MISSION STATEMENT

We foster a community in which students become effective problem solvers, collaborators, critical thinkers and communicators.

VISION STATEMENT

Our students will grow into confident, adaptable, compassionate individuals who will become lifelong learners and contributors to a global society. Please view our portrait of a graduate: tinyurl.com/epsdportrait

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The expectations of the students to support East Penn in attaining the mission and vision are as follows: -All students will provide authentic and thorough data -All students will feel comfortable reaching out for help. -All students will be empathetic and listen to understand -All students will value others for who they are -All students will feel empowered to pursue the academic path that is right for them

STAFF

The expectations of the staff to support East Penn in attaining the mission and vision are as follows: -Model the portrait of a graduate -Be lifelong learners -Create practices that foster a culture and climate in service of diversity, equity and inclusion -Be committed to continually growing as professionals -Foster an environment that supports students in pursuit of their learning -Adapt instructional practices based on data (through the district, PD, current best practices) Work diligently towards developing meaningful relationships with students and other staff members

ADMINISTRATION

The expectations of the administrators to support East Penn in attaining the mission and vision are as follows: -Flexible and Creative Thinkers -Effective Communicators -Collaborators -Problem Solvers -Self-directed Learners -Critical Thinkers -Conscientious Researchers -Engaged Citizens -Innovative Creators -Calculated Risk Takers

PARENTS

The expectations of the parents to support East Penn in attaining the mission and vision are as follows: -Families will partner with school staff to ensure safe and supportive schools. -Families will participate in surveys and offer genuine feedback. -Families will engage with district communications to understand their child's learning environment and monitor child's progress. -Families will positively collaborate with school teams to identify and solve problems.

COMMUNITY

The expectations of the community to support East Penn in attaining the mission and vision are as follows: -Seek out information and stay informed of district news -Knowledgeable of district vision and goals -Understand the role of themselves community members and how to make their voices heard. -Participate in programs that drive district goals (equity, comprehensive planning) -Think globally of the district policies -Open mindedness No implied bias toward others

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Kristen Campbell	Administrator	District Office
Allan Byrd	Board Member	District Office
Anna Chavolla Ramirez	Student	Emmaus High School
Aleshea Maurer	Staff Member	Wescosville Elementary School
Doug Povilaitis	Administrator	District Office
Drew Hinkel	Administrator	District Office
Erin Murphy	Administrator	District Office
Jacqueline Vogel	Administrator	Shoemaker Elementary School
Jody Freed	Administrator	Middle Schools
Jeffrey Jankowski	Board Member	District Office
Jennifer Thomas	Staff Member	Macungie Elementary School
Julie Zappile	Staff Member	Jefferson Elementary School
Kimberly Adams	Staff Member	Emmaus High School

Name	Position	Building/Group
Kate Kieres	Administrator	Emmaus High School
Kristen Grim	Staff Member	Emmaus High School
Laura Witman	Administrator	District Office
Linda Pekarik	Administrator	District Office
Lisa Manzo	Administrator	Technology Office
Gregory Annoni	Administrator	Emmaus High School
Meredith Frantz	Parent	Wescosville Elementary School
Mike Mihalik	Administrator	District Office
Peter Slay	Staff Member	Lower Macungie Middle School
Sara Burk	Staff Member	Emmaus High School
Laura Atwater	Staff Member	Eyer Middle School
Tara Desiderio	Parent	Willow Lane, Emmaus High School
Tricia Gutman	Administrator	District Office
Thomas Mirabella	Administrator	District Office
Olivia Pinocci-Wrightsman	Student	Emmaus High School

Name	Position	Building/Group
Shonta Ford	Community Member	NA
Jennifer Layton	Administrator	District Office
Sydne Clarke	Student	Emmaus High School
Misty Armstrong	Parent	Willow, Eyer
Sallie Yencho	Administrator	Lower Macungie Middle School
Jessica Thacher	Administrator	District Office
Melissa Moxley	Staff Member	Emmaus High School
Orly Marriaga	Staff Member	Technology Office
Thomas Ruhf	Administrator	Eyer Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
All students need to have access to high quality instruction and high, supportive expectations.	Essential Practices 3: Provide Student-Centered Support Systems Social emotional learning
Teachers and administrators should ensure that ALL students are receiving the best instruction, intervention, and enrichment practices, within an MTSS framework, and ALL teachers continue to improve their instructional practice.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems
All students should feel safe and supported in our schools.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 3: Provide Student-Centered Support

Priority Statement	Outcome Category
	Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Utilize a Multi-Tiered System of Support for Academics and Behavior

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instruction & Intervention Goal 1	Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data
Instruction & Intervention Goal 2	Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data
Instruction & Intervention Goal 3	Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements
DEI Goal 3	Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners.
SEL Goal 2	Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff.

