MISSION STATEMENT

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

VISION STATEMENT

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.

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
We believe that students achieve when parents: (1) Provide a safe and healthy environment that enforces 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.

COMMUNITY
We believe that students benefit when the community: (1) Partners with the school community 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.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Brenda G. Wynder	Superintendent	Southeast Delco School District
Dr. Jeff Ryan	Assistant Superintendent	Southeast Delco School District
Dr. Guy Lowery	Administrator	Southeast Delco School District
Mr. Craig Butler	Chief Operations and Financial Officer	Southeast Delco School District
Mr. Brian Wilson	Chief Talent and Human Resources Officer	Southeast Delco School District
Dr. Deborah Gibbs-Tapper	Administrator	Southeast Delco School DIstrict
Dr. Shannon Reddick-Smack	Administrator	Southeast Delco School District
Mr. Michael Hooven	Administrator	Southeast Delco School District
Dr. Jeff Esposito	Administrator	Academy Park High School
Ms. Dawn Crawley	Board Member	Southeast Delco School District
Mr. Daniel Ruane	Administrator	Sharon Hill School
Ms. Kathleen Garro	Staff Member	Sharon Hill School
Ms. Theresa Harris-Johnson	Board Member	Southeast Delco School District

Name	Position	Building/Group
Ms. Colleen Burke	Administrator	Kindergarten Center
Karen Manners	Staff Member	Academy Park High School
Mr. Brian Hoffman	Staff Member	Academy Park High School
Ms. Gretchen Simonds	Staff Member	Darby Township School
Ms. Jessica Thomas	Staff Member	Sharon Hill School
Ms. Laura Angeline	Staff Member	Harris School
Ms. Kelly Schuman	Staff Member	Kindergarten Center
Jayden Gordy	Student	Academy Park High School
Kavona Johnson	Student	Harris School
Leila Badri	Student	Academy Park High School
Kindness Spaine	Student	Sharon Hill School
Mr. Abu Mansalay	Parent	Academy Park High School
Ms. Rosemary Rossiter	Parent	Darby Township School
Ms. Leigh Joner	Parent	Delcroft School
Ms. Terri Bower	Parent	Kindergarten Center

Name	Position	Building/Group
Reverend Barry Brown	Community Member	Evangel Church of God
Mr. Charles Baxter	Administrator	Southeast Delco School District
Ms. Jennifer Peterson	Administrator	Southeast Delco School DIstrict
Dr. Joyce Mundy	Other	Delaware Intermediate Unit
Mr. Tim Foxx	Other	University of Pennsylania
Mr. Dan Kitchen	Administrator	Southeast Delco School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	Parent and family engagement Regular Attendance Essential Practices 3: Provide Student-Centered Support Systems
If the District provides professional development for staff, collaborates and analyze student data and revises the curriculum to ensure instructional practices are in place, then student understanding will increase and student growth and achievement will increase.	Professional learning Essential Practices 1: Focus on Continuous Improvement of Instruction
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.	Professional learning Social emotional learning Essential Practices 3: Provide Student-Centered Support

Priority Statement	Outcome Category
	Systems
If the District implements strategies to attract, hire, retain and build capacity in 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.	Professional learning Essential Practices 4: Implement Data-Driven Human Capital Strategies Professional learning
If the 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 our students will grow and achieve.	Professional learning Essential Practices 4: Implement Data-Driven Human Capital Strategies Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

SEL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Professional Learning	The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed.
Social Emotional Learning Services	Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2022 - 2025 academic year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	2022-08-29 - 2025-06-08	Dr. Jeff Ryan/Assistant Superintendent Dr. Guy Lowery/Chief Academic Officer	Social Emotional Learning Presenters, protocols, evaluations and Professional Development Plan
Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed.	2022-09-06 - 2025-06-30	Dr. Jeff Ryan/Assistant Superintendent	Protocols, service documentation and resources

Anticipated Outcome

Staff will increase their knowledge base of Social Emotional Learning and provide students support and connect them with the appropriate

next steps when needed.

