## Profile and Plan Essentials

| LEA Type | | AUN | |
|---|---|---|---|
| The School District of Jenkintown | | 123463803 | |
| **Address 1** | | | |
| 325 Highland Avenue | | | |
| **Address 2** | | | |
| | | | |
| **City** | **State** | **Zip Code** | |
| Jenkintown | PA | 19046 | |
| **Chief School Administrator** | | **Chief School Administrator Email** | |
| Dr. Jill Takacs | | takacsj@jtowndrakes.org | |
| **Single Point of Contact Name** | | | |
| Dr. Jill Takacs | | | |
| **Single Point of Contact Email** | | | |
| takacsj@jtowndrakes.org | | | |
| **Single Point of Contact Phone Number** | | | |
| 215-884-1801 | | | |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------|---------------|----------------------------|-------|
| Jill Takacs | Administrator | District | takacsj@jenkintown.org |
| Thomas Roller | Administrator | MS/HS | rollert@jenkintown.org |
| Michele Glennon | Administrator | District | glennonm@jenkintown.org |
| Jim Cummins | Administrator | District | cumminsj@jenkintown.org |
| Chris Jahnke | Administrator | Elementary School | jahnkej@jtowndrakes.org |
| Karen Ovington | Administrator | District | ovingtonk@jenkintown.org |
| Mike Nickerson | Administrator | District | nickersonm@jenkintown.org |
| Stephanie Feaster | Parent | Parent | pereirafeaster@gmail.com |
| Leslie Vnenchak | Parent | Parent | Leslie.vnenchak@gmail.com |
| Rozanna Torres | Community Member | Business/Community | rosiet314@gmail.com |
| Julianna Reyes | Student | MS/HS | 25jreyes@jtowndrakes.org |
| Nick Dvalishvili | Student | MS/HS | 25ndvalishvili@jtowndrakes.org |
| Jeannie Geehan | Student | MS/HS | 25jgeehan@jtowndrakes.org |
| Morgan Bolds | Student | MS/HS | 25mbolds@jtowndrakes.org |
| Megan O'Brien | Board Member | Board | obrienm@jtowndrakes.org |
| Katie Costandino | Board Member | Board | costandinok@jtowndrakes.org |
| Bridget Beauchamp | Board Member | Board | beauchampb@jtowndrakes.org |
| Sarah Berry | Parent | Parent | Leslie.vnenchak@gmail.com |
| Kelly Hudson | Parent | Parent | hudsonkellya@gmail.com |
| Catherine Lamplugh | Staff Member | Secondary | lamplughc@jenkintown.org |
| India Simons | Staff Member | Learning Support | simonsi@jenkintown.org |
| Rochelle Shearlds | Parent | Parent | Pinkshells5@gmail.com |
| Sarah Thatcher | Staff Member | Secondary | thatchers@jenkintown.org |
| Jiji Torres | Community Member | Business/Community | |
| Darreth Zeccardi | Parent | Parent | darrethzeccardi@gmail.com |
| Elizabeth Hetrick | Staff Member | Nurse | hetricke@jenkintown.org |
| Grant Schmucker | Parent | Parent | grantschmucker@gmail.com |
| Carrie Flanagan | Staff Member | Elementary | flanaganc@jenkintown.org |
| Maggie Hennelly | Staff Member | Elementary | hennellym@jenkintown.org |

## LEA Profile

The School District of Jenkintown is located in suburban Montgomery County, three miles north of Philadelphia. The population of the one square mile community is approximately 4,473.

The population characteristics of Jenkintown have been stable over the past ten years. Taken from the October 2020 enrollment report, the school district's enrollment is 745 students. With the downsizing of senior citizens to apartments, condominiums, or relocation the number of single parent families has increased. The geographical boundaries of the borough (and the school district) have not changed since 1990, and most land is used in single story dwellings with some commercial development in office buildings and a strip of stores and businesses located along State Route 611. The median age is 45 years old within the age distribution of Jenkintown and the overall population rate is projected to remain consistent.

Since the amount of state funding is minimal and the district works with the contraints of the the Act 1 index, the generation of revenues to cover increasing educational costs is a concern. Additional concerns include the financial burden on the district for expenses such as reduced assessment values, increased PSERS, healthcare, and benefit costs.

The Borough of Jenkintown and the School District of Jenkintown is a middle to middle-upper class neighborhood situated near the City of Philadelphia and identified as one of its more desirable suburbs. The district has a reputation for excellence and its students have been successful in college and professional settings.

The School District of Jenkintown shares the same boundaries of Jenkintown Borough located in southern Montgomery County. It is quite a small area, comprising less than a square mile. It is bordered on the south by the community of Cheltenham and on the north by Abington. The Borough is somewhat hilly and almost all land is occupied. The regional rail system has a major station in Jenkintown, which serves five different rail routes. Jenkintown was incorporated in 1875 and the first Board of Education was organized the same year. The high school building and the elementary building are on a unified campus surrounded by a residential area.

The main recreational facilities available to the Jenkintown community are those located on school district property. Therefore, the schools, gyms, and fields are the hub of the community. The many organizations that use the facilities are Scouts, booster clubs, the Catholic Youth Organization (CYO), neighborhood recreational groups, a local dance studio, and the Jenkintown Music Theater, an organization of community adults and students.

The buildings are also used for occasional Borough meetings and as polling places on election days. The district organizes and staffs both summer and winter recreational programs.

The School District of Jenkintown is in close proximity to a multitude of post-secondary academic institutions. Within minutes of the borough are Arcadia University, Manor College, Temple University's Tyler School of Art and the Abington campus of the Pennsylvania State University. When expanding the radius out to 20 miles, there are dozens of the nation's finest universities in Philadelphia and its suburbs, including the University of Pennsylvania and Temple University. Eighty five to ninety percent of Jenkintown students historically attend post-secondary education.

The School District of Jenkintown has 1 superintendent, 1 elementary school principal, 1 middle/high school principal, 1 director of athletics, 1 director of special education/student services, 1 director of technology, 1 nurse, and 1 business manager. The school district has approximately 70 teachers, and 25 additional staff. Facilities are managed by Interstate Services and cafeteria services is managed and staffed by Metz Culinary Corporation. Every teacher in School District of Jenkintown was rated as Highly Qualified for the 2020-2021 school year. The school district has also implemented a differentiated supervision model of professional development that focuses on evaluation and professional growth.

