

SOUTHEAST DELCO SD

1560 Delmar Drive

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

The Southeast Delco School District is located in the southwestern suburbs of Philadelphia, Pennsylvania. It serves a four-square mile area of approximately 30,000 residents in the suburban communities of Collingdale, Darby Township, Folcroft and Sharon Hill. One of the most densely populated areas in Pennsylvania, Southeast Delco School District has an enrollment of 4,056 students. The demographic make-up of the student population is diverse with approximately 77% African American, 12% Caucasian, 5% Hispanic, 2% Asian and 4% Multiracial.

The District has a comprehensive Kindergarten Center that provides a full-day curriculum for kindergarten students. Darby Township, Delcroft, Harris, and Sharon Hill are elementary schools with grades one through eight configurations. The District has one high school, which is, Academy Park High School serving students in grades 9-12. In an effort to allow students and families to have choice in their educational programming, Knight Academy, was created to allow students to choose their academic experience, ranging from full cyber school to a blended learning environment. The District partners with K12 Inc. for its cyber curriculum.

The District is comprised of approximately 300 teachers, which includes professional support staff (social workers, school counselors, and psychologists), approximately 250 support staff (special education aide, personal care aide, attendance aide, library aide, Title I aide, desktop support, building aide, security officers, food service employees, transportation employees and school secretaries) and 31 administrators for the 2021-2022 school year.

Title I and Title III programs provide services to students who require additional reading and math support and/or have Limited English Proficiency in all grades. The percentage of students who meet the low-income status set by the Federal Free/Reduced Lunch Program is approximately 72%. As a result of the socio-economic status of the families who attend Southeast Delco School District, all students are eligible for free breakfast and lunch through the Community Eligibility Provision (CEP) program.

Mission and Vision

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.

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)

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Student growth increased for students who were in the Proficient and Advanced categories for Exact Path English.	Yes
The majority of the students in the Basic, Proficient and Advanced categories improved in all five schools (K-8) with Sharon Hill having the most overall growth on the Exact Path Math assessment.	Yes
Five students received a 3 or higher on the Biology Advanced Placement Exam.	No
Five percent of the students at Academy Park High School logged in Naviance at least 3 times.	No
The District allocates its resources to ensure that targeted goals and priorities are met.	Yes
Fiscal support to schools is based on a variety of data.	Yes
A new tracking system will be implemented in the 2022-2023 school year to progress monitor completion of IEP Goals.	Yes
The District is in the process of implementing a new tracking system for progress monitoring IEP goals.	Yes
The Curriculum Department is in the process of reviewing ACCESS data to create protocols for progress monitoring.	Yes
ELA Growth	No
Math Growth	No
Science Growth	No

Challenges

Challenge	Consideration In Plan
Attendance overall is below the state standard in all schools.	Yes
Black students, Students with Disabilities and Economically Disadvantaged students did not meet the Grade 7 Early Indicator Math target at Harris, Sharon Hill, Darby Township and Delcroft.	No
Students with Disabilities ELA Deficiency in meeting ELA growth targets.	No
Little to no growth occurred for students in the Below category on the Exact Path Math Assessment.	No
Sixteen out of seventeen (94.1%) of the students scored a 2 or lower on the Calculus AB Advanced Placement Exam.	No
Three out of four (75%) of the students scored a 2 or lower on the Statistics Advanced Placement Exam.	No
Sixteen out of seventeen (93%) of the students scored a 2 or below on the Chemistry Advanced Placement Exam.	No
One out of eight (87.5%) of the students scored a 2 or below on the Physics Advanced Placement Exam.	No
Approximately 800/1300 (61.5%) Academy Park High School students logged into Naviance at least once.	No
The District lacks a consistent progress monitoring tool for Special Education students.	Yes
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.	Yes
The District is a Title I District due to a high number of households that are economically disadvantaged.	No
The Special Education population is 20% of the overall student population.	No
The District has experienced challenges attracting, hiring and retaining certified Special Education teachers, Math and Reading Interventionists at all grade levels.	No
It is challenging to attract, recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	Yes
The District lacks a consistent progress monitoring tool/protocol for English Language Learners.	Yes
The data suggests that low attendance rates have plagued the District for at least 5 years prior to the pandemic.	Yes