Monitoring/Evaluation

Evaluation of the professional development, use of a consistent meeting form for minutes of the Multi-Tiered System of Support meetings in each building, documentation in student records.

Evidence-based Strategy

Improve Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent Conferences	Eighty 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 for students who are enrolled by September 30 of each school year.
Perfect Attendance Awards	Monthly perfect attendance awards will be given to students who are present every day within the time frame.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will create systems and protocols to increase student attendance	2022-09-06 - 2025-06-30	Dr. Jeff Ryan/Assistant	Attendance Committee, Protocols/Systems, and Awards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and reward improved and perfect attendance.		Superintendent Building Administration	
Building Administration will meet with parents and students who are in danger of being chronically absent.	2022-09-06 - 2025-06-30	Dr. Jeff Ryan/Assistant Superintendent Building Administration	Sign in sheets, time to conference with parents, individual attendance data, School Attendance Improvement Plan (SAIP), School Counselors, Truancy Officer and key support system
The District will create systems to reward improved student attendance.	2022-09-06 - 2025-06-30	Dr. Jeff Ryan/Assistant Superintendent Building Administration	Attendance data, time to conference with students, School Counselors, Truancy Officer and incentives

Anticipated Outcome

The Attendance Committee will create and revise systems and processes for attendance tracking, attendance incentives, home visits and parent conferences.

Monitoring/Evaluation

Student Attendance Data by school and grade level and Chronic Absences Rates

Evidence-based Strategy

Atracting, Hiring and Retaining Staff

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
New Teacher Orientation	100% of staff hired by the first week in August will participate in the New Teacher Orientation in August.
Curriculum Professional Development	Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement.
Job Fairs	The Director of Human resources and other staff will attend a minimum of 10 job fairs per year to attract and hire new staff.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
New Teacher Induction will incorporate strategies to increase the skill and knowledge of new teachers in creating a welcoming, safe and healthy environment that is conducive to learning.	2022-08-24 - 2025-06-30	Dr. Shannon-Reddick-Smack/Principal on Assignment	New Teacher Induction Handbook, Mentors, Danielson Framework, professional development time, New Teacher Induction meeting agenda and minutes
The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff.	2022-07-01 - 2025-06-30	Mr. Charles Baxter/Director	Marketing Signage, Brochures, Negotiated Contract Agreement,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		of Human Resources	Benefit Information and Time to attend job fairs
Professional Development will be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.	2022-08-24 - 2025-06-30	Dr. Guy Lowery/Chief Academic Officer	Student data (academic, attendance and discipline), observation data, survey data, vendors, Professional Development Calendar and Danielson Framework

Anticipated Outcome

The New Teacher Induction, job fair attendance and professional development will increase the amount of staff that we attract, hire and retain.

Monitoring/Evaluation

Job fair attendance and notes, professional development evaluations and attrition rates

Evidence-based Strategy

Continuous Improvement of Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning	The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year.
Curriculum Professional Development	Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development will be provided based on the triangulation of data in each of the core content areas, teacher surveys and principal observations and walkthroughs.	2022-08-24 - 2025-06-30	Dr. Guy Lowery/Chief Academic Officer Building Administration	Student data (academic, attendance and discipline), observation data, survey data, vendors, Professional Development Calendar and Danielson Framework
Professional Learning Community time will be used to develop lessons, discuss curriculum, analyze data and collaborate on best practices for increasing student proficiency and growth.	2022-09-06 - 2022-06-30	Dr. Guy Lowery/Chief Academic Officer Building Administration	Professional Learning Community time, agenda and minutes, student data, vendors, researched-based strategies, curriculum and lesson plans
Building Administration will conduct formal	2022-09-06 -	Dr. Jeff Ryan/Assistant	Formal observations, walkthrough

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
observations and walkthroughs to provide meaningful feedback to staff.	2025-06-30	Superintendent Dr. Guy Lowery/Chief Academic Officer Building Administration	documents, meeting times for pre and post observation conferences and Danielson Framework

Anticipated Outcome

By providing targeted professional development, using PLC time effectively and providing rigorous feedback to staff, student learning and growth will increase.

