

Southeast Delco School District's

Comprehensive Plan Update



Brenda G. Wynder, Ed.D.
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Mission & Vision Statements

Mission

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

Vision

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



Educational Value Statements

Students

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

Staff

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



Educational Value Statements

Administration

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

Parents/Guardians

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



Educational Value Statement

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.



Goal Setting

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

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



Parent and Family Engagement

School	Parent Contacts	Meetings Held
Academy Park High School	18	17
Knight Academy	12	4
Darby Township School	59	12
Delcroft School	84	5
Harris School	81	66
Kindergarten Center	49	14
Sharon Hill School	118	81
Total	421	199





Perfect Attendance

School	# of Students with Perfect Attendance First Marking Period
Academy Park High School	19
Knight Academy	0
Darby Township School	28
Delcroft School	41
Harris School	42
Kindergarten Center	38
Sharon Hill School	67
Total	235





Goal Setting

Priority: 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 students will grow and achieve.

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



Professional Learning New Teachers

School	# of New Teachers	# Trained
Academy Park High School	9	9
Knight Academy	2	2
Darby Township School	7	7
Delcroft School	5	5
Harris School	10	10
Kindergarten Center	5	5
Sharon Hill School	9	9
Total	47	47



Implement Data Driven Human Capital Strategies

Strategy	Results
Bloomberg University	Two contacts
Temple University	Twelve contacts
West Chester University	Fifteen contacts
Lincoln University	Twelve contacts
Drexel University	One contact
University of Pennsylvania	Two contacts
Student Teachers	Temple University, Eastern University, Arcadia University
Posting Platforms	TalentEd, Indeed and PAREAP
MOU	Teachers are writing lesson plans, grading assignments and teaching additional classes for a stipend
Attendance Incentive	\$100 per month for perfect attendance – October through May



Implement Data Driven Human Capital Strategies

Strategy	Results
Job Fairs	<p>Spring Events:</p> <ul style="list-style-type: none">• February 15, 2023- Duquesne University• March 22, 2023 -Pittsburgh Education Recruitment Consortium• March 29, 2023 – WestPACS• April 11, 2023 – Bucknell University• April 18, 2023 Kutztown University





Professional Learning Curriculum



Strategy	Results
Instructional Rounds (Principal Walkthroughs)	<ul style="list-style-type: none">• October 11, 2022-Harris School• November 15, 2022- Darby Township School• December 13, 2022 – Delcroft School• January 17, 2023- Sharon Hill School
Principal Meetings	<ul style="list-style-type: none">• September 22, 2022• October 27, 2022• November 17, 2022• January 26, 2023
Professional Development	<ul style="list-style-type: none">• Administrators: Edmentum Alignment and State Assessment Data Review• Special Education Teachers: Sonday System and iReady• Professional Employees: Restorative Practices or Responsive Classroom, Smart Technology (K-8), Literacy (K-2 and 3-5), Student Performance Measures, Securly Classroom Monitor and DCIU Calculator Training (Middle School Math)



Professional Learning

School PLCs

Topics	
Assessment	Exact Path, PSSA, Keystone and DIBELs
Curriculum	Standards aligned instruction
High Quality Instruction	Writing rubrics and building portfolios, collaboration on writing samples, writing across grade levels (reviewing descriptors)
Social Emotional	Restorative Practices, Responsive Classrooms, SEL tips for classrooms
Data Analysis	Data focused instruction, MTSS supports, benchmark analysis, creating small groups and providing instruction based on data, analyze Exact Path, attendance data analysis and creation of student data tracking template





Goal Setting

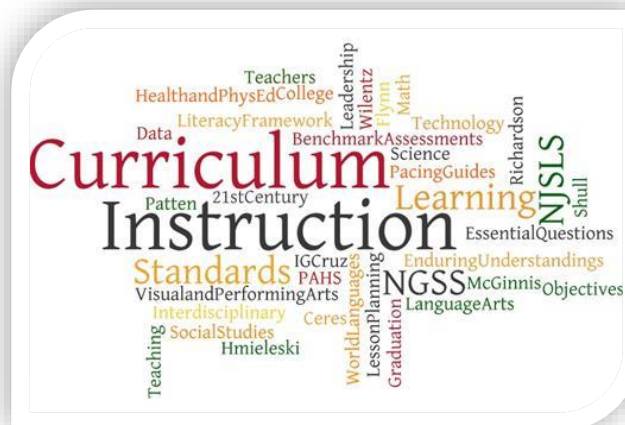
Priority: If the district provides professional development for staff, collaborates and analyzes student data and revises the curriculum to ensure instructional practices are in place, then student understanding, growth and achievement will increase.

