

Comprehensive Plan - Goal #6: Equity and Family Engagement

Related Challenges:

Students who are not proficient in English language arts and/or math on benchmark and state assessments and who fall within one or more of the historically underperforming categories (i.e. students receiving special education, economically disadvantaged, English language learners) are at risk of not graduating and/or meeting college and career readiness standards.

The access to learning opportunities that promote authentic student engagement, student agency, and choice are limited by the need to remediate for proficiency.

Indicators of Effectiveness:

Type: *Interim*

Data Source: MAP Assessment results

Specific Targets: Disaggregated student achievement data

Individual student growth of 5% between each administration of the MAP assessment.

Historically underperforming cohort increase in growth and achievement of 5% each school year.

Type: *Annual*

Data Source: PSSA Results

Specific Targets: Disaggregated student achievement data

Increase the number of students at or above proficiency by 5% each school year.

Historically underperforming cohort increase in growth and achievement of 5% each school year.

Type: *Annual*

Data Source: Keystone Results

Specific Targets: Disaggregated student achievement data

Increase the number of students at or above proficiency by 5% each school year.

Historically underperforming cohort increase in growth and achievement of 5% each school year

Type: *Annual*

Data Source: Enrollment in honors-level courses Specific Targets: Enrollment reports

Increase enrollment of historically underperforming cohort in honors-level courses by 10% by September 2024.

Type: *Annual*

Data Source: Enrollment in Advanced Placement Courses Specific Targets: Enrollment reports
Increase enrollment of historically underperforming cohort in advanced placement courses by 10% by September 2024.

Type: *Annual*

Data Source: Smart Futures/Naviance Specific Targets: Student evidence reports

Eighty percent of the students in grades K-12 will meet the requirements of Chapter 339 by June 2025.

Strategies:

Targeted Intervention focused on student subgroups.

Description:

By targeting intervention efforts to specific subgroups, the district will reduce the number of students who are not proficient on PSSA and Keystone Exams in English language arts and/or math and who have with one or more of these indicators: receiving special education, economically disadvantaged, English language learner, non-white. Additionally, this strategy will Increase the number of students who participate in honors level and advanced placement courses and who have one or more of these indicators: receiving special education, economically disadvantaged, English language learner, non-white.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools
Coordinate resources for parents to support their children's academic, social, and emotional needs.

Description:

Specifically, with mental health, there are few resources that are accessible to many families in the school district. Mental health carries a stigma that reduces the chances of parents seeking out support services. The District provides opportunities for parents to learn how they can support their children's college and career ready goals. However, the District should look for other opportunities to gather feedback from parents about specific information they may need as well as ensure the method used to inform parents is accessible (i.e. language barriers, time of day, etc.).

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Increase Proficiency Rates Among At-Risk Students

Description:

School-based teams will review district-wide assessment data to identify students who are not proficient in English language arts and/or math on benchmark and state assessments and who fall within one or more of the historically underperforming categories (i.e. students receiving

special education, economically disadvantaged, English language learners). The school-based teams will create individualized intervention plans to provide access to individualized learning opportunities to remediate skill gaps.

Resources such as IXL Math and Reading, Khan Academy will be used along with explicit instruction in text dependent analysis, differentiated instruction techniques, and active reading strategies.

Indicators of Implementation

- Teacher/team plans for individualized remediation for at risk students
- Students' progress monitoring through MAP assessments in reading and writing
- Results on PSSA and Keystone Exams
- PVAAS growth measures
- Annual reports to the School Board and community

Start Date: 7/1/2020 End Date: 6/30/2023

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

Targeted Intervention focused on student subgroups.

Course Selection Counseling

Description:

At the time of course selection in middle school and high school, teachers and school counselors will identify students who fall within one or more of the historically underperforming categories (i.e. students receiving special education, economically disadvantaged, English language learners). Based on their performing on state and/or district-wide assessments, PVAAS projections, and current course performance, students with the aptitude to enroll in an honors and/or advanced placement course will be encouraged to enroll in courses that are more rigorous. Through the college and career readiness process of identifying career interests, students will be encouraged to take courses at the high school that are within a pathway of interest. All students in

Grade 10 take the PSAT. Students and parents will receive advanced placement course readiness through the College Board advanced placement readiness program to encourage greater enrollment in advanced placement courses.

Start Date: 10/1/2020 End Date: 6/30/2023 Program Area(s): Special Education, Student Services Supported Strategies:

Targeted Intervention focused on student subgroups.

Parent Engagement Forums

Description:

The District will research topics of interest among the parents of students in Grades K-12 to develop informational programming. These programs will be focused on how parents can be partners with the District/school, sharing current research, and actionable steps parents can take to be involved in their children's education. Topics may range from mental health, social media, bullying, Internet safety, and college/financial aid literacy.

Start Date: 1/1/2021 End Date: 6/30/2023

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

Coordinate resources for parents to support their children's academic, social, and emotional needs.

Diversified Communications

Description:

The District will, through parent input, feedback and suggestions, develop multiple methods of communicating information to parents about topics of interest (reference Action Step 1). These methods may include multi-media, newsletters, information sessions, forums, etc. To the best of the District's capabilities, information will be shared in the parent's preferred language.

Indicators of Implementation

Improved district website resources

Catalog of methods

Start Date: 7/1/2020 End Date: 6/30/2023 Program Area(s): Special Education, Student Services

Supported Strategies:

Coordinate resources for parents to support their children's academic, social, and emotional needs.

Community Conversation

Description:

The District will use tools and methods to gather input, feedback, and suggestions from the community. The District will maintain an archive of the community comments and use their comments to enhance programming in the District.

The District currently uses ThoughtExchange, Google Forms, and Survey Monkey to gather community input, feedback, and suggestions. The District will assess the utility of the existing tools and investigate other tools and methods for gathering community input, feedback, and suggestions.

Indicators of Implementation

Reports from survey tools

Reports to the School Board

Start Date: 7/1/2020 End Date: 6/30/2023 Program Area(s): Special Education, Student Services
Supported Strategies:

Coordinate resources for parents to support their children's academic, social, and emotional needs.