13 schools exceeded the standard demonstrating growth (PVAAS) in math/Algebra.   | True                            |
| According to the 2023 PVAAS Value-Added report for Mathematics, there is moderate to significant evidence that Upper Darby School District students in grades 4, 5, and 7 exceeded the growth standard.   | False                           |
| According to the 2023 PVAAS Value-Added report for Aimsweb ELA Oral Reading Fluency, there is moderate to significant evidence that Upper Darby School District students in grades 2, 3, and 4 exceeded the growth standard.  | True                            |
| According to the Future Ready PA Index, 11 of the 13 schools met or exceeded the standard demonstrating growth (PVAAS) in ELA/Literature.   | True                            |
| According to the 2023 PVAAS Value-Added report for ELA/Literature, the economically disadvantaged subgroup met or exceeded the growth standard in all measured grades.  | False                           |
| In the 2023-24 school year when analyzing Aimsweb data: First-grade students showed a 14% increase in their Oral Reading Fluency (ORF) scores from the fall assessment (26%) to the winter assessment (40%).  | True                            |
| In the 2023-24 school year when analyzing Aimsweb data: The number of First-grade students scoring in the well-below benchmark (intensive) reporting category in Oral Reading Fluency (ORF) decreased by 21% from the fall assessment (65%) to the winter assessment (44%). | True                            |
| In the 2022-2023 school year when Analyzing Aimsweb data: Kindergarten students showed a 15% increase in Letter Naming Fluency (LNF) from the fall assessment (44%) to the spring assessment (59%).   | True                            |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.  | False                           |
| When analyzing the NWEA MAP data for Fall 2022 to Spring 2023: All grades at Primos Elementary exceeded the expected growth target; 4 out of 5 grades at Garrettford and Aronimink Elementary exceeded the expected growth targets.   | False                           |
| When analyzing the NWEA MAP data for Fall 2022 to Spring 2023: 7 out of 10 schools exceeded the expected growth target in grade 4.  | False                           |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.   | False                           |
| Ensure effective, standards-aligned curriculum and assessment.  | False                           |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.  | False                           |
| Foster a vision and culture of high expectations for success for all students, educators, and families.   | False                           |
| All schools in the Upper Darby School District met or exceeded the statewide goal for career exploration and preparation aligned with the Career Education and Work   | False                           |

|   |       |
|---|-------|
| Standards. In the 2022-23 school year, 8 of the 13 schools scored 100% in the collection of the evidence to fulfill the state requirements.   |       |
| As part of the district plan to meet the Act 158 requirements, at least 90% of the all student group has met the requirements of the Industry-Based Credentials in the past three years.  | False |
| Fourth Grade PSSA (3-year average): The students scored the highest in the areas of Earth Features and Processes that Change the Earth and in Reasoning and Analysis. During this time, a new science program was implemented which is aligned with the NGSS and the new Pennsylvania STEELS standards. This new program strengthened the rigor of the district science program, and in 7 of the 11 anchors assessed in all three years, the 2023 scores were the highest of the three years. | False |
| Eighth Grade PSSA (3-year average): Students scored the highest in the area of Reasoning and Analysis across the three-year average. This same student group also scored well in Earth Features and Processes.  | False |
| Biology Keystone (3-year average): Students scored high in the area of Continuity of Life, reflecting strength for this cohort across all areas of our science curriculum.  | False |
| In the 2021-22 school year, five of the nine district elementary schools have reported English Learners as a subgroup. In the 2022-23 school year, this number increased to 7 elementary schools reporting English Learners as a subgroup. Of the seven schools reporting data in this area, 5 schools met or exceeded the interim target.  | False |
| In the 2023-24 school year when Analyzing the Fall NWEA MAP data: Ninth-grade students showed a 5% increase in meeting the growth projections from the previous year's winter assessment.   | False |
| Technology Plan   | False |
| Title I Program   | False |
| Student Services  | False |
| K-12 Guidance Plan (339 Plan)   | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength   | Check for Consideration in Plan |
|--|---------------------------------|
| According to the Future Ready PA Index on State Assessments Measures for Math/Algebra for the 2022-23 school year, one out of the 13 schools' all-student group met the Interim Goal / Improvement Target for math achievement.  | True                            |
| According to the Future Ready PA Index on State Assessments Measures for ELA/Literature for the 2022-23 school year, the all-student group did not meet the Interim Goal / Improvement Target at any school. One out of 13 schools exceeded the statewide average of 54.5% in ELA. | True                            |
| According to the Future Ready PA Index for On Track Measures for regular attendance for the 2021-22 school year (lagging data), 6 of the 13 schools met the performance standards for attendance.  | True                            |
| According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the EL subgroup in all buildings is performing lower than the statewide   | True                            |