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



Steps Taken

Goal	Results
Professional Learning	<ul style="list-style-type: none"> • Special Education Teachers: Sonday System and iReady • Professional Employees: Restorative Practices or Responsive Classroom, Smart Technology (K-8), Literacy (K-2 and 3-5), Student Performance Measures, Securly Classroom Monitor and DCIU Calculator Training (Middle School Math)
Focus on Continuous Improvement of Instruction	<ul style="list-style-type: none"> • October: Drafted Algebra curriculum previewed with the principals. Literacy Framework sent for next revisions to include scheduling a timeline • December: Revised Algebra curriculum previewed with the teachers and principals. 7th and 8th grade Literacy previewed with the Board and Administration





Goal Setting

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

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



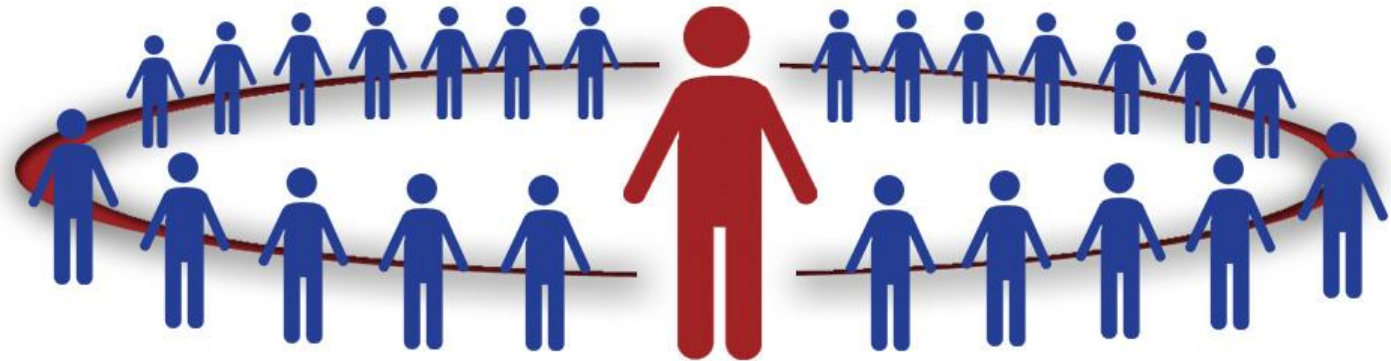
Social Emotional Learning Supports

School	# of Students	Type of Supports
Academy Park High School	37	Child Guidance Resource Center referrals, Student Assistance Program referrals completed, parent conferences and referrals to Ethos and Key Recovery
Knight Academy	0	There was no Guidance Counselor and no Coordinator of Climate first marking period
Darby Township School	87	Student Assistance Program referrals, Biweekly check-ins, weekly check-ins, social skills group (weekly or 3x's a week), classroom guidance, individual 30 min sessions for special education students (2x's a month, 3x's a month or weekly) and parent conferences
Delcroft School	18	Child Guidance Resource Center, referrals to Horsham, scheduled IEP meetings, parent conferences, Student Assistance Program referrals completed, Multi-tiered System of Support, assistance with health insurance and school counseling



Social Emotional Learning Supports

School	# of Students	Type of Supports
Harris School	29	Social Emotional Learning Groups, Student Assistance Program referrals, parent conferences and mentoring
Kindergarten Center	24	Student Assistance Program referrals, referral to Horsham, Individual Education Plan counseling provided by Social Workers, Multi-tiered Systems of Support and Child Guidance Resource Center referrals
Sharon Hill School	27	Student Assistance Program referrals, referrals to Peter’s Place and parent conferences





Upcoming Updates

- April 27, 2023
- July 27, 2023
- October 2023
- January 2024
- April 2024
- July 2024





Questions

