WEST SHORE S.D.

Future Ready Comprehensive Plan 2023-2026

Presented by
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Every three years, Pennsylvania school districts are required to submit a Future Ready Comprehensive Plan to the Pennsylvania Department of Education or PDE for short. The plan includes District goals and action items with sections for new teacher induction (Chapter 49) , professional development (Chapter 48) and gifted assurances (Chapter 16). West Shore School District's Future Ready Comprehensive Plan was developed through the active participation of parents, school directors, teachers, administrators, various school personnel, and community members.

The draft comprehensive plan will be available for public review and comment for 28 days. If approved by the Board of School Directors, the plan will be forwarded to the PDE for review. A draft of the plan is available on the District website, and paper copies are available at each school site and the District office.

Before sharing an overview of the draft Future Ready Comprehensive Plan, I want to provide some context for its development.

Several years ago, we established the District's Why, What and Hows to guide us in the decisions we make. The development of the Future Ready Comprehensive Plan is based on the promises we have made to our school community.

Student Success Anchors

1 Diversity, Equity, and Inclusion
- Diversity, Equity and Inclusion strategies, practices, and protocols
- Building and maintaining relationships
- Adults know and care about each student
- Teachers know what motivates and engages students

2 Social & Emotional Learning
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making
- Growth Mindset
- Habits of the Mind

3 Excellent Academic and Extra-Curricular Programs
- Inclusive Programming
- Highly Trained Staff
- Up-to-Date Tools and Resources
- Career Pathways
- Ability for Students to Pursue Passions
- Lifetime Activities

4 Student-Centered Teaching & Learning
- Teacher as Facilitator
- Student Voice And Choice
- Educates The Whole Child
- Career Paths (PACERS)
- Work and Life Experiences
- Flexible Scheduling
- Anytime, Anywhere Learning

5 Best Instructional Practices
- Use of Data to Inform Planning and Instruction
- Flexibility in Teaching/Learning Environment
- Use of 21st Century Skills
- Authentic Experiences (Project-Based, Performance Tasks, Etc.)
- Reading and Writing Across the Curriculum (PLN, Collins)

6 Effective Curriculum
- Aligned to Standards and Research-Based
- Utilized to Plan for Units and Lessons
- Relevant for Students
- Implemented with Internal Consistency
- Supported with District Approved Resources

PERSONALIZING LEARNING EXPERIENCES

We operationalized our promise in Student Success Anchors. The anchors clarify expectations in 6 areas:

1. Diversity, Equity And Inclusion
2. Social and Emotional Learning
3. Excellent Academic and Extra-curricular Programs
4. Student-centered Teaching and Learning
5. Best Instructional Practices
6. Effective Curriculum

We most recently added the area of Effective Curriculum based on some recent walkthrough data.

