Southeast Delco School District's

Comprehensive Plan Update

Brenda G. Wynder, Ed.D.

October 27, 2022

Mission & Vision Statements

Mission

The mission of the Southeast Delco School District is to develop, motivate and inspire all students through a partnership of success.

Vision

The Southeast Delco School District promotes an inclusive student-centered learning environment in which students are informed problem-solvers as well as engaged learners. All students have access to the necessary tools and supports which enable them to make connections between knowledge and application. In this empowering atmosphere, the goal is to maximize every student's potential to contribute to their own self-development as well as the development of the communities they serve.

Educational Value Statements

Students

We believe that it is essential for students to: (1) Respect themselves and others. (2) Commit to working to their fullest potential. (3) Participate in extracurricular sports, programs and activities. (4) Display District pride. (5) Advocate for consistency and fairness.

Staff

We will: (1) Set high expectations for all students. (2) Focus on providing rigorous instruction. (3) Provide resources to students and families. (4) Provide a welcoming, safe and healthy environment that is conducive to learning. (5) Collaborate with staff and participate in professional development.

Educational Value Statements

Administration

We commit to: (1) Set high expectations for all students and staff. (2) Focus on being a resource to staff as they provide rigorous instruction. (3) Provide a welcoming, safe and healthy school environment. (4) Collaborate with staff and participate in professional development. (5) Communicate with all stakeholders and create partnerships that will increase academic growth and achievement.

Parents/Guardians

We believe that students achieve when parents: (1) Provide a safe and healthy environment that reinforces the importance of school and learning. (2) Partner with the school community for the success of their children. (3) Actively engage in the instruction and activities of the school community.

Educational Value Statement

Community

We believe that students benefit when the community: (1) Partners with the school for the success of the children by aligning community interests with learning goals. (2) Engages in school programs and activities. (3) Dedicates time to mentor students.

Goal Setting

Priority: If the District implements supports, systems and strategies to increase student attendance across all schools, then we will be able to partner with families to increase student attendance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname
Parent and Family Engagement	Ninety percent of the students who are in danger of being chronically absent as measured by the state standard will have a parent conference to discuss strategies to increase attendance.	Parent Conferences
Regular Attendance	Monthly perfect attendance rewards will be given to students that are present every day within that time frame.	Perfect Attendance Awards
Essential Practices Provide Student Support Centered Support Systems	Marking period rewards will be given to students that increase their attendance by 20% from one marking period to another.	Improved Attendance

Steps Taken

Priority: If the District implements supports, systems and strategies to increase student attendance across all schools, then we will be able to partner with families to increase student attendance.

Outcome Category	Measurable Goal Nickname	Steps Taken
Parent and Family Engagement	Parent Conferences	• Organizer created for data collection • Conducted Senate Meeting to discuss data collection • First Marking Period Data collection is in progress • First Marking Period Data due to Dr. Wynder December 6, 2022 from each school • First Marking Period Data will be shared with the Board and the public at the January 26th Board meeting
Regular Attendance	Perfect Attendance Awards	
Essential Practices Provide Student Support Centered Support Systems	Improved Attendance	

Goal Setting

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname
Professional Learning	One hundred percent of staff hired by the first week in August will participate in the New Teacher Orientation in August.	New Teacher Induction
Essential Practices 4: Implement Data-Driven Human Capital Strategies	The Director of Human Resources and other staff will attend a minimum of 10 job fairs per year to attract and hire new staff.	Job Fairs
Professional Learning	The Curriculum Department will use surveys, observations, walkthroughs and academic data to ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials in order to provide high quality instruction and increase student achievement.	Curriculum Professional Development

Steps Taken

Priority: If District implements strategies to attract, hire and retain high-quality leaders and staff, then we will employ rigorous instructional practices, collaboratively analyze student work, create plans that align to student needs and students will grow and achieve.

Outcome Category	Measurable Goal Nickname	
Professional Learning	New Teacher Induction	• Organizer created for data collection • Conducted Senate Meeting to discuss data collection • New Teacher Training- October 19th • Percentage of New Teachers involved in the training - Dr. Reddick-Smack is compiling data for submission on Dec 6th
Essential Practices 4: Implement Data-Driven Human Capital Strategies	Job Fairs	• DCIU Job Fair- on - September 28, 2022
Professional Learning	Curriculum Professional Development	• New Teachers' Orientation – August 24th and 25th • District-wide Professional Development- August 29th – 31st • District-wide Professional Development – October 10th • Building Professional Development- October 28th

Goal Setting

Priority: If the District provides professional development for staff, collaborates and analyzes student data and revises the curriculum to ensure instructional practices are in place, then student understanding, growth and achievement will increase.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname
Professional Learning	The Curriculum Department and building administration will provide research-based professional development and follow-up in regard to improving instructional practices. A Professional Development plan will be provided to building administration by August 15 of each year.	Professional Learning
Essential Practices 1: Focus on Continuous Improvement of Instruction	Prior to the start of each school year a minimum of one content area will be revised and provided to the appropriate content staff.	Continuous Improvement of Instruction

Steps Taken

Priority: If the District provides professional development for staff, collaborates and analyzes student data and revises the curriculum to ensure instructional practices are in place, then student understanding, growth and achievement will increase.

Outcome Category	Measurable Goal Nickname	Steps taken
Professional Learning	Professional Learning	• New Teachers' Orientation – August 24th and 25th • District-wide Professional Development- August 29th – 31st • District-wide Professional Development – October 10th • Building Professional Development- October 28th
Essential Practices 1: Focus on Continuous Improvement of Instruction	Continuous Improvement of Instruction	• Dr. Lowery and Dr. Reddick-Smack met with the DCIU to discuss the next steps • Curriculum Department and Building Administration met with the DCIU to discuss the math framework for the new curriculum

Goal Setting

Priority: If the District creates and/or revises protocols, provides professional development for all staff and purchases resources to provide support for students with mental health issues, then we can meet the mental health needs of the students and help them improve academically, socially and emotionally.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname
Professional Learning	Dr. Jeff Ryan will ensure that staff receives yearly professional learning in Social Emotional Learning and follow-up sessions as needed.	SEL Professional Learning
Social Emotional Learning	Building administration will ensure that students receive SEL assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% each year.	Social Emotional Learning Services
Essential Practices 3: Provide Student-Centered Support Systems	Building administration and Dr. Jeff Ryan will ensure that systems and protocols are developed to promote social emotional skills and dispositions for students. The systems will be monitored and evaluated twice per year.	Student Supports

Steps Taken

Priority: If the District creates and/or revises protocols, provides professional development for all staff and purchases resources to provide support for students with mental health issues, then we can meet the mental health needs of the students and help them improve academically, socially and emotionally.

Outcome Category	Measurable Goal Nickname	Steps Taken
Professional Learning	SEL Professional Learning	• Restorative Practices and Responsive Classroom - August 29th • Restorative Practices and Responsive Classroom - October 10th
Social Emotional Learning	Social Emotional Learning Services	• Organizer created for data collection • Conducted Senate Meeting to discuss data collection • First Marking Period Data collection is in progress • First Marking Period Data due to Dr. Wynder December 6, 2022 from each school
Essential Practices 3: Provide Student-Centered Support Systems	Student Supports	• First Marking Period Data will be shared with the Board and the public at the January 26th Board meeting

Upcoming Updates

- January 26, 2023
- April 27, 2023
- July 27, 2023

Questions