|  |       |
|--|-------|
| average. 7 of 9 buildings that have an EL subgroup are performing significantly lower than the all-student group.  |       |
| According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the student with disabilities subgroup in all buildings is performing lower than the statewide average and the all-student group.   | True  |
| In the 2022-2023 school year when analyzing Spring Aimsweb data, less than 51% of students in first and second scored at/above benchmark in Oral Reading Fluency (ORF).  | False |
| In the 2022-2023 school year when Analyzing Spring Aimsweb data, less than 52% of students in Kindergarten scored at/above benchmark using the grade level composite score.  | False |
| In the 2022-2023 school year when Analyzing Spring MAP data, less than 44% of students in second (40%), third (40.9%), fourth (43%) and fifth (41.4%) grades were projected to score proficient on the PSSA.   | False |
| Fourth Grade PSSA (3-year average): Students scored the lowest, overall, in the area of Continuity of Life. This is notable because it was our strongest area in the previous Comprehensive Plan period. However, the students assessed in this current period missed a certain amount of hands-on science instruction and field experiences due to the pandemic and the related closures.   | False |
| Eighth Grade PSSA (3-year average): Students scored the lowest, overall, in the area of Structure and Function of Organisms.   | False |
| Biology Keystone (3-year average): Cell Growth and Reproduction was a challenge in these three years. On average, students scored the lowest in this strand on the Biology Keystone Exam: Cell Growth and Reproduction was a challenge in these three years. On average, students scored the lowest in this strand on the Biology Keystone Exam.   | False |
| When analyzing the NWEA MAP math data for Fall 2022 to Spring 2023: 39% of grade 6 students met expected growth targets.   | False |
| When analyzing 46% of students scored Proficient on the Kindergarten Early Numeracy Screener, indicating that students are ready for grade-level content to be introduced  | False |
| When analyzing the NWEA MAP math data, less than 50% of Black students met expected growth targets in grades 1-9.  | False |
| When analyzing the NWEA MAP math data, less than 50% of Hispanic students met expected growth targets in 7 of 9 assessed grade levels.   | False |
| The 5-year graduation rate for the all-students group exceeded the state-wide average and the district has seen a 6% increase from the 2019-20 (91.4%) school year to the 2020-21 (97.4%) school year. In the 2021-22 (96.0%) school year, the 5-year graduation rate decreased by 1% which still exceeded the statewide average. The Hispanic, English Learners and Students with Disabilities subgroups experienced the greatest decrease. | False |
| The 4-year graduation rate for the all-students group exceeded the state-wide average and the district saw a 4% increase from the 2019-20 (89.4%) school year to the 2020-21 (93.4%) school year. In the 2021-22 (86.6%) school year, the 4-year graduation rate decreased by 6.8% resulting in the district scoring below the state-wide  | False |

|  |       |
|--|-------|
| average with the English Learner subgroup experiencing the most significant decrease of 17.2%.   |       |
| Students with disabilities are performing at a lower proficiency rate than their peers on state assessments.   | False |
| English Learners in the three secondary schools in the district failed to meet the statewide or interim target during the 2021-22 and the 2022-23 school year              | False |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning. | False |
| Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.   | False |
| The regular attendance indicator on the Future Ready Index shows a decrease in the black subgroup for Beverly Hills Middle School and Drexel Hill Middle School.           | False |
| English Language Development   | False |
| Special Education Plan   | False |