You will see action steps in the plan that reflect the need for work in specific components of the anchors.
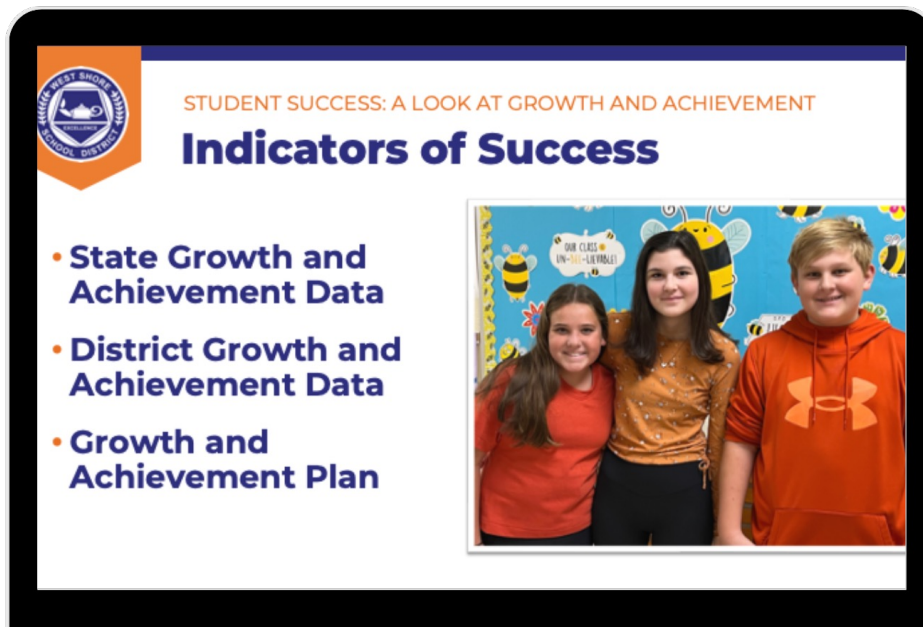
In November, I shared information about successes and challenges in the annual data presentation, as well as, actions we are taking to improve student growth and achievement. The presentation includes processes and tools we use to progress monitor student growth, as well as, interventions in place to address challenges. The presentation also shares annual proficiency targets for tested subjects that we must meet for all students, as well as, for subgroups of students. Buildings are in a continual cycle of assessment, analysis and revision as they work toward greater student proficiency.

The comprehensive plan takes a more systemic approach to improving student learning and experiences. Rather than having specific math or science targets as goals, the plan focuses on broader District challenges. This is called root cause analysis and is the process of discovering the root causes of problems in order to identify appropriate solutions. It looks for underlying issues rather than just treating symptoms and putting out fires. You will see this approach in the goals and action steps outlined in the plan.

Link to Student Success Presentation

Comprehensive Plan Overview

REQUIRED STATE REPORTS

- Academic Standards and Assessment Requirements (Chapter 4) Not for approval

- Induction Plan (Chapter 49)

- Professional Development Plan (Act 48)

- Gifted Education Plan Assurances (Chapter 16)

Seven Sections

- District Profile
- Core Foundations
- Assurances
- Needs Assessment
- Action Planning
- Plan Submission
- Monitoring

For your information, the comprehensive planning process contains seven sections: Profile, Core Foundations, Assurances, Needs Assessment, Action Planning, Plan Submission, and Monitoring for the team to complete.

In addition to the seven sections, there are additional required state reports, three that require Board approval.

Steering Committee

Committee Membership

- Parents/Guardians
- Community Members
- Board Members
- Educators
- District Administrators

The process also calls for identifying a District Steering Committee to help identify needs and possible action steps. Our steering committee consisted of approximately 50 participants that represented various stakeholders in the District.

We divided the larger committee into two subcommittees to tackle the work ahead of us. Half of the group had a focus on the new professional induction plan and the other half on professional development.

In addition to the steering committee, the District administrative instructional team, leadership team and members of the teacher curriculum council contributed to the development of the plan over the past two years.

Plan Development

Action Steps

- Identify Strengths and Challenges
- Analysis of Challenges
- Determine Priority Statements
- Write Measurable Goals
- Develop Action Plans for Goals
- Determine Professional Development Needed
- Determine How Best to Communicate Plan and Progress

We began by identifying strengths and challenges based on data that included state and local assessments. In addition, we utilized academic data, climate survey results, and analysis of attendance, course enrollment and other pieces of information relevant to determining if we are meeting the needs of all students.

Our next step was to prioritize the strengths and challenges and engage in a deeper analysis. From there, we determined priorities and set manageable goals and action steps. Finally, we agreed on a professional development plan that would support the work in front of us.

Identified Strengths

- 12 out of 13 buildings scored 100% on career measures indicated on the Future Ready Index (FRI) and the 13th building scored 98%.

- Students met growth expectations in math, ELA, and science in 10 of the 13 buildings with a strong science proficiency in grades K-6 (FRI).