Monitoring/Evaluation

Observation ratings, walkthrough documentation, professional development evaluation ratings and academic data analysis

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed. (SEL Professional Learning) Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2022 - 2025 academic year. (Social Emotional Learning Services)	SEL	Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	08/29/2022 - 06/08/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator	Brenda G. Wynder	2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Student growth increased for students who were in the Proficient and Advanced category for Exact Path English.

Student growth increased for students who were in the Proficient and Advanced category for Exact Path English.

The majority of the students in the Basic, Proficient and Advanced categories improved in all five schools (K-8) with Sharon Hill School having the most overall growth on the Exact Path Math Assessment.

The majority of the students in the Basic, Proficient and Advanced categories improved in all five schools (K-8) with Sharon Hill School having the most overall growth on the Exact Path Math Assessment.

Five students received a 3 or higher on the Biology Advanced Placement Exam.

Five students received a 3 or higher on the Biology Advanced Placement Exam.

Five percent of the students at Academy Park High School logged

Challenges

Attendance overall is below the state standard in all schools.

Black students, Students with Disabilities and Economically Disadvantaged students did not meet the Grade 7 Early Indicator Math target at Harris, Sharon Hill, DTS and Delcroft Schools.

Students with Disabilities English Language Arts Deficiency in meeting English Language Arts growth targets.

Little to no growth occurred for students in the Below category on the Exact Path Math Assessment.

Sixteen out of seventeen (94.1%) of the students scored a 2 or lower on the Calculus AB Advanced Placement Exam.

Sixteen out of seventeen (94.1%) of the students scored a 2 or lower on the Calculus AB Advanced Placement Exam.

Three out of four (75%) of the students scored a 2 or lower on the Statistics Advanced Placement Exam.

Sixteen out of seventeen (93%) of the students scored a 2 or below on the Chemistry Advanced Placement Exam.

Strengths

in Naviance at least 3 times.

Five percent of the students at Academy Park High School logged in Naviance at least 3 times.

The District allocates its resources to ensure that targeted goals and priorities are met.

The District allocates its resources to ensure that targeted goals and priorities are met.

Fiscal support to schools is based on a variety of data.

A new system will be implemented in the 2022-2023 school year to progress monitor completion of IEP Goals.

The District is in the process of implementing a new tracking system for progress monitoring IEP goals.

The Curriculum Department is in the process of reviewing ACCESS data to create protocols for progress monitoring.

English Language Arts Growth

Math Growth

Science Growth

Challenges

Sixteen out of seventeen (93%) of the students scored a 2 or below on the Chemistry Advanced Placement Exam.

Seven out of eight (87.5%)of the students scored a 2 or below on the Physics Advanced Placement Exam.

Seven out of eight (87.5%)of the students scored a 2 or below on the Physics Advanced Placement Exam.

Approximately 800/1300 (61.5%) Academy Park High School students logged into Naviance at least once.

The District lacks a consistent progress monitoring tool for Special Education Students.

The District lacks a consistent progress monitoring tool for Special Education Students.

Improving the performance of Special Education Students, Economically Disadvantaged Students, and Black students on the English literature exam would greatly impact student achievement overall on the English Literature Exam at Academy Park High School.

Improving the performance of Special Education Students, Economically Disadvantaged Students, and Black students on the English literature exam would greatly impact student achievement

Challenges

overall on the English Literature Exam at Academy Park High School.

The District is a Title I District due to a high number of households that are economically disadvantaged.

The District is a Title I District due to a high number of households that are economically disadvantaged.

Students with Disabilities make up 20% of the overall District student population.

The District has experienced challenges attracting, hiring and retaining certified Special Education Teachers, Math and Reading Interventionists at all grade levels.

It is challenging to attract, recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

The District lacks a consistent progress monitoring tool/protocol for English Language Learners.

The attendance trend data shows that low attendance rates have plagued the District for at least 5 years prior to the pandemic.