One of the most compelling reasons for Jenkintown's success is the talented, experienced professional staff. Many of our teachers are recognized professional leaders who participate and present at conferences, contribute to curricular revisions, participate in staff development, and take graduate level course work to enrich their professional practice.

The 2021-2022 General Fund Budget for the School District of Jenkintown is supported primarily through local revenues and has expenditures in excess of $18,000,000, which are mostly funded through local tax efforts. State revenues and federal funds represent approximately 15% of the District's total revenue. The majority of the district's budget is expended on personnel, healthcare costs, and fringe benefits.

The Annual Budget is presented in proposed form to the community at a regular meeting of the School Board and mailed to every address in the School District. A public Hearing is then conducted prior to the final adoption of the Budget.

## Mission and Vision

**Mission**

The School District of Jenkintown cultivates a safe, inclusive, and dynamic learning community that embraces diversity, nurtures individual growth, and empowers students to excel academically and beyond the classroom  while preparing them to thrive in an ever-evolving global society.

**Vision**

We are dedicated to advancing a culture of innovation, collaboration, and personal excellence, where every learner is inspired to reach their full potential and become productive citizens and lifelong contributors to their community and a changing world.

## Educational Values

**Students**

As a student I support the mission of JSD through community, fun, sportsmanship, diversity, and tradition. We believe in fostering an inclusive and engaging environment where individuals can come together to build strong connections, embrace healthy competition, celebrate diversity, and honor the timeless traditions that unite us.

**Staff**

As teachers and staff we are committed to the mission/vision of JSD by investing in our students and community to create opportunities for collaboration, inclusion, growth, and the pursuit of knowledge.

**Administration**

As administrators, we are committed to fostering a culture of exemplary leadership, unwavering integrity, and collaborative teamwork. We believe that instilling these core values in our educators, staff, and students, we are cultivating an environment that not only nurtures academic excellence but also prepares individuals for success in a globally interconnected world.

**Parents**

As parents, we are accountable for supporting the mission / vision of JSD in an authentic way to ensure inclusion and equality for future generations.

**Community**

As community members, we believe in facilitating community collaboration through a spirit of service that fosters creative solutions for all students and families.

**Other (Optional)**

Omit selected.

# Future Ready PA Index

## Review of the School(s) Level Performance

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| Percent Proficient/Advanced in English Language Arts/Literature | All Student Group Meets Interim Goal/Improvement Target (Elementary School) |
| Academic Growth Expectations in English Language Arts/Literatures | All Student Group Meets the Standard Demonstrating Growth (Elementary School) |
| Percent Proficient/Advanced in Mathematics/Algebra 1 | All Student Group Meets Interim Goal/Improvement Target (Elementary School) |
| Academic Growth Expectations in Mathematics/Algebra 1 | All Student Group Exceeds the Standard Demonstrating Growth (Elementary School) |
| English Language Arts/Literature | All Student Group Meets the Standard Demonstrating Growth (Elementary School) |
| Mathematics/Algebra | All Student Group Exceeds the Standard Demonstrating Growth (Elementary School) |
| Science/Biology | All Student Group Meets the Standard Demonstrating Growth (Elementary School) |
| Career Standards Benchmark | All Student Group Exceeds Performance Standard |
| Percent Proficient/Advanced in English Language Arts/Literature | All Student Group Meets Interim Goal/Improvement Target (Middle/High School) |
| Academic Growth Expectations in English Language Arts/Literatures | All Student Group Exceeds the Standard Demonstrating Growth (Middle/High School) |
| Percent Regular Attendance | All Student Group Meets Performance Standard |
| Percent Career Standards Benchmark | All Student Group Exceeds Performance Standard |
| Percent Four-Year Cohort Graduation | All Student Group Meets 2033 Statewide Goal |
| Percent Rigorous Courses of Study | 73% of learners at the High School |

### Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| Mathematics/Algebra | All Student Group Did Not Meet Interim Goal/Improvement Target (Middle/ High School) |
| Science/Biology | All Student Group Did Not Meet Interim Goal/Improvement Target (Middle/High School) |
| Mathematics/Algebra | All Student Group Did Not Meet the Standard Demonstrating Growth |
| Science/Biology | All Student Group Did Not Meet the Standard Demonstrating Growth School Year 22-23 |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

| **Indicator**<br>English Language Arts/ Literature (Middle/ High School)<br>**Grade Level(s) and/or Student Group(s)**<br>All Student Group Exceeds the Standard Demonstrating Growth | **Comments/Notable Observations**<br>Our curriculum and instruction have been strong and have led to student growth. |
|---|---|
| **Indicator**<br>**Grade Level(s) and/or Student Group(s)** | **Comments/Notable Observations** |

| Indicator<br>**Grade Level(s) and/or Student Group(s)** | **Comments/Notable Observations** |
|---|---|
| Indicator<br>**Grade Level(s) and/or Student Group(s)** | **Comments/Notable Observations** |

## Challenges

| Indicator<br>**Grade Level(s) and/or Student Group(s)** | **Comments/Notable Observations** |
|---|---|
| **Indicator**<br>Mathematics/Algebra 1 (Middle/High School)<br>**Grade Level(s) and/or Student Group(s)**<br>Many of our subgroups underperformed in this cohort comparatively. | **Comments/Notable Observations**<br>Some of this data is a result of Keystone opt outs as well as the keystone waiver from 2019-2020 in which no testing occurred. |
| **Indicator**<br>Science/Biology (Middle/High School<br>**Grade Level(s) and/or Student Group(s)**<br>Many of our subgroups underperformed in this cohort comparatively. | **Comments/Notable Observations**<br>Some of this data is a result of Keystone opt outs as well as the keystone waiver from 2019-2020 in which no testing occurred. |
| **Indicator**<br>Elementary Mathematics<br>**Grade Level(s) and/or Student Group(s)**<br>Black, Students with disabilities, combined ethnicity | **Comments/Notable Observations**<br>These three subgroups have a downward trend based on the 22-23 school year. |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| We have strong achievement data both as cohorts and within subgroups. This is the result of high quality teaching and support from our community. |
| In places where our achievement has dipped, we have seen growth from student populations. |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

| |
|---|
| A continued focus on data driven decision making and analysis of local/state assessments will help us to prioritize curricular and instructional shifts. |
| A strong focus on tier 2 and 3 interventions will better allow us to support individual students and improve our achievement data. |