- Variety of K-12 benchmark and progress monitoring tools are used to inform instruction.

- Current work to ensure equity and inclusion for all students is in place.

- Literature and resources reflecting a variety of ethnicities, races, and cultures are being included in classrooms.

- Implementation of social emotional curriculum in grades K-8.

- A multi-tiered system of supports (MTSS) is running in all elementary and middle schools.

- Students with disabilities are included in the regular education classes at a higher rate than the state average.

- Identification of students with disabilities is consistent with state data, indicating there is no disproportionality.

I pulled some of the strengths for your review because they are connected to the established priorities.

You will notice reference to academic progress as measured by state and local assessments, processes in place to progress monitor and diversity, inclusion and equity work.

Sometimes when we reference the diversity, equity and inclusion work of the District, we hear that we should just stick to the three Rs. It is important to note that "According to research, a sense of belonging is a key factor in facilitating personal growth and achievement." (See, for example, Maslow, 1943; Ryan and Deci, 2000)

What some people do not understand is the influence a sense of belonging has on growth and achievement. When students experience a sense of belonging, their academic, health, and engagement outcomes improve. They are inextricably linked. If we choose to ignore the social connection side of education, we will not see an increase in growth and achievement for all students. The key word is all.

Noted Challenges

- Math proficiency is a challenge in grades K-8.

- Students from historically underrepresented populations perform below students in other categories. That includes students with disabilities, economically disadvantaged students, and English Language Learners.

- Black and Hispanic subgroups performed lower on standardized tests than other ethnicities and are underrepresented in higher level course work at the high schools.

- High population of socioeconomic status (SES) buildings have lower proficiency.

- Consistent implementation of the written curriculum, including District approved resources.

- Consistent standards-based assessments and grading.

- High expectations for success for all students, educators, and families.

As I mentioned earlier, this year's Student Success Presentation captured several of the challenges already identified and we are hard at work to close achievement gaps and to provide a place where everyone feels welcome and valued, but of course we have more to do.

I chose a few of the challenges to share that are connected to the goals and action steps. You will notice, I included challenge information about the performance of historically underrepresented student populations, specifically black and Hispanic subgroups and low SES schools. Ensuring there are high expectations for all students may be part of the challenges we face with student growth and achievement with certain subpopulations. That challenge would be considered a root cause challenge that must be addressed for true change to occur.

You will also notice some challenges relate to curriculum and instruction. We already have effective screening, progress monitoring and intervention tools in place for tested subjects, so that does not need to be included in the plan. What does need to be included is a look at curriculum, instruction and assessment – No matter how many interventions we have, true growth for all students will be slow if there is a breakdown in the curricular realm.

Effective Curriculum

- Aligned to standards and research-based

- Utilized to plan for units and lessons

- Relevant for students

- Implemented with internal consistency

- Supported with District approved resources

The comprehensive plan offers an ideal time to examine our curriculum, instruction and assessment practices. During and after the pandemic, teachers needed to make difficult and sometimes quick decisions about how to close gaps, what was essential to teach in condensed timeframes, and what was essential to assess. Now that we are stable in terms of our school schedules and calendar, we must reevaluate our practices to ensure all children are receiving the written curriculum in its entirety.

Overarching Measurable Goals

GOAL #1

- Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

GOAL #2

- Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

With all of this being said, we decided to focus on two overarching goals. We brought goal number one over from the previous strategic plan because there is still work to do.

Goal #1
Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Goal # 2
Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

Overarching Measurable Goals

GOAL #1

Our District will establish systems that ensure consistent implementation of standards-aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Task 1
Consistent Implementation

Task 2
Continual Improvement Curriculum

Task 3
Effective Use of Resources

The first goal captures the importance of a guaranteed and viable curriculum for student growth and achievement. When this is missing, students will have learning gaps and will fail to grow and reach proficiency.