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

There is a common concern with academic achievement, and most schools have not met the interim targets for math and ELA. If we improve academic achievement in our early grades along with continuing to improve student conduct in all schools, it will help support our high school in meeting the interim goal for graduation rate.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges   | Discussion Points  | Check for Priority |
|--|--|--------------------|
| According to the Future Ready PA Index on State Assessments Measures for Math/Algebra for the 2022-23 school year, one out of the 13 schools' all-student group met the Interim Goal / Improvement Target for math achievement.  | 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.   | True               |
| According to the Future Ready PA Index on State Assessments Measures for ELA/Literature for the 2022-23 school year, the all-student group did not meet the Interim Goal / Improvement Target at any school. One out of 13 schools exceeded the statewide average of 54.5% 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 all grade levels. | True               |
| According to the Future Ready PA Index for On Track Measures for regular attendance for the 2021-22 school year (lagging data), 6 of the 13 schools met the performance standards for attendance.  |  | True               |
| According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the EL subgroup in all buildings is performing lower than the statewide average. 7 of 9 buildings that have an EL subgroup are performing significantly lower than the all-student group. |  | True               |
| According to the Future Ready PA Index for the 2022-23 school year in English Language Arts, the student with disabilities subgroup in all buildings is performing lower than the statewide average and the all-student group.   |  | False              |

### Analyzing Strengths

| Analyzing Strengths  | Discussion Points  |
|--|--|
| According to the Future Ready PA Index, 8 of the 13 schools exceeded the standard demonstrating growth (PVAAS) in math/Algebra.  | Student growth is a strength in the District where continued work with evidence based instructional strategies can be applied in all classroom settings. Administrators will continue to utilize the available report to assist in making data informed decisions. |
| According to the 2023 PVAAS Value-Added report for Aimsweb ELA Oral Reading Fluency, there is moderate to significant evidence that Upper Darby School District students in grades 2, 3, and 4 exceeded the growth standard. | The District will continue to analyze this as a data point to support the initiative of pathways to graduation and compliance with Act 158.  |
| According to the Future Ready PA Index, 11 of the 13 schools met or exceeded the standard demonstrating growth (PVAAS) in ELA/Literature.  |  |
| In the 2023-24 school year when analyzing Aimsweb data: First-grade students showed a 14% increase in their Oral Reading Fluency (ORF) scores from the fall assessment (26%) to the winter assessment (40%).                 |  |
| In the 2023-24 school year when analyzing Aimsweb data: The number of First-grade students scoring in the well-below benchmark (intensive) reporting category in Oral  |  |

|   |  |
|---|--|
| Reading Fluency (ORF) decreased by 21% from the fall assessment (65%) to the winter assessment (44%).   |  |
| In the 2022-2023 school year when Analyzing Aimsweb data: Kindergarten students showed a 15% increase in Letter Naming Fluency (LNF) from the fall assessment (44%) to the spring assessment (59%). |  |

**Priority Challenges**

| Analyzing Priority Challenges | Priority Statements  |
|-------------------------------|--|
|                               | 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 <u>graduating high school prepared for college and/or career ready.</u>     |
|                               | 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 <u>graduating high school prepared for college and/or career ready.</u>     |
|                               | 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 <u>family and community support of student participation in the learning process.</u> |
|                               | 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 <u>graduating high school prepared for college and/or career ready.</u>     |

## Goal Setting

**Priority: 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.**

|  |   |  |
|--|---|--|
| <b>Outcome Category</b>  |   |  |
| English Language Arts  |   |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |   |  |
| Eight out of the 12 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. |   |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |   |  |
| Improve Student Achievement in English Language Arts/Literature  |   |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>  | <b>Target Year 3</b>   |
| Three out of the 12 schools in the Upper Darby School District will meet or exceed the statewide achievement average on the PSSA/Keystone in English Language Arts/Literature for all students as indicated on the Future Ready PA Index.                    | Six out of the 12 schools in the Upper Darby School District will meet or exceed the statewide achievement average on the PSSA/Keystone in English Language Arts/Literature for all students as indicated on the Future Ready PA Index. | Eight out of the 12 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. |

**Priority: 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.**

|  |  |  |
|--|--|--|
| <b>Outcome Category</b>  |  |  |
| Mathematics  |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |  |  |
| Eight out of the 12 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 Index by year 3 |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |  |  |
| Improve Student Achievement in Mathematics   |  |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>   | <b>Target Year 3</b>   |
| Three out of the 12 schools in the Upper Darby School District will meet or exceed the statewide achievement average on the PSSA/Keystone in Mathematics for all students as indicated on the Future Ready PA Index.               | Six out of the 12 schools in the Upper Darby School District will meet or exceed the statewide achievement average on the PSSA/Keystone in Mathematics for all students as indicated on the Future Ready PA Index. | Eight out of the 12 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 Index by year 3 |