# Local Assessment

## English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| AP Literature and AP Language Scores | More than 90% of students taking these assessments scored a 3 or higher with more than 80% scoring a 4 or higher |
| Localized End of Year Assessments | Final Exams and Formative Assessment results indicate high level of performance in this area |
| PSAT/SAT Scores | Results indicate students are well prepared to achieve high scores on these assessments |

## English Language Arts Summary

### Strengths

| |
|---|
| Strong Teachers with Knowledge of Curriculum |
| Small Class Sizes and Individualized Instruction/Support |

### Challenges

| |
|---|
| As we continue to cycle through curriculum revisions, special attention will be paid to local assessment quality and depth of knowledge. |
| We continue to look for ways to provide tiered interventions with efficacy. |

## Mathematics

| Data | Comments/Notable Observations |
|---|---|
| SAT/PSAT Scores | Indicate students are well prepared for these assessments |
| AP Scores | 90% of students scoring 3 or higher on this assessment |
| Keystone Exam Scores | Impact of Pandemic on ability to cover all content in Algebra I |

## Mathematics Summary

### Strengths

| |
|---|
| Strong Teachers with Knowledge of Content/Standards |
| Smaller class sizes and support for students |

### Challenges

| |
|---|
| As we continue to cycle through curriculum revisions, special attention will be paid to local assessment quality and depth of knowledge. |
| We continue to look for ways to provide tiered interventions with efficacy. |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|

| % of student proficient in utilizing STEAM Makerspace equipment and technology | Courses designed to include assessments in utilizing Makerspace tools effectively for student products and presentations |
|---|---|
| % of students who can effectively utilize technology for presentation purposes | Graduation Project presentations/localized student presentations |

## Science, Technology, and Engineering Education Summary

### Strengths

We have strong interest from students and our community in our STEAM offerings.

### Challenges

With the new STEELS standards, a significant focus will be places on integrating phenomena based teaching and integrating the new standards.

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Continued implementation of Chapter 339 Plan | |
| Stronger use of Naviance for student planning purposes | |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---|---|
| Shared View Planning Goals with Eastern Center for Arts and Technology | Yearly data review meetings |
| Completer Certificate Data | Annual review of completer certificate data |
| NOCTI Results | Annual review of student performance on NOCTI Assessment |

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

| We continue to see high levels of success and student engagement with our Career Education and Work Portfolio. |
|---|
| Our graduation rate has consistently been 100% which is the result of meeting individual students needs in our local school community. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| We can strengthen our communication to students and families in relation to post graduate opportunities and how our curriculum and programmatic offerings support that work. |
|---|
| The STEELS implementation will further connect curriculum to real-world authentic scenarios and application helping students to see and feel relevant learning experiences. |

# Equity Considerations

## English Learners
**True** This student group is not a focus in this plan.

## Students with Disabilities
**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| Elementary Imagine Learning Literacy | Students identified with disabilities are recovering to pre pandemic levels but scoring lower than their grade level peers. |
| Elementary Imagine Learning Mathematics | Students identified with disabilities are recovering to pre pandemic levels but scoring lower than their grade level peers. |
| | |

## Students Considered Economically Disadvantaged
**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| Elementary Imagine Learning Literacy | Students identified as economically disadvantaged are scoring comparably to their grade level partners. |
| Elementary Imagine Learning Mathematics | Students identified as economically disadvantaged are scoring comparably to their grade level partners. |
| | |

## Student Groups by Race/Ethnicity
**True** This student group is not a focus in this plan.

# Summary

## Strengths
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Out students identified as economically disadvantaged are scoring consistently with their grade level peers. |
| Our students identified with disabilities are recovering to pre-pandemic levels. |
| |
| |
| |

## Challenges
Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Our students identified with disabilities score somewhat lower than their grade level peers on local assessments. While this disparity is not significant in most cases, it is something to track and better understand. |
| While not significant, places where subgroup disparity is occurring, a focus on MTSS Tiered Interventions and strengthening core instruction will support improved achievement. |
| |
| |
| |

## Designated Schools

There are no Designated Schools.

# Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | The Special Education plan has all the necessary components  required by the Pennsylvania Department of Education. The plan includes: the identification process, enrollment, Least Restrictive Environment, behavior Support Services, FAPE, and personnel development and training. |
| Title 1 Program | Provide interventions and supports to ensure all students are able to read on grade level. |
| Student Services | District provides all necessary services to include OT, PT, Speech, Counseling, Nursing, SAP, SETT |
| K-12 Guidance Plan (339 Plan) | Utilization of Naviance as a means of collecting artifacts at each age increment to support career and college readiness. |
| Technology Plan | The Technology Department operates on four themes in supporting and providing technology to teachers and students - infrastructure, access, integration, and community outreach.  The original district technology plan was part of the 2008-2014 Strategic Plan and subsequently revised based on the 2017-2019 Strategic plan. Our current technology plan is as follows:  Infrastructure   All network and wireless infrastructure have been completely upgraded between 2018-2020. New access points, wireless controllers, virtual servers, building automation systems, network switches, and a new Palo Alto firewall have been implemented. The district has also increased its bandwidth to over 1GB to provide high-speed Internet access for all students and teachers. The District has a K-12 Chromebook 1:1 program to improve technology integration across the curriculum with classroom activities that require access to digital content; thereby creating a productive and engaging learning environment.    Access The replacement of Chromebook computers continues to be carefully evaluated both for need and utilization in favor of providing more mobile technology. 1:1 Chromebooks in grades K-12 to support classroom technology projects and access to a richer and broader range of web-based learning tools and services including Google Apps. For example, collaborative video projects and the creation of documentaries and websites have supported students' innate ability to create. We are seeing expanded use of Digital Textbooks. The Chromebook keeps engaging our students in countless ways.  Chromebooks are available to students for skill-building and content creation through tools and apps, as well as diverse learning needs addressed with apps. District curriculum includes technology components as education focuses on digital age learning skills including collaboration, communication, creativity, and critical thinking.  Integration This is the symbiotic relationship between curriculum, instruction, and technology which directly impacts technology purchased and implemented throughout the District.  Technology is a tool used by students and staff alike to collaborate on global levels; therefore The School District of Jenkintown must provide and maintain a robust Infrastructure, enable access and assume the role of ultimate technology broker.  All of this in the name of integration, so that we may propel our learning communities into a digital and global society.  Community Outreach The School District of Jenkintown continues to promote Digital Citizenship to all stakeholders. We have offered multiple tech nights for parents to help them understand the world of digital parenting; a tech leadership forum was held with K-12 parents, and staff training is ongoing. |
| English Language Development Programs | ELL program utilizes both pull out and push-in services. |

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Access to technology and resources remain a point of pride for our school district.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

There are emerging multilingual learning populations and funding and supports remain stagnant.