The academic achievement and academic growth overall for Economically Disadvantaged, Black, and Special Education students are all highly concerning. There are clear disparities in regard to the academic achievement gap for these subgroups at Academy Park High School.	Yes
In reviewing a variety of data points, students in all subgroups are not meeting proficiency standards and/or growth targets.	No
In reviewing a variety of data points, students in all subgroups are not meeting proficiency standards and/or growth targets.	Yes
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.	No
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.	No
Students with Disabilities did not meet growth targets and proficiency rates in a variety of assessment data.	No
The District is encountering a staffing shortage issue holistically.	No
It is challenging to provide mental health services and resources to meet the needs of the students.	Yes

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.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Student growth increased for students who were in the Proficient and Advanced categories for Exact Path English.	We must celebrate the growth as well as replicate the strategies that are showing student growth and proficiency progress.
The majority of the students in the Basic, Proficient and Advanced categories improved in all five schools (K-8) with Sharon Hill having the most overall growth on the Exact Path Math assessment.	We must celebrate the growth as well as replicate the strategies that are showing student growth and proficiency progress.
The District allocates its resources to ensure that targeted goals and priorities are met.	We must meet regularly to discuss fiscal resources and ensure that spending align with targets and students' needs.
Fiscal support to schools is based on a variety of data.	We must determine what data is key to determining the fiscal support to the school. Set up meeting to discuss and then allocate the appropriate resources.
A new tracking system will be implemented in the 2022-2023 school year to progress monitor completion of IEP Goals.	The current tracking system for monitoring special education progress on IEP has not been implemented with fidelity.
The District is in the process of implementing a new tracking system for progress monitoring IEP goals.	Professional development for staff and progress monitoring the usage with fidelity will be key to students having success.
The Curriculum Department is in the process of reviewing ACCESS data to create protocols for progress monitoring.	Professional development for staff and progress monitoring the usage with fidelity will be key to students having success.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
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. Increased attendance will yield increased instruction and achievement.	Yes	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.
The District lacks a consistent progress monitoring tool for Special Education students.		No	
Improving the performance of Special Education students, Economically Disadvantaged students, and Black students on the English literature exam would greatly impact overall student achievement on the English literature exam at Academy Park High School.		No	
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 % of the staff throughout the year. The District cannot allocate the teacher/student ratio that is needed, therefore the shortage is detrimental to student growth and proficiency.	Yes	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.
The District lacks a consistent progress monitoring tool/protocol for English Language Learners.		No	
Student attendance in all schools do not meet the state standard. This issue has existed for a long time.		No	

The academic achievement and academic growth overall, for Economically Disadvantaged, Black and Special Education students are all highly concerning. There are clear disparities in regard to the academic achievement gap for these subgroups at Academy Park High School.		No	
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.	Yes	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.
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. 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	Yes	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.

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	Target Year 1	Target Year 2	Target Year 3
Parent and family engagement	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	Sixty 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.	Seventy percent of the students who 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.	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.
Regular Attendance	Monthly perfect attendance awards will be given to students who are present every day within the time frame.	Perfect Attendance Awards	Monthly perfect attendance awards will be given to students who are present every day within the time frame.	Monthly perfect attendance awards will be given to students who are present every day within the time frame.	Monthly perfect attendance awards will be given to students who are present every day within the time frame.
Essential Practices 3: Provide Student-Centered Support Systems	Marking period awards will be given to students that increase their attendance by 20% from one marking period to another.	Improved Attendance	Marking period awards will be given to students that increase their attendance by 20% from one marking period to another.	Marking period awards will be given to students that increase their attendance by 20% from one marking period to another.	Marking period awards will be given to students that increase their attendance by 20% from one marking period to another.