What is a guaranteed curriculum? Every student enrolled in the same class, course, or grade level is exposed to the same rigorous curriculum regardless of the teacher to whom they are assigned.

What is a viable curriculum? Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum. While teachers have great flexibility in how to teach and meet the needs of their students, there must be consistency in what is taught and learned by all and that it can be taught in the allotted time. Pacing of a course is still important and ensuring our students are afforded the opportunity to experience all of the curriculum in a course is essential. We found in some data that there was discrepancy here that needed to be addressed.

We committed to three tasks under Goal #1 that would address challenges.:

Task 1: Consistent Implementation
Provide clarity about expectations for pacing, planning, instruction, and assessment. We decided to develop and implement a comprehensive walkthrough supervision tool during the course of the comprehensive plan.

Once this tool is developed we will be able to:
- Ensure everyone knows, understands and is held accountable to expectations.
- Use data gathered from the tool to determine what additional professional development needs there may be, who would benefit from instructional coaching or who would be an exceptional coach for others.

Overarching Measurable Goals

GOAL #1

Our District will establish systems that ensure consistent implementation of standards-aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Task 1
Consistent Implementation

Task 2
Continual Improvement Curriculum

Task 3
Effective Use of Resources

Task 2: Continual Improvement Curriculum

We found inconsistent use of the written District curriculum in some classrooms, which leads to inequities in access to standards-aligned instruction as well as resources. When this occurs our curriculum is not viable or guaranteed and becomes more about the teacher you have than the curriculum of the course.

Because part of the plan is ensuring teachers are following the curriculum, we must first ensure the curriculum is properly aligned. Although we regularly review curriculum via our mini-curricular teams, it is important to take another look not only to ensure alignment but to ensure that sufficient time is allotted to teach concepts and skills and that these concepts and skills are taught at strategic times of the year.

Task 3: Effective Use of Resources

We found there was inconsistent use of District approved anchor resources for core instruction. Anchor resources are ones that are selected based on solid research and effectiveness for the subject area. When this occurs, our curriculum is not viable or guaranteed. For example we use Exact Path in ELA and math as part of an overall plan. We expect our teachers to utilize this resource consistently. Teachers are able to select supplemental resources to use they just cannot supplant a District resource with something else.

Overarching Measurable Goals

GOAL #2

Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

Task 1
High Expectations for all Students/Social Emotional Learning

Task 2
School Climate and Culture/Sense of Belonging

Task 3
Inclusive Curriculum

Our second goal supports the promise to be a place where everyone feels welcomed and valued. In order for that to occur, we need to continue our DEI work and embed social emotional learning into our schools K-12.

A sense of belonging is positively connected to higher achievement in students which is the essential work of a district. When students feel and are part of the school community, have meaningful relationships with staff and other students and understand that we hold high expectations for their growth and achievement, academically, social-emotionally and behaviorally, they are more apt to find success.

The Pennsylvania Department of Education recently introduced several mandated trainings for educators. Culturally Responsive and Sustaining Education is one of them and is defined as education that ensures equity for all students and seeks to eliminate barriers that inhibit the success of all students, particularly those who have been historically underrepresented. Culturally relevant and sustaining education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness and emerging factors that inhibit equitable access for all students.

This goal has 3 tasks:

Task 1: High Expectations for all Students/Social Emotional Learning
The first task focuses on social-emotional learning. As you know implementation of the K-8 CharacterStrong program went well this year. We will continue into year two of implementation. Research clearly demonstrates the significant role of SEL in promoting the healthy development and academic achievement of all students. The expectation for staff for year one was to utilize the lessons and familiarize themselves with the platform and resources. Year two will have staff diving more deeply into the platform and identifying tier two and three lessons and supports for students struggling in their slower acquisition of social skills which interferes with their success.

Overarching Measurable Goals

GOAL #2

Our District will establish systems that promote a sense of belonging for all students, support the acquisition of social emotional skills and provide a safe learning environment.