# Conditions for Leadership, Teaching, and Learning

## Empower Leadership for District Continuous Improvement

| | |
|---|---|
| Foster a vision and culture of high expectations for success for all students, educators, and families | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Operational |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Exemplary |

## Focus on Continuous Improvement of Instruction

| | |
|---|---|
| Ensure effective, standards-aligned curriculum and assessment | Emerging |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | Operational |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Exemplary |

## Provide Student-Centered Supports so That All Students are Ready to Learn

| | |
|---|---|
| Coordinate and monitor supports aligned with students' and families' needs | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | Emerging |

## Implement Data-Driven Human Capital Strategies

| | |
|---|---|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers | Operational |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | Operational |

## Organize and Allocate Resources and Services Strategically and Equitably

| | |
|---|---|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Emerging |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | Operational |

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

| |
|---|
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district. |

| |
|---|
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning . |

## Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

| |
|---|
| Ensure effective, standards-aligned curriculum and assessment. |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---|
| We have strong achievement data both as cohorts and within subgroups. This is the result of high quality teaching and support from our community. | True |
| In places where our achievement has dipped, we have seen growth from student populations. | False |
| Strong Teachers with Knowledge of Curriculum | False |
| Small Class Sizes and Individualized Instruction/Support | False |
| Strong Teachers with Knowledge of Content/Standards | False |
| Smaller class sizes and support for students | False |
| We have strong interest from students and our community in our STEAM offerings. | False |
| We continue to see high levels of success and student engagement with our Career Education and Work Portfolio. | False |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district. | True |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning . | False |
| Out students identified as economically disadvantaged are scoring consistently with their grade level peers. | True |
| Our students identified with disabilities are recovering to pre-pandemic levels. | True |
| Our graduation rate has consistently been 100% which is the result of meeting individual students needs in our local school community. | False |
| Access to technology and resources remain a point of pride for our school district. | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|---|---|
| A continued focus on data driven decision making and analysis of local/state assessments will help us to prioritize curricular and instructional shifts. | True |
| A strong focus on tier 2 and 3 interventions will better allow us to support individual students and improve our achievement data. | False |

| | |
|---|---|
| As we continue to cycle through curriculum revisions, special attention will be paid to local assessment quality and depth of knowledge. | False |
| We continue to look for ways to provide tiered interventions with efficacy. | False |
| There are emerging multilingual learning populations and funding and supports remain stagnant. | False |
| As we continue to cycle through curriculum revisions, special attention will be paid to local assessment quality and depth of knowledge. | True |
| We continue to look for ways to provide tiered interventions with efficacy. | False |
| With the new STEELS standards, a significant focus will be places on integrating phenomena based teaching and integrating the new standards. | False |
| We can strengthen our communication to students and families in relation to post graduate opportunities and how our curriculum and programmatic offerings support that work. | False |
| Ensure effective, standards-aligned curriculum and assessment. | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. | True |
| Our students identified with disabilities score somewhat lower than their grade level peers on local assessments. While this disparity is not significant in most cases, it is something to track and better understand. | False |
| The STEELS implementation will further connect curriculum to real-world authentic scenarios and application helping students to see and feel relevant learning experiences. | False |
| While not significant, places where subgroup disparity is occurring, a focus on MTSS Tiered Interventions and strengthening core instruction will support improved achievement. | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

There are many areas of pride that we have here in Jenkintown.  We have wonderful teachers, supportive families, and amazing students.  We believe that our next plan should further analyze our educational and extracurricular programming through two lenses: innovation and equity. We also believe that while we do that, we can strengthen core instruction, provide additional supports based on data, and strengthen connections with our community.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. | Our data shows us that increasing communication frequency and quality would be appreciated by our community. We have opportunities to strengthen the relationships with local business and community organizations over the next three years especially considering the 150th celebration that is occurring. | True |
| A continued focus on data driven decision making and analysis of local/state assessments will help us to prioritize curricular and instructional shifts. | While we have local assessments in place, our ability to analyze and leverage them for instructional decision making and then systematic decision making can improve. Using high quality assessments will improve our ability to meet the needs of learners through our MTSS Tiered Intervention systems. | True |
| As we continue to cycle through curriculum revisions, special attention will be paid to local assessment quality and depth of knowledge. | While some of the work attached to these challenges are a result of statewide initiatives, we do see opportunities in these focus areas. In addition, conducting a needs assessment will allow us to measure how equitably we are using and accessing physical and digital resources and programming. | True |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district. | |
| Out students identified as economically disadvantaged are scoring consistently with their grade level peers. | |
| Our students identified with disabilities are recovering to pre-pandemic levels. | |
| We have strong achievement data both as cohorts and within subgroups. This is the result of high quality teaching and support from our community. | |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | If we analyze our current extracurricular programming through equitable and innovative lenses then we will be able to expand our offerings to better meet the needs of our learners. |
| | If we strengthen our abilities to collect, analyze, utilize, and communicate data then we will ensure more equitable and consistent opportunities for our learners and their families. |
| | If we analyze our current educational programming through equitable and innovative lenses then we will be able to expand our offerings to better meet the needs of our learners. |

# Goal Setting

## Priority: If we analyze our current extracurricular programming through equitable and innovative lenses then we will be able to expand our offerings to better meet the needs of our learners.

| Outcome Category |
|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably |
| **Measurable Goal Statement (Smart Goal)** |
| By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus. |
| **Measurable Goal Nickname (35 Character Max)** |
| High Quality Extracurricular Programming |

| Target Year 1 | Target Year 2 | Target Year 3 |
|---|---|---|
| By the end of the 2024-2025 school year our students will have more equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletic offerings, clubs, and activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. | By the end of the 2025-2026 school year our students will have more equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. | By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus. |