Priority: If the Districts implements strategies to attract, hire, retain high and build capacity in 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 Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	Ninety- five percent of the staff hired by the first week in August will participate in the New Teacher Orientation in August.	New Teacher Induction	Eighty-five percent of the staff hired by the first week in August will participate in the New Teacher Orientation in August.	Ninety percent of the staff hired by the first week in August will participate in the New Teacher Orientation in August.	Ninety-five percent of the staff hired by the first week in August will participate in the New Teacher Orientation in August.
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 recruit and hire new staff.	Job Fairs	The Director of Human Resources and other staff will attend a minimum of 6 job fairs per year to recruit and hire new staff.	The Director of Human Resources and other staff will attend a minimum of 8 job fairs per year to recruit and hire new staff.	The Director of Human Resources and other staff will attend a minimum of 10 job fairs per year to recruit and hire new staff.
Professional learning	The Curriculum Department will monitor, revise and evaluate the curriculum instructional practices to ensure that high quality instruction is taking place in order to improve student outcomes.	Curriculum Professional Development	The Curriculum Department will create and implement a plan for professional development for the 2022-2023 school year using data analysis, walkthrough data and survey information.	The Curriculum Department will monitor, revise and evaluate the curriculum instructional practices to ensure that high quality instruction is taking place in order to improve student outcomes.	The Curriculum Department will monitor, revise and evaluate the curriculum instructional practices to ensure that high quality instruction is taking place in order to improve student outcomes.

Priority: 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.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
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.	Professional Learning	The Curriculum Department and Building Administration will provide research-based professional development and monitor instructional practices. The Professional Development Plan will be provided to building administration by August 15 of each year.	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.	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.
Essential Practices 1: Focus on Continuous Improvement of Instruction	Prior to the start of each school year, a minimum of one curriculum content area will be revised and provided to the appropriate content staff.	Continuous Improvement of Instruction	The curriculum framework for each content area will be reviewed. A curriculum revision cycle will be created.	The first curriculum content area will be completed for the 2023-2024 school year. A curriculum revision cycle will be completed to determine the sequence of completion.	Prior to the start of each school year, a minimum of one content area will be revised and provided to the appropriate content staff.

Priority: If the District creates and/or revises protocols, provides professional development for all staff and purchase 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	Target Year 1	Target Year 2	Target Year 3
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 Professional Learning	The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed.	The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed.	The Curriculum Department will ensure that staff receives annual professional learning in Social Emotional Learning and follow-up sessions as needed.
Social emotional 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	Building Administration will ensure that students receive Social Emotional Learning assistance and that the data is tracked yearly. The 2022-2023 will be the data used as the baseline.	Building Administration will ensure that students receive Social Emotional Learning support and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2023 – 2024 academic year.	Building Administration will ensure that students receive Social Emotional Learning support and that the data is tracked yearly. The goal is to increase the amount of students receiving support by 5% from the 2024 – 2025 academic year.
Essential Practices 3: Provide Student-Centered Support Systems	Building Administration and the Curriculum Department will ensure that systems and protocols are developed to promote social emotional skills and dispositions for students. The system will be monitored and evaluated twice a year through survey and observations.	Student Supports	Building Administration and the Curriculum Department will ensure that systems and protocols are developed to promote social emotional skills and dispositions for students. Staff will receive guidance on data collection.	Building Administration and the Curriculum Department will ensure that systems and protocols are developed to promote social emotional skills and dispositions for students. The system will be monitored and evaluated twice a year through survey and observations.	Building Administration and the Curriculum Department will ensure that systems and protocols are developed to promote social emotional skills and dispositions for students. The system will be monitored and evaluated twice a year through survey and observations.

