Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Edward Marshaleck	Administrator	Assistant Superintendent: Student Services	emarshaleck@upperdarbysd.org
Christine Kelley	Administrator	Director of Curriculum	ckelley@upperdarbysd.org
Gregory Manfre	Administrator	Director of Elementary Education	greg.manfre@upperdarbysd.org
Kelley Simone	Administrator	Director of Secondary Education	ksimone@upperdarbysd.org
Brian Ursone	Administrator	Director of Student Services	bursone@upperdarbysd.org
Cathy 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
Daniel McGarry	Administrator	Superintendent	dmcgarry@upperdarbysd.org
Kendra Flowers	Parent	Parent	kendra.flowers73@gmail.com
Nicholas Hoyt	Parent	Parent	nicholasjmhoyt@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
William Moore	Administrator	Assistant Principal: UDHS	wmoore@upperdarbysd.org

-

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 and 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 1000 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 250 high school students attend career and technical programs and in the 2023-2024 school year, the District had a budget of roughly $269 million, with a millage rate 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 knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are essential to a meaningful life. Society benefits when individuals rights are balanced with the needs of the group as a whole. Lifelong learning is the responsibility of the entire community, the school, the family, and most importantly, the individual.

Staff

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

Administration

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

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 knowledge and attitudes necessary to live in a changing global society. Critical thinking, problem solving, decision-making and a strong self-image are

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

Other (Optional)

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 the area of 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 out 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 Interim Goal / Improvement Target at any school. One out of 13 schools exceeded the statewide average of 54.5% in ELA.	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. 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.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator PVAAS **Grade Level(s) and/or Student Group(s)** 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.	**Comments/Notable Observations** 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 with the utilization of 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.
Indicator PVAAS **Grade Level(s) and/or Student Group(s)** According to the 2023 PVAAS Value-Added report for Aimsweb ELA Oral Reading Fluency, there is moderate to significant	**Comments/Notable Observations** 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.
evidence that Upper Darby School District students in grades 2, 3, and 4 exceeded the growth standard.	
Indicator PVAAS **Grade Level(s) and/or Student Group(s)** 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.	**Comments/Notable Observations** A majority of our school district is identified as economically disadvantaged. The programs and supports we have in place are supporting the growth of this sub-group.

Challenges

Indicator Future Ready PA Index **Grade Level(s) and/or Student Group(s)** 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.	**Comments/Notable Observations** 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.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Future Ready PA Index **Grade Level(s) and/or Student Group(s)** 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	**Comments/Notable Observations** 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.
Indicator Future Ready PA Index **Grade Level(s) and/or Student Group(s)** 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.	**Comments/Notable Observations**

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.

According to the Future Ready PA Index, 11 of the 13 schools met or exceeded the standard demonstrating growth (PVAAS) in ELA/Literature.
According to the Future Ready PA Index, 8 of the 13 schools exceeded the standard demonstrating growth (PVAAS) in math/Algebra.
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.
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.
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.

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.

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.
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.
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.
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.
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

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

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

When analyzing the NWEA MAP data for Fall 2022 to the 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

When analyzing the NWEA MAP math data for Fall 2022 to Spring 2023: 39% of grade 6 students met expected growth targets.
When analyzing 46% of students scored Proficient on the Kindergarten Early Numeracy Screener indicating that students is 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

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 as well.
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 who were 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

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 had a decrease of 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 of the 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 out 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

True 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.

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 of the 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 out 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 had a decrease of 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%.

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 both 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 73.9% Regular attendance - 18-19 School year 79.3% Regular attendance - 19-20 School year (All Student Group) 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% 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% 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

Priority Challenge	Comments and Notable Observations
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	EL subgroup saw single year growth, but the achievement between the 18/19 and the 21/22 years

| English Language Proficiency at 12%. To meet goals, this group needs to demonstrate 28.04% achievement. | 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

Priority Challenge	Comments and Notable Observations
On-Track Measures: Regular Attendance	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.
State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal.	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 Fundations 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.
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.	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 yearend Math goals will be updated three times per year. Staff will utilize NWEA MAP data to monitor student progress and create targeted groups.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	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. Th principal has provided valuable input for the Business Office to understand the School's financial needs.

Systemic LEA Challenges
The Black student group regular attendance rate as compared to the statewide average
The Black student group achievement in Math as compared to the statewide average

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 1 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 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 the academic, social/emotional, personal, and career development of 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 any and all technological resources that are 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 were provided to families in need of Internet connections at home so their children could 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 touch screen 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 for the purpose of facilitating the students' 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 Langauge Development
Special Education Plan

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 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
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
When analyzing the NWEA MAP data for Fall 2022 to the 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
All of the 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 out of the 13 schools scored 100% in the collection of the evidence to fulfill the state requirements.	False
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 as well.	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
Title I Program	False
Student Services	False
K-12 Guidance Plan (339 Plan)	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	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

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 average. 7 out 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.	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 who were 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 is 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
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 had a decrease of 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 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%.	False
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
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.	False
English Langauge Development	False
Special Education Plan	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

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

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 did not meet the interim targets for math and ELA. We believe that if we improve academic achievement in our early grades along with continuing to improve student conduct in all schools will help support our high school to meet the interim goal for graduation rate.