## Priority: If we strengthen our abilities to collect, analyze, utilize, and communicate data then we will ensure more equitable and consistent opportunities for our learners and their families.

| Outcome Category |
|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction |
| **Measurable Goal Statement (Smart Goal)** |
| By the end of the 2026-2027 school year our strengthened analysis of common assessments and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitably and consistently utilized to meet the individual needs of all learners. |
| **Measurable Goal Nickname (35 Character Max)** |
| Use of Data |

| Target Year 1 | Target Year 2 | Target Year 3 |
|---|---|---|
| By the end of the 2024-2025 school year we will have strengthened our analysis of common | By the end of the 2025-2026 school year we will have strengthened our analysis of common | By the end of the 2026-2027 school year our strengthened analysis of common assessments |

| assessments and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitable and  consistently utilized to meet the individual needs of all learners. | assessments and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitable and consistently utilized to meet the individual needs of all learners. | and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitably and consistently utilized to meet the individual needs of all learners. |

## Priority: If we analyze our current educational programming through equitable and innovative lenses then we will be able to expand our offerings to better meet the needs of our learners.

| Outcome Category |
| --- |
| Essential Practices 1: Focus on Continuous Improvement of Instruction |

| Measurable Goal Statement (Smart Goal) |
| --- |
| By the end of the 2026-2027 school year our students will have equitable access to expanded  high-quality educational programming based on the educational facilities and program  evaluation review  (ie. mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. |

| Measurable Goal Nickname (35 Character Max) |
| --- |
| Educational Programming |

| Target Year 1 | Target Year 2 | Target Year 3 |
| --- | --- | --- |
| By the end of the 2024-2025 school year we will begin to design and expand high  quality-educational programming based on the educational facilities and program evaluation review  (ie, mental health services, STEAM, and/or career readiness opportunities) ensuring that students have the necessary skills for post-secondary life. | By the end of the 2025-2026 school year we will begin to implement the expansion of high  quality educational programming based on the educational facilities and program evaluation review  (ie, mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. | By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality educational programming based on the educational facilities and program  evaluation review  (ie. mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. |

# Action Plan

## Measurable Goals

| High Quality Extracurricular Programming | Use of Data |
|---|---|
| Educational Programming | |

## Action Plan For: Program Evaluation

| **Measurable Goals:** |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded  high-quality educational programming based on the educational facilities and program  evaluation review  (ie. mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Complete Curricula rewrites for Foreign Lang. K-12 Complete Curricula rewrites for ELA Writing K-12 Complete Curricula rewrites for So. Studies K-12 Complete Curricula rewrites for ELA Reading 7-12 | | 2024-09-01 | 2025-01-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principals Superintendent Director of Special Education Director of Technology | Subject specific curricular materials, text books, secondary source materials | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete Curricula rewrites for ELA Reading K-6 Complete Curricula rewrites for Math K-6 Complete Curricula rewrites for Math 9-12 Complete Curricula rewrites for Science K-12 Complete Curricula rewrites for Special Areas K-12 | | 2024-09-01 | 2026-01-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principals Superintendent Director of Special Education Director of Technology | Subject specific curricular materials, text books, secondary source materials | No | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Meet anticipated completion dates. New curricula embedded in lesson plans 4-8 weeks post completion dates.  Strengthened curriculum that is equitable, innovative, and leads to improved student outcomes. | Principals and Director of Special Services review lesson plans and conduct formal observations. |

## Action Plan For: Structured Literacy Professional Learning and Implementation

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded  high-quality educational programming based on the educational facilities and program  evaluation review  (ie. mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Provide Structured Literacy Training for required staff. | | 2024-08-30 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Literacy Consultant Building Principals Superintendent Director of Special Education Director of Technology | None | Yes | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Elementary Literacy Pilot- Schoolwide | | 2024-09-01 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Elementary Principal Superintendent Director of Special Services Director of Technology | Schoolwide Curricular Materials | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Structured Literacy integration into lesson plans 4-8 weeks post training sessions. | Principals and Director of Special Services review lesson plans and conduct formal observations. |

## Action Plan For: STEELS Implementation

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded  high-quality educational programming based on the educational facilities and program  evaluation review  (ie. mental health services, STEAM, and/or career readiness opportunities)  ensuring that students have the necessary skills for post-secondary life. |

| Action Step | Anticipated Start/Completion Date |
|---|---|

| Complete curricular rewrites for Science K-12 | | 2024-09-01 | 2025-09-01 |
|---|---|---|---|
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Building Principals Superintendent Director of Special Education Director of Technology | Subject specific curricular materials, text books, secondary source materials | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| STEELS Integration into lesson plans 4-8 weeks post training sessions. | Principals and Director of Special Services review lesson plans and conduct formal observations. |

## Action Plan For: Extracurricular Programming Review and Analysis

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Collection and Review of Data Concerning Participation Rates and Demographic Distribution in MS/HS Co-curricular Activities | | 2024-05-01 | 2026-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal | Participation Lists Technology Student Responses to Club/Team Interest Meetings | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Development and Implementation of Survey to Determine Interest Areas for Co-Curricular Activities at Jenkintown Elementary School. Data then to be used to select new co-curricular activities for Jenkintown ES | | 2024-10-01 | 2026-07-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal Elementary Principal | Survey tool Google Forms Email Addresses of Families Translation tool for ELL Families | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Review of Participation Rates and Survey Feedback for New Co-Curricular Activities in Jenkintown Elementary School for the Purpose of Maintaining or Changing Offerings | | 2026-09-01 | 2027-01-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal Elementary Principal | Survey Tools | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Increased and more equitable Co-Curricular Offerings for Jenkintown Elementary Students | District Administration - Annually through analysis of data from feedback surveys and reports provided to School Board and Community Members |

## Action Plan For: Strengthen Alumni Connections

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Organization and Implementation of Career Day featuring Alumni Presenters | | 2024-11-01 | 2024-12-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal Student Assistance Counselor | Contact Information for Alumni Facility Schedule/Space Advertising Flyers Website Newsletters | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Increased Recognition of Alumni at School Events and Partnerships to Bring Alumni into Schools | | 2024-10-01 | 2027-01-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal Elementary Principal | Schedule of Events, Database of Alumni, List of Historical Accomplishments that can be celebrated, Invitations to Participate at School Events | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Increased Involvement of Alumni at School Events | District Administration - Annually, Use of Survey Data, Participation Rates, Personal Discussion with Alumni, Sharing Experiences with the School Board and Community |