Action Plan

Action Plan for: Social Emotional Learning						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Social Emotional Learning and Professional Learning Development Social Emotional Learning Services 		Staff will increase their knowledge base of Social Emotional Learning and provide students support and connect them with the appropriate next steps when needed.			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	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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	06/30/2025	Dr. Jeff Ryan/Assistant Superintendent	Social Emotional Learning Presenters, protocols, evaluations and Professional Development Plan	Yes	Yes
Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed. Parents will be contacted to engage them in the plan.	09/06/2022	06/30/2025	Dr. Jeff Ryan/Assistant Superintendent	Protocols, services documentation and resources	No	Yes

Action Plan for: Improved Attendance						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Parent Conferences Perfect Attendance Awards 			The committee will create and revise systems and processes for attendance tracking, attendance incentives, home visits and parent conferences.		Student Attendance Data by school, grade level and Chronic Absence Rates	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The District will create systems and protocols to increase student attendance and perfect attendance.	09/06/2022	06/30/2025	Dr. Jeff Ryan/Assistant Superintendent	Attendance committee, protocols/systems, and awards	No	Yes
Building Administration will meet with parents and students who are in danger of being chronically absent. Students will receive awards for improved attendance.	09/06/2022	06/30/2025	Dr. Jeff Ryan/Assistant Superintendent	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
The District will create systems to reward improved student attendance.	09/06/2022	06/30/2025	Dr. Jeff Ryan/Assistant Superintendent Building Administration	Attendance data, time to conference with students, School Counselors, Truancy Officer and incentives	No	Yes

Action Plan for: Attracting, Hiring and Retaining Staff						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
			The New Teacher Induction, job fair attendance and professional development will increase the amount of staff that we attract, hire and retain.		Job fair attendance and notes, professional development evaluations and attrition rates	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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.	08/22/2022	06/30/2025	Dr. Shannon-Reddick-Smack/Principal on Assignment	New Teacher Induction Handbook, Mentors, Danielson Framework, professional development time, New Teacher Induction meeting agenda and minutes	No	Yes
The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff.	06/30/2022	06/30/2025	Mr. Charles Baxter/Director of Human Resources	Marketing signage, brochures, Collective Bargaining Agreement, benefit Information and time to attend job fairs	Yes	Yes
Professional development will be provided based on the triangulation of data, teacher surveys, principal observations and walkthroughs.	08/22/2022	06/30/2025	Dr. Guy Lowery/Chief Academic Officer	Student data (academic, attendance and discipline), observation data, survey data, vendors, Professional Development Calendar and Danielson Framework	Yes	Yes

Action Plan for: Continuous Improvement of Instruction						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Professional Learning 			B providing targeted professional development, using PLC time effectively and providing rigorous feedback to staff, student learning and growth will increase.		Observation ratings, walkthrough documentation, professional development evaluation ratings and academic data analysis	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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.	08/22/2022	06/30/2025	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	Yes	Yes
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	06/30/2025	Building Administration	Professional Learning Community time, agenda and minutes, student data, vendors, researched-based strategies, curriculum and lesson plans	Yes	Yes
Building Administration will conduct formal observations and walkthroughs to provide meaningful feedback to staff.	09/06/2022	06/30/2025	Building Administration Dr. Jeff Ryan/Assistant Superintendent Dr. Guy Lowery/Chief Academic Officer	Formal observations, walkthrough documents, meeting times for pre and post observation conferences and Danielson Framework	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SEL	<ul style="list-style-type: none">• Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well.
Attracting, Hiring and Retaining Staff	<ul style="list-style-type: none">• Professional development will be provided based on the triangulation of data, teacher surveys and principal observations and walkthroughs.
Continuous Improvement of Instruction	<ul style="list-style-type: none">• 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.• 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.• Building Administration will conduct formal observations and walkthroughs to provide rigorous feedback to staff.