The academic achievement and academic growth overall for Economically Disadvantaged, Black, and Special Education students are all highly concerning. There are clear disparities in

Challenges

regard to the academic achievement gap for these subgroups at Academy Park High School.

In reviewing a variety of data points, students in all subgroups are not meeting proficiency standards and/or growth targets.

In reviewing a variety of data points, students in all subgroups are not meeting proficiency standards and/or growth targets.

In reviewing a variety of data points, more than half of the students in all subgroups are not meeting proficiency standards and/or growth targets.

Less than sixty percent of the Black students, Students with Disabilities and Economically Disadvantaged students met their Math growth target at Academy Park High School.

Students with Disabilities did not meet growth targets and proficiency rates in a variety of assessment data.

The District is encountering a staffing shortage issue holistically.

It is challenging to provide mental health services and resources to meet the needs of the students.

Most Notable Observations/Patterns

The need to bolster the academic course offerings, improve school facilities and develop a more positive culture and climate was seen as crucial to increase student growth and achievement. Nearly 60% of the community, 63% of staff and 54% of the students felt that the District is not preparing students for college, the military, career or post-secondary opportunities.

Challenges	Discussion Point	Priority for Planning
Attendance overall is below the state standard in all schools.	Attendance rates for each school in the District have been below the state standard for at least five years prior to the pandemic. Many of the households are single parent homes. The parent/guardian goes to work with the expectation that the students are coming to school. In addition, when students are sick, parents keep them home, but do not always take them to a physician until the condition gets worse.	
The District lacks a consistent progress monitoring tool for Special Education Students.		
Improving the performance of Special Education Students, Economically Disadvantaged Students, and Black students on the English literature exam would greatly impact student achievement overall on the		

Challenges	Discussion Point	Priority for Planning
English Literature Exam at Academy Park High School.		
It is challenging to attract, recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	For the past two years, the District has encountered a shortage of at least 10 percent of the staff throughout the year. Most of the surrounding districts' salary and benefits exceed what we can afford to offer. Several staff members have left for the additional increase in pay and benefits. This has caused us to be a training ground for other districts to pull from. For a District that already cannot allocate the teacher/student ratio that is needed, the shortage is detrimental to student growth and proficiency.	
The District lacks a consistent progress monitoring tool/protocol for English Language Learners.		
The attendance trend data shows that low attendance rates have plagued the District for at least 5 years prior to the pandemic.		
The academic achievement and academic growth overall for Economically Disadvantaged, Black, and Special Education students are all highly		

Challenges	Discussion Point	Priority for Planning
concerning. There are clear disparities in regard to the academic achievement gap for these subgroups at Academy Park High School.		
In reviewing a variety of data points, students in all subgroups are not meeting proficiency standards and/or growth targets.	All schools and historically underperforming groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at proficient or advanced levels on PSSA in all academic areas, Advanced Placement Exams in all academic areas and Keystone Exams based on an average of the most recent years of testing prior to the pandemic. It is essential that Exact Path Math and ELA are implemented with fidelity, the data is analyzed and targeted research-based strategies are implemented to increase student growth and proficiency. Low attendance rates, student behavior issues and teacher shortages has impacted student performance negatively.	
It is challenging to provide mental health services and resources to meet the needs of the students.	Many of the students are battling social emotional health issues due to trauma, high poverty and parents battling mental health issues themselves. Both the County and District do not have enough resources to support this growing need. The District needs to take a proactive approach to supporting mental health needs by providing professional learning that equips staff with the knowledge and strategies to bolster students' social emotional well-being.	

ADDENDUM B: ACTION PLAN

Action Plan: SEL

Action Steps	Anticipated Start/Completion Date
Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	08/29/2022 - 06/08/2025

Monitoring/Evaluation	Anticipated Output
Evaluation of the professional development, use of a consistent meeting form for minutes of the Multi-Tiered System of Support meetings in each building, documentation in student records.	Staff will increase their knowledge base of Social Emotional Learning and provide students support and connect them with the appropriate next steps when needed.