**Priority: 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.**

|  |  |  |
|--|--|--|
| <b>Outcome Category</b>  |  |  |
| Regular Attendance   |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |  |  |
| 12 of the 12 District schools will meet or exceed the statewide regular attendance average as indicated on the Future Ready Index by year 3. |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |  |  |
| Positive School Community Climate and Culture  |  |  |

| <b>Target Year 1</b>  | <b>Target Year 2</b>   | <b>Target Year 3</b>   |
|---|--|--|
| 8 of the 12 District schools will meet or exceed the statewide regular attendance average as indicated on the Future Ready Index by year 3. | 10 of the 12 District schools will meet or exceed the statewide regular attendance average as indicated on the Future Ready Index by year 3. | 12 of the 12 District schools will meet or exceed the statewide regular attendance average as indicated on the Future Ready Index by year 3. |

**Priority: 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.**

| <b>Outcome Category</b>  |  |  |
|--|--|--|
| English Language Growth and Attainment   |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>  |  |  |
| 9 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index. |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>   |  |  |
| EL ELA/Literature Progress   |  |  |
| <b>Target Year 1</b>   | <b>Target Year 2</b>   | <b>Target Year 3</b>   |
| 3 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index. | 6 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index. | 9 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index. |

## Action Plan

### Measurable Goals

|   |  |
|---|--|
| Positive School Community Climate and Culture                   |  |
| Improve Student Achievement in English Language Arts/Literature | Improve Student Achievement in Mathematics |
| EL ELA/Literature Progress                                      |  |

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

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>Eight out of the 12 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.</li> <li>Eight out of the 12 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 Index by year 3</li> <li>9 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index.</li> </ul> |

| Action Step  |   | Anticipated Start/Completion Date |            |
|--|---|-----------------------------------|------------|
| Continue implementing evidence-based interventions for elementary and middle school students in need of Tier 2 and Tier 3 ELA and Math intervention using a hybridized approach with fidelity. Interventions: Waggle, Amira, Read 180, Word Study Studio, PAL, Read Naturally, IXL, SOAR, and Foundations. |   | 2024-07-01                        | 2027-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office, Building Principals   | Evidence-based intervention materials, Professional development from District supervisors /Instructional Coaches, publishers. Some resource will require District technology. | Yes                               | Yes        |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Monitor student growth through the continued use of data meetings throughout the schools to provide access to targeted and evidence-based reading, math and functional interventions with movement through a tiered system of support based on data.   |   | 2024-07-01                        | 2027-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office, Building Principals   | Performance Matters, Data Meeting Framework, Placement and Movement Rubric, Individual student goal setting, progress reports   | Yes                               | Yes        |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Evaluate existing reading/math interventions and explore new evidence-based interventions to support student needs of our students in grades K-12.   |   | 2024-07-01                        | 2027-06-30 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office  | Delaware County Intermediate Unit   | No                                | No         |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--------------------|---|
|--------------------|---|

|   |   |
|---|---|
| -All students have access to Tier 1 curricula in the core subject areas.-Reduce the percentage of students in Tier 2 and Tier 3 reading and math interventions in all grades. | Analyze state and local student data to move students into and out of interventions. Students will be progress monitored every 6 - 8 weeks to ensure the intervention is meeting the student's needs. |
|---|---|

### Action Plan For: Implementation of Evidence-Based Tier 1 Reading Instruction

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>Eight out of the 12 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.</li> <li>Eight out of the 12 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 Index by year 3</li> <li>9 of the 9 District buildings that have an EL subgroup will perform within 5% of the All Student Group in English Language Arts/Literature as indicated on the Future Ready Index.</li> </ul> |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| Expand the implementation of Structured Literacy strategies in K-5 core instruction.              |  | 2024-07-01                        | 2027-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                                 | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office, Building Principals  | SAS, Curriculum Supervisors, Instructional Coaches                 | Yes                               | Yes        |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Continue the implementation of Reading Apprenticeship strategies in grades 6-12 core instruction. |  | 2024-07-01                        | 2027-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                                 | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office, Building Principals  | Reading Apprenticeship manuals and binders, Curriculum Supervisors | Yes                               | No         |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Continue the implementation of Learning Targets in grades K-5.                                    |  | 2023-08-28                        | 2027-06-30 |
| Lead Person/Position  | Material/Resources/Supports Needed                                 | PD Step?                          | Com Step?  |
| Curriculum and Instruction Office, Instructional coaches,   | McKay Consulting Instructional Resources, Instructional coaches    | No                                | No         |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)  |
|--|--|
| Increase student achievement in ELA/Literature and Mathematics for all student groups. | Analyze ELA data three times a year to monitor growth and achievement on District level benchmark assessments. |