## Action Plan For: Strengthen Local Business Partnerships

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that includes athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Invite Local Businesses to Participate in Jenkintown 150 Activities as Sponsors and Recognize their Community Contributions through advertisements, acknowledgements, and Thank you Cards | | 2024-10-01 | 2026-07-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS/Principal | List of Community Business Calendar of Events to which they will be Invited Identification of Sponsorship Opportunities | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Invite Local Business Owners to Bring Expertise to Career Day or into Classrooms as Guest Speakers | | 2024-11-01 | 2026-12-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal | Technology Connection of Businesses to Potential Classes/Activities | No | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Recognize and Celebrate Partnerships By Highlighting Events and Encouraging the School Community to Support the Local Businesses | | 2025-09-01 | 2026-12-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MS/HS Principal | Newsletters Events where Recognition Can Take Place (Awards Assemblies, Homecoming, Athletic Events, Back to School Nights) | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Increased Collaboration/Interactions Between Local Businesses and the School Community | Administration, Annually, Collection of and Analysis of Data Concerning Number of Business Partnerships and Types of Partnerships Developed During the Course of the Plan |

## Action Plan For: Strengthened use of Common Assessments and Data Analysis

| **Measurable Goals:** |
|---|
| • By the end of the 2026-2027 school year our strengthened analysis of common assessments  and other valuable data will result in the sharing and leveraging of high impact instructional  practices to ensure that classroom learning experiences are equitably and consistently utilized  to meet the individual needs of all learners. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data. | | 2024-09-01 | 2027-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Director of Technology, Teachers | Develop a comprehensive list of available data sources, including standardized test scores, teacher assessments, and student surveys. Create standardized templates and leverage LinkIT and AIMSWeb tools for data collection. | Yes | Yes |
| **Action Step** | | Anticipated Start/Completion Date | |
| Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes. | | 2024-12-01 | 2026-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District Data Team | Provide access to statistical tools and methodologies in LinkIT and AIMSWeb. Compile research and case studies on effective instructional practices. | Yes | Yes |
| **Action Step** | | Anticipated Start/Completion Date | |
| Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices. | | 2024-09-01 | 2027-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District Data team | Develop discussion guides and presentation materials | Yes | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Enhanced data-driven decision-making, identified effective instructional practices and fostered collaboration among stakeholders for continuous improvement in education outcomes. The success of these efforts would be reflected in improved educational practices, student performance, and overall educational outcomes. | Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb. |

## Action Plan For: Strengthen MTSS Tiered Interventions

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our strengthened analysis of common assessments and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitably and consistently utilized to meet the individual needs of all learners. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Enhance Data Collection and Analysis for MTSS Tiered Interventions | | 2024-09-01 | 2027-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MTSS/SAP Teams District Data Team | Develop a comprehensive guide outlining key data elements essential for MTSS Tiered Interventions. Create templates and tools for consistent data collection related to student performance, behavior, and attendance. Compile a resource library including research articles and best practices in data collection for Tiered Interventions | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement Data-Driven Decision-Making Protocols | | 2024-09-01 | 2027-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| MTSS/SAP Teams District Data Team Administrative Team | Develop protocols and guidelines for using collected data to inform decision-making within the MTSS framework. Create visual aids, charts, and graphs to help intervention teams interpret and communicate data effectively. Establish a repository of sample intervention plans and documentation templates | Yes | Yes |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Develop Targeted Professional Development for Intervention Teams | | 2024-09-01 | 2027-07-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| District Data Team Administrative Team | Create a curriculum for specialized training modules focusing on Tiered Interventions, including evidence-based practices and intervention strategies. Develop case studies and simulations to provide practical | Yes | Yes |

| | | | |
|---|---|---|---|
| | examples for intervention teams. Curate a library of online resources, articles, and videos related to effective Tiered Interventions. | | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Implementing these action steps should contribute to a more robust MTSS-tiered intervention system, with improved data collection, informed decision-making, and enhanced support for students at various levels of need. | Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb. |

## Action Plan For: Strengthen High Quality Communication

| Measurable Goals: |
|---|
| • By the end of the 2026-2027 school year our strengthened analysis of common assessments and other valuable data will result in the sharing and leveraging of high impact instructional practices to ensure that classroom learning experiences are equitably and consistently utilized to meet the individual needs of all learners. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Develop and Implement a Standardized Observation Protocol | | 2025-09-01 | 2026-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Administrative Team | Create a standardized observation protocol document outlining specific criteria for assessing instructional quality. Provide teachers with sample lessons, rubrics, and examples illustrating high-quality instruction. Develop a digital platform or tool for easy recording and documentation of observations. | Yes | No |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement Formative Assessment Practices for Real-Time Data Collection | | 2025-09-01 | 2026-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Administrative Team | Develop a toolkit of formative assessment strategies, including quick quizzes, exit tickets, and peer assessments. Provide access to digital platforms or tools for efficient collection and analysis of formative | Yes | No |

| | assessment data. Create a repository of resources guiding teachers on embedding formative assessments seamlessly into lessons | | |
|---|---|---|---|

| Action Step | | | Anticipated Start/Completion Date | |
|---|---|---|---|---|
| Establish a Data-Driven Professional Learning Community (PLC) | | | 2025-09-01 | 2026-07-30 |

| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
|---|---|---|---|
| District Data Team Administrative Team | Create a repository of research articles, case studies, and best practices related to data-driven instruction. Develop a structured agenda for PLC meetings, incorporating time for data review and collaborative planning. Provide access to data visualization tools for educators to interpret and analyze instructional data effectively | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| A systematic approach to data collection and analysis, supported by appropriate materials and resources, ongoing professional development, and effective communication strategies to enhance the consistency and quality of instruction. | Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb. |