Task 1
High Expectations for all Students/Social Emotional Learning

Task 2
School Climate and Culture/Sense of Belonging

Task 3
Inclusive Curriculum

High school staff will identify a social emotional learning program during the 2023-2024 school year and begin to train staff, with full implementation during the 2024-2025 school year.

Task 2: School Climate and Culture/Sense of Belonging
Implementation the DEI building plans will be a priority as it is never "done". As mentioned earlier, when students experience a sense of belonging their academics and behaviors improve. They are inextricably linked. Buildings will continue to implement the School Climate Survey and use the data to determine areas of growth and areas for continued attention.

Task 3: Inclusive Curriculum
We will ensure curriculum, including resources and assessments, are representative of our students and the world around them. Do students see their own experiences in the curriculum and resources as well as ones different than theirs? Are groups represented in a positive, successful light?

Diverse and inclusive curriculum benefits all students. Not only does it create greater multicultural awareness and help students with different backgrounds and needs succeed, it encourages acceptance and helps prepare students to thrive in a diverse world.

Professional Development Plan

Three Focus Areas for Professional Development

- Comprehensive Planning Goals - Chapter 48

- Induction of New Professionals - Chapter 49

- District Priorities not in the Comprehensive Plan

Once goals were set and action steps established the team needed to determine professional development steps.

The professional development part of the comprehensive plan has three parts:

- **PD connected to the comprehensive planning goals. This is professional development that focuses on:**
  - Social emotional learning
  - Diversity, equity and inclusion practices
  - Building and maintaining relationships
  - Standards-based assessment and grading practices

- **PD for induction of new professionals Chapter 49**
  This is an extensive program of professional development learning opportunities and supports for new professionals. In addition to the platform generated plan, there is a District Plan that includes great detail. We are proud of the New Professional Plan as it reflects the importance of mentoring teams, strong relationships and mentor training.

- **PD that aligns with additional District priorities Act 48**
  This reflects some of the District priorities not in the comprehensive plan. You will notice that this plan includes the new mandated trainings I shared with you a few months ago. Structured Literacy, Professional Ethics and CR-SE Culturally Relevant and Sustaining Education.

Our professional learning opportunities reflect best practice: Voice and choice, Varied formats, Relevant, Growth focused, Reflective, and Responsive.

I would like to orient you to the Comprehensive Plan document before finishing the presentation.

The first few pages of the report contain the profile, educational values, mission and vision with assurances baked in throughout the document.

Page 11 has the summary of strengths. This is not a complete list of our strengths. Much of the information comes from the Future Ready Index. We needed to decide whether to include the strength in the plan based on its relevance.

Challenges begin on page 12. We were strategic when deciding what to include in the plan. Just because it was not considered does not mean we are not working on it. Math proficiency would be an example. As I mentioned, the comprehensive plan is strategic in nature and addresses challenges that require deep work.

An analysis starts on page 14 and page 15 and the final challenges are identified to include.

Goal setting begins on page 16 and includes targets for each year. Information about the walk-through tool, curricular audits and standards-based grading are found here.

Page 21 has PD activities solely connected to achieving the goals of the plan followed by the communication plan.

Board and Public Review

- The Board and community will have an opportunity over the next 28 days (until June 8) to review the documents and plan, ask questions, and provide feedback.

- After the window for feedback closes, we will review suggestions and make any changes deemed appropriate before the plan is presented to the Board for adoption on Thursday, June 15.

The final part of the plan is communication. The District's Instructional Team and Building Administrators will provide students, staff and community updates about the work at hand and progress made. We will need to provide a formal progress update to PDE at the end of each school year.

So what's next? The documents will be on review until June 8. Members of the steering committee will review feedback and make changes if appropriate with a final vote on June 15, 2023. From there, Dr. Stoltz will submit the plan to the PDE for approval.

As always if you have any questions, please do not hesitate to reach out.