### Action Plan For: Positive Learning Environment Strategies

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>12 of the 12 District schools will meet or exceed the statewide regular attendance average as indicated on the Future Ready Index by year 3.</li> </ul> |

| Action Step   | Anticipated Start/Completion Date |            |
|---|-----------------------------------|------------|
| STOP Grant and Partnership with DCIU for Restorative Practices. | 2024-07-01                        | 2027-06-30 |

| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          | <b>Com Step?</b> |
|---|---|--|------------------|
| Student Services Office, Curriculum and Instruction Office, Building Principals   | DCIU partnership, professional development  | Yes                                      | No               |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
| Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity  |   | 2024-07-01                               | 2027-06-30       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Student Services Office, Curriculum and Instruction Office, Building Principals   | SEL curriculum, fidelity checks, learning walks,  | Yes                                      | No               |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
| Positive Behavior Interventions and Supports will be implemented through a tiered system of supports in all buildings with fidelity and monitored with data at dedicated meeting times.   |   | 2024-07-01                               | 2027-06-30       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Student Services Office, Curriculum and Instruction Office, Building Principals   | PBIS lessons and framework, learning walks, data meetings, PBIS meetings  | No                                       | No               |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
| Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.  |   | 2024-07-01                               | 2027-06-30       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Office of Recruitment, Retention, and Culture   | PDE Framework, building level and District level professional development   | Yes                                      | No               |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |                  |
| Monitoring student attendance through the use of weekly building level and district level meetings to review student need, student attendance data, and development of individual plans to intervene when there is non-compliance. Parents are provided information and resources to support at home. |   | 2024-07-01                               | 2027-06-30       |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Building principals and Student Service Office  | SAIP, District policy 204, home visits, District attendance procedures, data tracking tool, weekly level meetings | No                                       | Yes              |

| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>  |
|---|---|
| Improvement in student attendance data and improvement in building climate and culture. | Routine building level and district level meetings, learning walks, student attendance and discipline data, and monitored by all offices under curriculum and instruction |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy                                     | Action Steps   |
|---|--|
| Multi-Tiered Systems of Support (MTSS)                      | Continue implementing evidence-based interventions for elementary and middle school students in need of Tier 2 and Tier 3 ELA and Math intervention using a hybridized approach with fidelity. Interventions: Waggle, Amira, Read 180, Word Study Studio, PAL, Read Naturally, IXL, SOAR, and Foundations. |
| Multi-Tiered Systems of Support (MTSS)                      | Monitor student growth through the continued use of data meetings throughout the schools to provide access to targeted and evidence-based reading, math and functional interventions with movement through a tiered system of support based on data.   |
| Implementation of Evidence-Based Tier 1 Reading Instruction | Expand the implementation of Structured Literacy strategies in K-5 core instruction.   |
| Implementation of Evidence-Based Tier 1 Reading Instruction | Continue the implementation of Reading Apprenticeship strategies in grades 6-12 core instruction.  |
| Positive Learning Environment Strategies                    | STOP Grant and Partnership with DCIU for Restorative Practices.  |
| Positive Learning Environment Strategies                    | Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity   |
| Positive Learning Environment Strategies                    | Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.   |

### Curriculum Alignment and Lesson Planning to support reading instruction

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>Expand the implementation of Structured Literacy strategies in K-5 core instruction.</li> <li>Continue the implementation of Reading Apprenticeship strategies in grades 6-12 core instruction.</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| All elementary and secondary teachers   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| The research on how using a Structured Literacy approach impacts young readers' foundational reading skills. The continued implementation of Reading Apprenticeship strategies to support all learners in all content areas.                      |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Elementary teachers and staff will plan lessons based on the science of reading. Secondary teachers will incorporate reading apprenticeship strategies into their daily lesson plans. Formal Observations and Learning Walks                      |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Curriculum and Instruction office; Director of Curriculum, Directors of Elementary Education and Secondary Education, Curriculum Supervisors  | 2024-07-01               | 2027-06-30                    |