# Professional Development

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Structured Literacy Professional Learning and Implementation | Provide Structured Literacy Training for required staff. |
| Structured Literacy Professional Learning and Implementation | Elementary Literacy Pilot- Schoolwide |
| STEELS Implementation | Complete curricular rewrites for Science K-12 |
| Strengthened use of Common Assessments and Data Analysis | Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data. |
| Strengthened use of Common Assessments and Data Analysis | Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes. |
| Strengthened use of Common Assessments and Data Analysis | Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices. |
| Strengthen MTSS Tiered Interventions | Enhance Data Collection and Analysis for MTSS Tiered Interventions |
| Strengthen MTSS Tiered Interventions | Implement Data-Driven Decision-Making Protocols |
| Strengthen MTSS Tiered Interventions | Develop Targeted Professional Development for Intervention Teams |
| Strengthen High Quality Communication | Develop and Implement a Standardized Observation Protocol |
| Strengthen High Quality Communication | Implement Formative Assessment Practices for Real-Time Data Collection |
| Strengthen High Quality Communication | Establish a Data-Driven Professional Learning Community (PLC) |

## Ongoing Structured Literacy Professional Learning

| Action Step |
|---|
| • Provide Structured Literacy Training for required staff.<br>• Elementary Literacy Pilot- Schoolwide |
| **Audience** |

| K-5 Literacy Teachers, K-12 Reading Specialists, K-12 Special Educators, K-12 Administrators, K-12 ELL Teachers | | |
|---|---|---|
| **Topics to be Included** | | |
| Speech sound system (phonology),, Writing system (orthography),, Structure of sentences (syntax), Meaningful parts of words (morphology),, Relationships among words (semantics), and. Organization of spoken and written discourse. | | |
| **Evidence of Learning** | | |
| Teacher lesson plans, walk through observations, tickets out | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Literacy Consultant | 2024-09-01 | 2025-06-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Utilize time on multiple non instructional days |
| **Observation and Practice Framework Met in this Plan** | |
| • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1d: Demonstrating Knowledge of Resources<br>• 2b: Establishing a Culture for Learning<br>• 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Other | Faculty Meeting structures, intermittently |
| **Observation and Practice Framework Met in this Plan** | |
| • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1e: Designing Coherent Instruction<br>• 3c: Engaging Students in Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## STEELS Implementation Professional Learning

| **Action Step** |
|---|
| • Complete curricular rewrites for Science K-12 |
| **Audience** |
| K-12 Science Teachers |
| **Topics to be Included** |
| Foundation Boxes, revisions to curricular frameworks, phenomenon based learning |

| Evidence of Learning | | |
|---|---|---|
| Lesson Plans, teacher observations, ticket out, teacher surveys | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building principals | 2024-09-01 | 2025-06-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Multiple non instructional days |

**Observation and Practice Framework Met in this Plan**

- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques
- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources

**This Step Meets the Requirements of State Required Trainings**

## Strengthening Data Literacy Professional Learning

**Action Step**

- Enhance Data Collection and Analysis for MTSS Tiered Interventions
- Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data.
- Implement Data-Driven Decision-Making Protocols
- Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes.
- Establish a Data-Driven Professional Learning Community (PLC)
- Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices.
- Develop Targeted Professional Development for Intervention Teams

**Audience**

K-12 Educators

**Topics to be Included**

Data Protocols, Data Analysis including item analysis, ability to disaggregate data, instructional decision making.

**Evidence of Learning**

| Data team meetings, strengthened MTSS tiered intervention systems, improved achievement data amongst subgroup populations | | |
|---|---|---|
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| All admin | 2024-09-01 | 2027-07-31 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Multiple opportunities throughout the window to engage in new learning. |
| **Observation and Practice Framework Met in this Plan** | |

- 1e: Designing Coherent Instruction
- 1b: Demonstrating Knowledge of Students
- 4a: Reflecting on Teaching
- 3d: Using Assessment in Instruction
- 1f: Designing Student Assessments
- 3e: Demonstrating Flexibility and Responsiveness
- 1c: Setting Instructional Outcomes
- 4d: Participating in a Professional Community

**This Step Meets the Requirements of State Required Trainings**

| |
|---|
| |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Professional Learning Community (PLC) | Use of data team meetings on biweekly, monthly, and/or quarterly basis. |
| **Observation and Practice Framework Met in this Plan** | |

- 1d: Demonstrating Knowledge of Resources
- 4d: Participating in a Professional Community
- 1c: Setting Instructional Outcomes
- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness

**This Step Meets the Requirements of State Required Trainings**

| |
|---|
| |

## Best Practices in Formative Assessment

| Action Step |
|---|
| • Develop and Implement a Standardized Observation Protocol<br>• Implement Formative Assessment Practices for Real-Time Data Collection |

| Audience |
|---|
| K-12 Educators |

| Topics to be Included |
|---|
| Formative Assessment Best Practices, Data Driven Instruction, Use of Technology for real time personalized learning practices. |

| Evidence of Learning |
|---|
| Lesson Planning, Teacher Observation, Feedback from surveys and tickets out. |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| Building Principals | 2024-09-01 | 2027-07-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Inservice day | Multiple Opportunities on non instructional days |

| Observation and Practice Framework Met in this Plan |
|---|
| • 1b: Demonstrating Knowledge of Students<br>• 3c: Engaging Students in Learning<br>• 1c: Setting Instructional Outcomes<br>• 3d: Using Assessment in Instruction<br>• 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 3b: Using Questioning and Discussion Techniques<br>• 1e: Designing Coherent Instruction<br>• 1d: Demonstrating Knowledge of Resources<br>• 3e: Demonstrating Flexibility and Responsiveness<br>• 1f: Designing Student Assessments |

| This Step Meets the Requirements of State Required Trainings |
|---|
|  |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Ongoing |

| Observation and Practice Framework Met in this Plan |
|---|
| • 1c: Setting Instructional Outcomes<br>• 3d: Using Assessment in Instruction<br>• 1b: Demonstrating Knowledge of Students |

| |
|---|
| • 3c: Engaging Students in Learning<br>• 1e: Designing Coherent Instruction<br>• 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 3b: Using Questioning and Discussion Techniques<br>• 1f: Designing Student Assessments<br>• 1d: Demonstrating Knowledge of Resources<br>• 3e: Demonstrating Flexibility and Responsiveness |
| **This Step Meets the Requirements of State Required Trainings** |
| |