Material/Resources/Supports Needed	PD Step	Comm Step
Social Emotional Learning Presenters, protocols, evaluations and Professional Development Plan	yes	yes

Action Steps	Anticipated Start/Completion Date
Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed.	09/06/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Evaluation of the professional development, use of a consistent meeting form for minutes of the Multi-Tiered System of Support meetings in each building, documentation in student records.	Staff will increase their knowledge base of Social Emotional Learning and provide students support and connect them with the appropriate next steps when needed.

Material/Resources/Supports Needed		PD Step	Comm Step
Protocols, service documentation and resources		no	yes

Action Plan: Improve Attendance

Action Steps	Anticipated Start/Completion Date
The District will create systems and protocols to increase student attendance and reward improved and perfect attendance.	09/06/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Student Attendance Data by school and grade level and Chronic Absences Rates	The Attendance Committee will create and revise systems and processes for attendance tracking, attendance incentives, home visits and parent conferences.

Material/Resources/Supports Needed		PD Step	Comm Step
Attendance Committee, Protocols/Systems, and Awards		no	yes

Action Steps	Anticipated Start/Completion Date
Building Administration will meet with parents and students who are in danger of being chronically absent.	09/06/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Student Attendance Data by school and grade level and Chronic Absences Rates	The Attendance Committee will create and revise systems and processes for attendance tracking, attendance incentives, home visits and parent conferences.

Material/Resources/Supports Needed	PD Step	Comm Step
Sign in sheets, time to conference with parents, individual attendance data, School Attendance Improvement Plan (SAIP), School Counselors, Truancy Officer and key support system	no	yes

Action Steps	Anticipated Start/Completion Date
The District will create systems to reward improved student attendance.	09/06/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Student Attendance Data by school and grade level and Chronic Absences Rates	The Attendance Committee will create and revise systems and processes for attendance tracking, attendance incentives, home visits and parent conferences.

Material/Resources/Supports Needed	PD Step	Comm Step
Attendance data, time to conference with students, School Counselors, Truancy Officer and incentives	no	yes

Action Plan: Atracting, Hiring and Retaining Staff

Action Steps	Anticipated Start/Completion Date
New Teacher Induction will incorporate strategies to increase the skill and knowledge of new teachers in creating a welcoming, safe and healthy environment that is conducive to learning.	08/24/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Job fair attendance and notes, professional development evaluations and attrition rates	The New Teacher Induction, job fair attendance and professional development will increase the amount of staff that we attract, hire and retain.

Material/Resources/Supports Needed	PD Step	Comm Step
New Teacher Induction Handbook, Mentors, Danielson Framework, professional development time, New Teacher Induction meeting agenda and minutes	no	yes

Action Steps	Anticipated Start/Completion Date
The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Job fair attendance and notes, professional development evaluations and attrition rates	The New Teacher Induction, job fair attendance and professional development will increase the amount of staff that we attract, hire and retain.

Material/Resources/Supports Needed	PD Step	Comm Step
Marketing Signage, Brochures, Negotiated Contract Agreement, Benefit Information and Time to attend job fairs	no	yes

Action Steps	Anticipated Start/Completion Date
Professional Development will be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.	08/24/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Job fair attendance and notes, professional development evaluations and attrition rates	The New Teacher Induction, job fair attendance and professional development will increase the amount of staff that we attract, hire and retain.

Material/Resources/Supports Needed		PD Step	Comm Step
Student data (academic, attendance and discipline), observation data, survey data, vendors, Professional Development Calendar and Danielson Framework		yes	yes

Action Plan: Continuous Improvement of Instruction

Action Steps	Anticipated Start/Completion Date
Professional development will be provided based on the triangulation of data in each of the core content areas, teacher surveys and principal observations and walkthroughs.	08/24/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Observation ratings, walkthrough documentation, professional development evaluation ratings and academic data analysis	By providing targeted professional development, using PLC time effectively and providing rigorous feedback to staff, student learning and growth will increase.