### Learning Format

| Type of Activities   | Frequency |
|--|-----------|
| Collaborative curriculum development   | Monthly   |
| <b>Observation and Practice Framework Met in this Plan</b>   |           |
| <ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3c: Engaging Students in Learning</li> </ul> |           |

|  |
|--|
| <ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> </ul> |
| <b>This Step Meets the Requirements of State Required Trainings</b>                  |
| Structured Literacy  |

### Learning Format

| Type of Activities  | Frequency   |
|---|---|
| Inservice day   | 3 out of the 7 full-day professional development days |
| <b>Observation and Practice Framework Met in this Plan</b>  |   |
| <ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1e: Designing Coherent Instruction</li> <li>3a: Communicating with Students</li> </ul> |   |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |   |
| Language and Literacy Acquisition for All Students  |   |

### Learning Format

| Type of Activities  | Frequency  |
|---|--|
| Independent study   | Ongoing throughout the year using the district learning management system. |
| <b>Observation and Practice Framework Met in this Plan</b>  |  |
| <ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |  |
| Structured Literacy   |  |

### MTSS Intervention

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>Continue implementing evidence-based interventions for elementary and middle school students in need of Tier 2 and Tier 3 ELA and Math intervention using a hybridized approach with fidelity. Interventions: Waggle, Amira, Read 180, Word Study Studio, PAL, Read Naturally, IXL, SOAR, and Foundations.</li> </ul> |                          |                               |
| <b>Audience</b>  |                          |                               |
| Elementary and Middle school teachers  |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| Training in using specific evidence-based programs with fidelity Training in progress monitoring using student-specific data   |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Teachers and staff will deliver interventions with fidelity.   |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Curriculum and Instruction office; Director of Curriculum, Directors of Elementary Education and Secondary Education, Curriculum Supervisors   | 2024-07-01               | 2027-06-30                    |

### Learning Format

| Type of Activities  | Frequency                               |
|---|---|
| Inservice day   | 1 full day Professional Development day |
| <b>Observation and Practice Framework Met in this Plan</b>                                |   |
| <ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> </ul> |   |

- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness
- 3d: Using Assessment in Instruction

**This Step Meets the Requirements of State Required Trainings**

### Learning Format

| Type of Activities  | Frequency  |
|---|--|
| Independent study   | Ongoing throughout the year using the district learning management system. |
| <b>Observation and Practice Framework Met in this Plan</b>  |  |
| <ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 3c: Engaging Students in Learning</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |  |

### Learning Format

| Type of Activities   | Frequency                   |
|--|-----------------------------|
| Learning walk  | Ongoing throughout the year |
| <b>Observation and Practice Framework Met in this Plan</b>   |                             |
| <ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul> |                             |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |                             |

### Learning Format

| Type of Activities  | Frequency |
|---|-----------|
| Action research   | Ongoing   |
| <b>Observation and Practice Framework Met in this Plan</b>  |           |
| <ul style="list-style-type: none"> <li>• 4d: Participating in a Professional Community</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> </ul> |           |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |           |

### Culturally Relevant - Sustaining Education (CR-SE)

|  |
|--|
| <b>Action Step</b>   |
| <ul style="list-style-type: none"> <li>• Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.</li> </ul> |
| <b>Audience</b>  |
| All teachers and staff in the Upper Darby School District  |
| <b>Topics to be Included</b>   |
| CR-SE Professional Educator Competencies SAS Curriculum Framework  |
| <b>Evidence of Learning</b>  |

|  |                          |                               |
|--|--------------------------|-------------------------------|
| Teachers and staff will incorporate CR-competencies in their daily planning.                                     |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Office of Recruitment, Retention, and Culture, Building Equity Teams, District Equity Teams, Building Principals | 2024-07-01               | 2027-06-30                    |

### Learning Format

|  |                  |
|--|------------------|
| <b>Type of Activities</b>  | <b>Frequency</b> |
| Action research  | Ongoing          |
| <b>Observation and Practice Framework Met in this Plan</b>   |                  |
| <ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4c: Communicating with Families</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4d: Participating in a Professional Community</li> </ul> |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |                  |
| Teaching Diverse Learners in Inclusive Settings  |                  |