Professional Development Activities

SEL Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur throughout the year as needed. 	All Southeast Delco instructional and support staff.	Determining Social Emotional Learning needs, appropriate supports and resources and communicating with parents about SEL needs	Completion of informal assessment, delivery of supports to students and documentation of parent conferences	Dr. Jeff Ryan/ Assistant Superintendent Building Administration	08/29/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
In-service day	Annually		<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 		Trauma Informed Training (Act 18)	

Attracting, hiring and retaining staff						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development will be provided based on the triangulation of data, teacher surveys and principal observations and walkthroughs. Building Administration will conduct formal observations and walkthroughs to provide rigorous feedback to staff. 	Teachers and support staff	Curriculum, lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction	Classroom observation and walkthroughs, student data and evaluations	Dr. Guy Lowery/Chief Academic Officer Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration	08/22/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly		<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 		Language and Literacy Acquisition for All Students	

Continuous Improvement of Instruction						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development will be provided based on the triangulation of data, teacher surveys and principal observations and walkthroughs. 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. 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. Building Administration will conduct formal observations and walkthroughs to provide rigorous feedback to staff. 	Staff and Support Staff	Curriculum, Lesson planning, content knowledge, classroom management, data analysis and continuous improvement of instruction.	classroom observation and walkthroughs, student data and evaluations	Dr. Guy Lowery/Chef Academic Officer Dr. Shannon Reddick-Smack/Principal on Special Assignment and Building Administration	08/22/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
In-service day	Monthly		<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 2d: Managing Student Behavior 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 			

Communications Action Steps

Evidence-based Strategy	Action Steps
Social Emotional Learning	<ul style="list-style-type: none"> • Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed. Parents will be contacted to engage them in the Plan and provide support.
Improved Attendance	<ul style="list-style-type: none"> • The District will create systems and protocols to increase student attendance and reward perfect attendance. • Building Administration will meet with parents and students who are in danger of being chronically absent. • Students will receive awards for improved attendance.
Attracting, Hiring and Retaining Staff	<ul style="list-style-type: none"> • New Teacher Induction will incorporate strategies to increase the skill and knowledge of creating a welcoming, safe and healthy environment that is conducive to learning. • The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff. • Professional Development will be provided based on the triangulation of data, teacher surveys, principal observations and walkthroughs.
Continuous Improvement of Instruction	<ul style="list-style-type: none"> • 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. • 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. • Building Administration will conduct formal observations and walkthroughs to provide meaningful feedback to staff.

Communications Activities

SEL Communication Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development will be provided yearly for staff in the area of social emotional learning. Follow-up sessions will occur as well. Staff will provide students assistance with social emotional learning needs as well as connect them with other resources when needed. Parents will be contacted to engage them in the plan. 	Staff, Parents and Students	Available resources, useful strategies, and student progress	Teachers, Administration and SEL Support Staff, Students and Parents	09/06/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Letter			Letter at the beginning of the year Incident as needed		
Email			Quarterly-Multi-Tiered System of Support as needed		

Improve Attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The District will create systems and protocols to increase student attendance and award perfect attendance. Building administration will meet with parents and students who are in danger of being chronically absent. Students will receive awards for improved attendance. 	Staff, Parents and Students	Attendance protocols and reward system	Dr. Jeff Ryan/Assistant Superintendent, Building Administration and Teachers	09/06/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Letter			Twice a year- beginning of the year and middle of the year.		

Attracting and Retaining Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> New Teacher Induction will incorporate strategies to increase the skills and knowledge to create a welcoming, safe and healthy environment that is conducive to learning. The Director of Human Resources and selected staff will attend job fairs to attract and hire quality staff. 	Potential hires and new teachers	District information	Mr. Charles Baxter/Director of Human Resources and Dr. Shannon Reddick-Smack/Principal on Assignment	07/01/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Regularly		
Other			District Brochure - at all events		
Letter			Upon being hired		

Continuous Improvement of Instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional development will be provided based on the triangulation of data, teacher surveys and principal observations and walkthroughs. Professional development will be provided based on the triangulation of data in each of the core content areas, teacher survey and principal observations and walkthroughs. 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. 	Teachers and Support Staff	Professional Development Plan	Dr. Guy Lowery and Building Administration	07/22/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Other			Professional Development Plan at beginning of year		
Email			As needed		