

# 2018 Comprehensive Plan Overview

## District Accomplishments:

1. PSSA scores are very high and far exceed state averages in all subjects.
2. PSSA scores are well above state averages in all grade levels.
3. At Penncrest High School, there was significant evidence of exceeding standards for growth in all tested areas for the 3 year average.
4. At Springton Lake Middle School there was evidence of exceeding the standard for growth in the tested area (Algebra I).
5. Overall, Keystone scores were well above state averages in all tested subjects.
6. Keystone scores for all subgroups exceeded state averages.

## District Challenges & Concerns:

### 1. Math Achievement

Concern: Although district achievement scores in Math are well above state averages, the percentage of students scoring Proficient and Advanced on the PSSA has dropped significantly. Prior to 2015, the percent of students scoring Proficient and Advanced on PSSA Math was approximately 90. From 2016 - 2018 the average number of students scoring Proficient and Advanced has dropped to 66%.

Goal 1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Goal 2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instruction practices.

Goal 3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Goal 4: Establish a system that ensures that all students have equitable access to all programs in our schools.

Strategies: Implement Professional Learning Communities, PD on Differentiated Instruction & Best Practices, Strengthen Infrastructure (MTSS)

### 2. Achievement Gap

*Concern:* An achievement gap exists among student groups. On PSSA tests, there are consistent disparities greater than 10% between the all-student group and subgroups in every subject area. Most significantly there are subgroups (African Americans, English Language Learners, Special Education and Economically Disadvantaged) that have consistently underachieved on this assessment.

Goal 1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Goal 2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instruction practices.

Goal 3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Goal 4: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Goal 5: Establish a system that ensures that all students have equitable access to all programs in our schools.

Strategies: Implement Professional Learning Communities, PD on Differentiated Instruction & Best Practices, Strengthen Infrastructure (MTSS)

### **3. Equitable Participation and Access**

*Concern:* There are groups of students ( African American, Multiracial, English Language Learners, and Special Education students) that are disproportionately underrepresented in academic programs from elementary school through high school.

Goal 1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Goal 2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instruction practices.

Goal 3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Goal 4: Establish a system that ensures that all students have equitable access to all programs in our schools.

Strategies: Implement Professional Learning Communities, PD on Differentiated Instruction & Best Practices, Strengthen Infrastructure (MTSS)

#### **4. Contemporary Learning**

*Concern:* The primary mode of instruction and school programming can be defined as, "Classical." Classical instruction, as defined by Jacobs & Alcock in their work *Bold Moves* is instruction that is linear and limited to the traditional school schedule. Currently, 10% of instruction is delivered in a manner that is described as contemporary (Jacobs and Alcock, 2017).

\*Jacobs, Heidi Hayes, and Marie Alcock. *Bold Moves for Schools: How We Create Remarkable Learning Environments*. ASCD, 2017.

Goal 1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Goal 2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instruction practices.

Goal 3: Establish a system that ensures that all students have equitable access to all programs in our schools.

Strategies: Implement Professional Learning Communities, PD on Differentiated Instruction & Best Practices ( Emphasis on the 4 c's of 21st century skills: Creativity, Collaboration, Critical Thinking, Communication)

#### **5. Student Well-Being**

From the Pennsylvania Youth Survey Results (PAYS) data:

- Over 36% of students in grades 10 and 12 reported having symptoms of anxiety and/or depression.

Goal 1: Establish a system of supports and provisions of services that fully ensures that all students develop the skills necessary to maximize their social and emotional well-being.

Strategies: Strategies: Implement Professional Learning Communities, Strengthen Infrastructure (MTSS), PD on Trauma Informed Care and teaching students age appropriate coping strategies