### Learning Format

|   |  |
|---|--|
| <b>Type of Activities</b>   | <b>Frequency</b>   |
| Workshop(s)   | Twice a year (November and March) with district level teams Three times a year with building level teams |
| <b>Observation and Practice Framework Met in this Plan</b>  |  |
| <ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2b: Establishing a Culture for Learning</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |  |
| Teaching Diverse Learners in Inclusive Settings   |  |

### STOP Grant and Restorative Practices

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>• STOP Grant and Partnership with DCIU for Restorative Practices.</li> </ul>  |                          |                               |
| <b>Audience</b>  |                          |                               |
| Middle School leadership teams Middle School teachers and staff  |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| Creating learning communities that increase student engagement and agency Increase social and emotional growth by modeling and practicing empathy and resolving conflicts when they occur Support student mental health, behavioral outcomes, and academic performance |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Student discipline data will decrease with the 6th grade students (PAYS Survey results)  |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Building Principals, Curriculum and Instruction office, Student services office  | 2023-09-01               | 2025-10-30                    |

### Learning Format

|                           |  |
|---------------------------|--|
| <b>Type of Activities</b> | <b>Frequency</b>                             |
| Inservice day             | Two day training for teacher leadership team |

|   |
|---|
| <b>Observation and Practice Framework Met in this Plan</b>  |
| <ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2b: Establishing a Culture for Learning</li> </ul> |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |
|   |

**Learning Format**

|  |                             |
|--|-----------------------------|
| <b>Type of Activities</b>  | <b>Frequency</b>            |
| Course(s)  | Ongoing asynchronous course |
| <b>Observation and Practice Framework Met in this Plan</b>   |                             |
| <ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2b: Establishing a Culture for Learning</li> </ul> |                             |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |                             |
|  |                             |

**Social - Emotional Learning Curriculum Planning**

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>• Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity</li> </ul> |                          |                               |
| <b>Audience</b>  |                          |                               |
| K-12 teachers  |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| CASEL standards Fidelity to the curriculum   |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Learning walks and fidelity checks   |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Building Principals  | 2024-07-01               | 2027-06-30                    |

**Learning Format**

|   |                  |
|---|------------------|
| <b>Type of Activities</b>   | <b>Frequency</b> |
| Action research   | Ongoing          |
| <b>Observation and Practice Framework Met in this Plan</b>  |                  |
| <ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3c: Engaging Students in Learning</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> </ul> |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |                  |
| At Least 1-hour of Trauma-informed Care Training for All Staff  |                  |

**Learning Format**

|  |                  |
|--|------------------|
| <b>Type of Activities</b>                                  | <b>Frequency</b> |
| Learning walk  | Weekly           |
| <b>Observation and Practice Framework Met in this Plan</b> |                  |

- 3c: Engaging Students in Learning
- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport
- 4e: Growing and Developing Professionally

**This Step Meets the Requirements of State Required Trainings**

At Least 1-hour of Trauma-informed Care Training for All Staff

## Communications Activities

| Multi Tiered system of Support (MTSS) Communication  |             |   |  |                                 |                                      |
|--|-------------|---|--|---------------------------------|--------------------------------------|
| Action Step  | Audience    | Topics to be Included                           | Type of Communication  | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> <li>Continue implementing evidence-based interventions for elementary and middle school students in need of Tier 2 and Tier 3 ELA and Math intervention using a hybridized approach with fidelity. Interventions: Waggle, Amira, Read 180, Word Study Studio, PAL, Read Naturally, IXL, SOAR, and Foundations.</li> </ul> | K-8 parents | Specific intervention to support student needs. | Building Principals, Classroom Teachers, Reading Specialists | 07/01/2024                      | 06/30/2027                           |
| <b>Communications</b>  |             |   |  |                                 |                                      |
| <b>Type of Communication</b>   |             |   | <b>Frequency</b>   |                                 |                                      |
| Letter   |             |   | At least three times a year.                                 |                                 |                                      |

## Approvals & Signatures

| Uploaded Files   |
|--|
| <ul style="list-style-type: none"><li>Comprehensive Plan Board Affirmation Statement.pdf</li></ul> |

| Chief School Administrator | Date       |
|----------------------------|------------|
| Daniel P. McGarry          | 2024-10-01 |