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 out 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 graduating high school prepared for college and/or career ready.
	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.
	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.
	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.

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.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
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.

Measurable Goal Nickname (35 Character Max)
Improve Student Achievement in English Language Arts/Literature

Target Year 1	Target Year 2	Target Year 3
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.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
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

Measurable Goal Nickname (35 Character Max)
Improve Student Achievement in Mathematics

Target Year 1	Target Year 2	Target Year 3
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.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Positive School Community Climate and Culture		
Target Year 1	**Target Year 2**	**Target Year 3**
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.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
EL ELA/Literature Progress		
Target Year 1	**Target Year 2**	**Target Year 3**
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

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

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

Measurable Goals:
• 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.   • 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   • 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.

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 Fundations.		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		2024-07-	2027-06-

in grades K-12.		01	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

Measurable Goals:
• 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. • 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 • 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.

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

Measurable Goals:
• 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.

Action Step		Anticipated Start/Completion Date	
STOP Grant and Partnership with DCIU for Restorative Practices.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Student Services Office, Curriculum and Instruction Office, Building Principals	DCIU partnership, professional development	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Student Services Office, Curriculum and Instruction Office, Building Principals	SEL curriculum, fidelity checks, learning walks,	Yes	No
Action Step		**Anticipated Start/Completion Date**	
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
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Student Services Office, Curriculum and Instruction	PBIS lessons and framework, learning walks, data meetings, PBIS meetings	No	No

Office, Building Principals			

Action Step		**Anticipated Start/Completion Date**	
Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.		2024-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Office of Recruitment, Retention, and Culture	PDE Framework, building level and District level professional development	Yes	No

Action Step		**Anticipated Start/Completion Date**	
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
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building principals and Student Service Office	SAIP, District policy 204, home visits, District attendance procedures, data tracking tool, weekly level meetings	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
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 Fundations.
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

Action Step
• Expand the implementation of Structured Literacy strategies in K-5 core instruction. • Continue the implementation of Reading Apprenticeship strategies in grades 6-12 core instruction.
Audience
All elementary and secondary teachers
Topics to be Included
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.
Evidence of Learning
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

Lead Person/Position	Anticipated Start	Anticipated Completion
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
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Inservice day	3 out of the 7 full-day professional development days
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 3a: Communicating with Students • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	
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.
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

MTSS Intervention

Action Step
• 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 Fundations.
Audience
Elementary and Middle school teachers

Topics to be Included		
Training in using specific evidence-based programs with fidelity Training in progress monitoring using student-specific data		
Evidence of Learning		
Teachers and staff will deliver interventions with fidelity.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
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
Observation and Practice Framework Met in this Plan	

- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

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.
Observation and Practice Framework Met in this Plan	

- 3e: Demonstrating Flexibility and Responsiveness
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Learning walk	Ongoing throughout the year
Observation and Practice Framework Met in this Plan	

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

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Action research	Ongoing
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Culturally Relevant - Sustaining Education (CR-SE)

Action Step		
• Continue to integrate culturally relevant and sustaining education (CR-SE) competencies.		
Audience		
All teachers and staff in the Upper Darby School District		
Topics to be Included		
CR-SE Professional Educator Competencies SAS Curriculum Framework		
Evidence of Learning		
Teachers and staff will incorporate CR-competencies in their daily planning.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Office of Recruitment, Retention, and Culture, Building Equity Teams, District Equity Teams, Building Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Action research	Ongoing
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Twice a year (November and March) with district level teams Three times a year with building level teams
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

STOP Grant and Restorative Practices

Action Step		
• STOP Grant and Partnership with DCIU for Restorative Practices.		
Audience		
Middle School leadership teams Middle School teachers and staff		
Topics to be Included		
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		
Evidence of Learning		
Student discipline data will decrease with the 6th grade students (PAYS Survey results)		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals, Curriculum and Instruction office, Student services office	2023-09-01	2025-10-30

Learning Format

Type of Activities	Frequency
Inservice day	Two day training for teacher leadership team
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Course(s)	Ongoing asynchronous course
Observation and Practice Framework Met in this Plan	
• 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

Social - Emotional Learning Curriculum Planning

Action Step		
• Exposure and explicit instruction of Social and Emotional Learning through the K-12 SEL curriculum with fidelity		
Audience		
K-12 teachers		
Topics to be Included		
CASEL standards Fidelity to the curriculum		
Evidence of Learning		
Learning walks and fidelity checks		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	**Frequency**
Action research	Ongoing
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
• 4e: Growing and Developing Professionally	
• 2b: Establishing a Culture for Learning	
• 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	**Frequency**
Learning walk	Weekly
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
• 3c: Engaging Students in Learning	
• 2a: Creating an Environment of Respect and Rapport	
• 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications 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 Fundations.
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.
Positive Learning Environment Strategies	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.

Multi Tiered system of Support (MTSS) Communication

Action Step
• 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 Fundations.

Audience
K-8 parents

Topics to be Included
Specific intervention to support student needs.

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals, Classroom Teachers, Reading Specialists	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Letter	At least three times a year.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date