## Communications

### Communications Action Steps

| Evidence-based Strategy | Action Steps |
| --- | --- |
| Program Evaluation | Complete Curricula rewrites for Foreign Lang. K-12 Complete Curricula rewrites for ELA Writing K-12 Complete Curricula rewrites for So. Studies K-12 Complete Curricula rewrites for ELA Reading 7-12 |
| Program Evaluation | Complete Curricula rewrites for ELA Reading K-6 Complete Curricula rewrites for Math K-6 Complete Curricula rewrites for Math 9-12 Complete Curricula rewrites for Science K-12 Complete Curricula rewrites for Special Areas K-12 |
| Extracurricular Programming Review and Analysis | Collection and Review of Data Concerning Participation Rates and Demographic Distribution in MS/HS Co-curricular Activities |
| Extracurricular Programming Review and Analysis | Development and Implementation of Survey to Determine Interest Areas for Co-Curricular Activities at Jenkintown Elementary School. Data then to be used to select new co-curricular activities for Jenkintown ES |
| Extracurricular Programming Review and Analysis | Review of Participation Rates and Survey Feedback for New Co-Curricular Activities in Jenkintown Elementary School for the Purpose of Maintaining or Changing Offerings |
| Strengthen Alumni Connections | Organization and Implementation of Career Day featuring Alumni Presenters |
| Strengthen Alumni Connections | Increased Recognition of Alumni at School Events and Partnerships to Bring Alumni into Schools |
| Strengthen Local Business Partnerships | Invite Local Businesses to Participate in Jenkintown 150 Activities as Sponsors and Recognize their Community Contributions through advertisements, acknowledgements, and Thank you Cards |
| Strengthen Local Business Partnerships | Invite Local Business Owners to Bring Expertise to Career Day or into Classrooms as Guest Speakers |
| Strengthen Local Business Partnerships | Recognize and Celebrate Partnerships By Highlighting Events and Encouraging the School Community to Support the Local Businesses |
| Strengthened use of Common Assessments and Data Analysis | Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data. |
| Strengthened use of Common Assessments and Data Analysis | Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes. |
| Strengthened use of Common Assessments and Data Analysis | Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices. |
| Strengthen MTSS Tiered Interventions | Enhance Data Collection and Analysis for MTSS Tiered Interventions |
| Strengthen MTSS Tiered Interventions | Implement Data-Driven Decision-Making Protocols |

| Strengthen MTSS Tiered Interventions | Develop Targeted Professional Development for Intervention Teams |
|---|---|
| | |

## Communications Activities

| Curriculum Revisions Communications | | | | | |
|---|---|---|---|---|---|
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| • Complete Curricula rewrites for Foreign Lang. K-12 Complete Curricula rewrites for ELA Writing K-12 Complete Curricula rewrites for So. Studies K-12 Complete Curricula rewrites for ELA Reading 7-12<br>• Complete Curricula rewrites for ELA Reading K-6 Complete Curricula rewrites for Math K-6 Complete Curricula rewrites for Math 9-12 Complete Curricula rewrites for Science K-12 Complete Curricula rewrites for Special Areas K-12 | K-12 Educators | Relevant changes to curriculum; access to curriculum documents via Google Drive | Superintendent | 09/01/2024 | 06/30/2026 |
| **Communications** | | | | | |
| **Type of Communication** | | | **Frequency** | | |
| Email | | | Upon completion of each curricular revision and board approval | | |
| Presentation | | | Upon completion of each curricular revision to the board of directors for approval | | |

## Extra curricular review and analysis

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Collection and Review of Data Concerning Participation Rates and Demographic Distribution in MS/HS Co-curricular Activities<br>• Development and Implementation of Survey to Determine Interest Areas for Co-Curricular Activities at Jenkintown Elementary School. Data then to be used to select new co-curricular activities for Jenkintown ES<br>• Review of Participation Rates and Survey Feedback for New Co-Curricular Activities in Jenkintown Elementary School for the Purpose of Maintaining or Changing Offerings | Board of Directors and Community At large | Analysis of survey, participation rates, and recommendations for new and equitable extracurricular programming. | Superintendent | 09/01/2024 | 07/31/2026 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Presentation | Upon completion of the analysis and review to the board of directors. |
| Newsletter | When new opportunities are developed, communicate regularly with updates and as necessary |

## Alumni Invitations

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Organization and Implementation of Career Day featuring Alumni Presenters<br>• Invite Local Business Owners to Bring Expertise to Career Day or into Classrooms as Guest Speakers | Alumni | Invitation to participate in Career Day Activities | HS Principal | 11/01/2024 | 11/01/2027 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Email | One time, each year |
| Posting on district website | One time, each year |
| Other | Social Media |

## Alumni Recognition and Participation

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Increased Recognition of Alumni at School Events and Partnerships to Bring Alumni into Schools | Alumni in the community | Seek alumni to be recognized for their achievements. | HS Principal | 10/01/2024 | 01/30/2027 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Email | Ongoing |

## Increase community and business partnerships

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Recognize and Celebrate Partnerships By Highlighting Events and Encouraging the School Community to Support the Local Businesses | Local Businesses | Seek community and business partners to benefit our students engagement, service opportunities, career planning while providing value to the community businesses and organizations through media and highlighting the partnerships | HS Principal | 10/01/2024 | 07/01/2026 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Email | Ongoing and as needed. |

## 150th Celebration

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Invite Local Businesses to Participate in Jenkintown 150 Activities as Sponsors and Recognize their Community Contributions through advertisements, acknowledgements, and Thank you Cards | Local Businesses | Seek sponsors, contributions, and other resources to help celebrate Jenkintown's 150th birthday. | Superintendent | 09/01/2024 | 07/30/2026 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Email | Ongoing as needed. |

## Sharing data literacy best practices.

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Form a dedicated District Data Team consisting of educators, and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data.<br>• Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have a demonstrated positive impact on student learning outcomes.<br>• Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices.<br>• Enhance Data Collection and Analysis for MTSS Tiered Interventions<br>• Implement Data-Driven Decision-Making Protocols | K-12 Educators and Administrators | Develop a platform and additional opportunities to share successes and best practices in assessment/data literacy including the effective use of data protocols | District Data Team | 09/01/2024 | 07/31/2027 |

### Communications

| Type of Communication | Frequency |
|---|---|
| Other | Ongoing |

## Approvals & Signatures

| Uploaded Files |
|---|
|  |

| Chief School Administrator | Date |
|---|---|
|  |  |