Material/Resources/Supports Needed		PD Step	Comm Step
Student data (academic, attendance and discipline), observation data, survey data, vendors, Professional Development Calendar and Danielson Framework		yes	yes

Action Steps	Anticipated Start/Completion Date
Professional Learning Community time will be used to develop lessons, discuss curriculum, analyze data and collaborate on best practices for increasing student proficiency and growth.	09/06/2022 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Observation ratings, walkthrough documentation, professional development evaluation ratings and academic data analysis	By providing targeted professional development, using PLC time effectively and providing rigorous feedback to staff, student learning and growth will increase.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Learning Community time, agenda and minutes, student data, vendors, researched-based strategies, curriculum and lesson plans	yes	yes

Action Steps	Anticipated Start/Completion Date
Building Administration will conduct formal observations and walkthroughs to provide meaningful feedback to staff.	09/06/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Observation ratings, walkthrough documentation, professional development evaluation ratings and academic data analysis	By providing targeted professional development, using PLC time effectively and providing rigorous feedback to staff, student learning and growth will increase.

Material/Resources/Supports Needed	PD Step	Comm Step
Formal observations, walkthrough documents, meeting times for pre and post observation conferences and Danielson Framework	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed. (SEL Professional Learning) Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2022 - 2025 academic year. (Social Emotional Learning Services)	SEL	Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	08/29/2022 - 06/08/2025
100% of staff hired by the first week in August will participate in the New Teacher Orientation in August. (New Teacher Orientation) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development) 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)	Atracting, Hiring and Retaining Staff	Professional Development will be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.	08/24/2022 - 06/30/2025
The Curriculum Department and Building Administration will provide research-based	Continuous	Professional	08/24/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)	Improvement of Instruction	development will be provided based on the triangulation of data in each of the core content areas, teacher surveys and principal observations and walkthroughs.	- 06/30/2025
The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)	Continuous Improvement of Instruction	Professional Learning Community time will be used to develop lessons, discuss curriculum, analyze data and collaborate on best practices for increasing student proficiency and growth.	09/06/2022 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)	Continuous Improvement of Instruction	Building Administration will conduct formal observations and walkthroughs to provide meaningful feedback to staff.	09/06/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SEL Professional Development	All Southeast Delco instructional and support staff	Determining SEL needs Appropriate supports and resources Communicating with parents about SEL needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of informal assessment Delivery of supports to students Documentation of parent conferences	08/29/2022 - 06/30/2025	Dr. Jeff Ryan/ Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families 1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Attracting, hiring and retaining staff	Teachers and support staff	Curriculum, Lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom observation and walkthroughs, student data, and survey evaluations	08/24/2022 - 06/30/2025	Dr. Guy Lowery/Chef Academic Officer, Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Language and Literacy Acquisition for All Students
2d: Managing Student Behavior	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
1b: Demonstrating Knowledge of Students	
3b: Using Questioning and Discussion Techniques	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Continuous Improvement of Instruction	Staff and Support Staff	Curriculum, Lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
classroom observation and walkthroughs, student data and evaluations	08/24/2022 - 06/30/2025	Dr. Guy Lowery/Chef Academic Officer, Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration

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

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

2d: Managing Student Behavior

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed. (SEL Professional Learning) Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2022 - 2025 academic year. (Social Emotional Learning Services)	SEL	Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.	2022-08-29 - 2025-06-08
The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed. (SEL Professional Learning) Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2022 - 2025 academic year. (Social Emotional Learning Services)	SEL	Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed.	2022-09-06 - 2025-06-30
Eighty 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	Improve Attendance	The District will create systems	2022-09-06 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
increase attendance for students who are enrolled by September 30 of each school year. (Parent Conferences) Monthly perfect attendance awards will be given to students who are present every day within the time frame. (Perfect Attendance Awards)		and protocols to increase student attendance and reward improved and perfect attendance.	06-30
Eighty 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 for students who are enrolled by September 30 of each school year. (Parent Conferences) Monthly perfect attendance awards will be given to students who are present every day within the time frame. (Perfect Attendance Awards)	Improve Attendance	Building Administration will meet with parents and students who are in danger of being chronically absent.	2022-09-06 - 2025-06-30
Eighty 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 for students who are enrolled by September 30 of each school year. (Parent Conferences) Monthly perfect attendance awards will be given to students who are present every day within the time frame. (Perfect Attendance Awards)	Improve Attendance	The District will create systems to reward improved student attendance.	2022-09-06 - 2025-06-30
100% of staff hired by the first week in August will participate in the New Teacher Orientation in August. (New Teacher Orientation)	Atracting, Hiring and	New Teacher Induction will	2022-08-24 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development) 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)	Retaining Staff	incorporate strategies to increase the skill and knowledge of new teachers in creating a welcoming, safe and healthy environment that is conducive to learning.	06-30
100% of staff hired by the first week in August will participate in the New Teacher Orientation in August. (New Teacher Orientation) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development) 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)	Atracting, Hiring and Retaining Staff	The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff.	2022-07-01 - 2025-06-30
100% of staff hired by the first week in August will participate in the New Teacher Orientation in August. (New Teacher Orientation)	Atracting, Hiring and	Professional Development will	2022-08-24 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)\n\nThe 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)	Retaining Staff	be provided based on the triangulation of data, teacher survey and principal observations and walkthroughs.	06-30
The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning)\n\nUsing survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)	Continuous Improvement of Instruction	Professional development will be provided based on the triangulation of data in each of the core content areas, teacher surveys and principal observations and walkthroughs.	2022-08-24 - 2025-06-30
The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The	Continuous Improvement of Instruction	Professional Learning Community time	2022-09-06 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)		will be used to develop lessons, discuss curriculum, analyze data and collaborate on best practices for increasing student proficiency and growth.	
The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The curriculum Department will survey staff and make adjustments to curriculum as needed. The Professional Development Plan will be provided to building administration by August 15 of each year. (Professional Learning) Using survey information, observation and walkthroughs and data analysis, the curriculum department will ensure that staff receives professional development in regard to creating and using assessments, writing and revising curriculum and using high quality instructional materials to ensure they are able to provide high quality instruction and increase student achievement. (Curriculum Professional Development)	Continuous Improvement of Instruction	Building Administration will conduct formal observations and walkthroughs to provide meaningful feedback to staff.	2022-09-06 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Social Emotional Learning Communication Plan	Staff, parents and students	Available resources Useful Strategies Student Progress

Anticipated Timeframe	Frequency	Delivery Method
09/06/2022 - 06/30/2025	Letter at the beginning of the year Letters for incidents as needed	Letter Email Other

Lead Person/Position
Classroom Teachers, Building Administration and Social Emotional Learning Support Staff

Communication Step	Audience	Topics/Message of Communication
Improve Attendance	Parents and staff	Attendance protocols and reward system

Anticipated Timeframe	Frequency	Delivery Method
09/06/2022 - 06/30/2025	Twice a year- Beginning and Middle	Letter

Lead Person/Position

Dr. Jeff Ryan/Assistant Superintendent and Building Administration

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Communication Step	Audience	Topics/Message of Communication
Attracting and Retaining Staff	Potential Hires and new teachers	District Mission and Vision, salary and benefits, content area needs and classroom management

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Regularly	Posting on district website Other Letter

Lead Person/Position

Mr. Charles Baxter/Director of Human Resources

Communication Step	Audience	Topics/Message of Communication
Continuos Improvement of Instruction	Teachers and Support Staff	Professional Development Plan

Anticipated Timeframe	Frequency	Delivery Method
08/15/2022 - 06/30/2025	PD Plan at beginning of year	Other Email

Lead Person/Position
Dr. Guy Lowery and Building Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Updates on the plan will be during board meetings quarterly (October, January, April and July). In addition the information will be posted to our website under the comprehension plan section. An all will be sent to our school community when updated information has been posted.	Updates on the progress of the plan and revisions if necessary.	Quarterly presentation, posted on website and all-calls	Board members, staff, students, parents and community stakeholders.	Quarterly- October, January, April and July of each year.