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers, supported by building core teams, develop instructional goals based on student screening data. This should include looking at sub-group data.	2022-05-02 - 2025-09-01	Building Core Teams OTL	FastBridge PSSA/Keystone data PVAAS
Classroom teachers and interventionists, supported by core teams, use curriculum-based measures (and progress monitoring) to analyze progress towards goal(s) and shift instructional strategies based data.	2022-05-02 - 2025-09-01	Building Core Teams	FastBridge iReady
Early in the year, building leaders use school data to create a plan which includes instructional goals to improve core instruction. This should include review of sub-group data.	2022-05-02 - 2025-09-01	Building Leaders	FastBridge PSSA/Keystone data PVAAS iReady
Building leaders, along with their core teams, plan building-based professional development aligned to instructional goals.	2022-05-02 - 2025-09-01	Building Leaders	
Building leaders, along with their core teams, analyze walkthrough and progress monitoring data to assess progress toward goals and adjust plan as needed.	2022-05-02 - 2025-09-01	Building Leaders	FastBridge PSSA/Keystone data PVAAS
Three times a year, central office departments utilize sub-group data and collaborate with building teams to make decisions regarding programming and professional development. Once a year this should include review of PSSA/Keystone results and PVAAS.	2022-05-02 - 2025-09-01	Superintendents	FastBridge PSSA/Keystone data PVAAS iReady Panorama

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Central office departments plan for and implement professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	2022-05-02 - 2025-09-01	OTL Special Education	
Central office departments budget for programming and staff to support student needs.	2022-05-02 - 2025-09-01	Superintendents Directors	
Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	2022-05-02 - 2025-09-01	Superintendents OTL	
District and school leaders will analyze use of time and available resources to support students in need of tier 2 and tier 3 interventions	2022-07-01 - 2025-07-01	Superintendents OTL Building Principals	Master schedules

Anticipated Outcome

All students and student groups make growth.

Monitoring/Evaluation

FastBridge screening tools PVAAS data PSSA/Keystone data

Evidence-based Strategy

Create Safe-Supportive School Environments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
DEI Goals 1 & 2	Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students.
DEI Goal 4 & SEL Goal 1	Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion.
DEI Goal 3	Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners.
SEL Goal 2	Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building teams analyze problematic systems (discipline, attendance, tracking, intervention placement, etc) and review available data by subgroups. When applicable, teams will work with a field expert/consultant. In particular, a focus on alternatives to suspension.	2022-05-02 - 2025-09-01	Assistant Superintendents Building Leaders	Panorama SIS Student handbooks District code of conduct
Building teams review survey data by question, by subgroup. Compare summary of subgroup data to discipline, attendance, and performance	2022-05-02 - 2025-09-01	Assistant Superintendents	Panorama SIS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data to determine patterns.		Building Leaders	
Utilize data analysis to make specific change recommendations.	2022-05-02 - 2025-09-01	Assistant Superintendents Building Leaders	Panorama
Professional development related to Universal Design for Learning - inclusive teaching practices.	2022-05-02 - 2025-09-01	OTL Student Services	UDL resources
Professional development related to culturally responsive teaching practices.	2022-05-02 - 2025-09-01	OTL Building Leaders	
Form a student advisory council focused on teaching and learning.	2022-03-16 - 2025-09-01	OTL	
Classroom teachers utilize the UDL framework.	2022-05-02 - 2025-09-01	Classroom teachers	
Professional development related to the impact of holding high expectations for all students.	2022-05-02 - 2025-09-01	OTL Building Leaders	
Teachers will review and update teaching materials based on culturally responsive teaching practices PD and input from student advisory team.	2022-05-02 - 2025-09-01	OTL	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building core teams utilize Panorama as an early warning system to identify feel disconnected. Develop a support plan for those students.	2022-05-02 - 2025-09-01	Building Leaders	
Each building forms a DEI team that includes building personnel, community members, and students (secondary). Representatives from this team will sit on the district level steering committee.	2022-05-02 - 2025-09-01	Building leaders	
Building DEI teams (secondary) develop advisory lessons/materials.	2022-05-02 - 2025-09-01	Building leaders OTL	
Building DEI teams prepare all teachers to turnkey advisory lesson/materials in a positive, supportive environment.	2022-05-02 - 2025-09-01	Building leaders	
Building DEI teams consider the physical presentation of the school buildings. What identities are represented?	2022-05-02 - 2025-09-01	Building leaders Assistant superintendents	
Professional development related to implicit/explicit bias and personal reflection. Utilizing outside presenter(s), when applicable.	2022-05-02 - 2025-09-01	Building leaders Assistant superintendents	
Building DEI teams hold listening sessions for families and students. Ideally, sessions offered at various times of the day to increase participation.	2022-05-02 - 2025-09-01	Assistant Superintendents Building Leaders	
Maintain a steering committee comprised of all stakeholder groups to	2022-05-02 -	Superintendents	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ensure implementation across the three year timeline.	2025-09-01	OTL	

Anticipated Outcome

Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Monitoring/Evaluation

Discipline infractions Panorama "Sense of Belonging"

Evidence-based Strategy

Social Emotional Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
DEI Goal 4 & SEL Goal 1	Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion.
SEL Goal 2	Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers and school counselors will utilize Panorama data to support students' social and emotional development via Panoroma Playbook.	2025-05-02 - 2025-09-01	Building Principals	Panorama Survey Results, Panorama Playbook
Teachers will develop meaningful relationships with students to promote a sense of belonging	2025-05-02 - 22025-09-01	Building Principals	Panorama Survey Results, Panorama Playbook
Core teams analyze building SEL survey data by subgroup at least two times a year utilizing Panorama	2022-05-02 - 2025-09-01	Principals	Panorama Survey Results
Core teams provide transition & support services for students in crisis	2022-05-02 - 2025-09-01	Principals, School Counselors, Office of Teaching & Learning	Panorama Survey Results
K-12 SEL Committee develops plan for programming at each level.	2022-05-02 - 2025-09-01	Office of Teaching & Learning	SEL Resources
K-12 SEL Committee develops plan for professional development to support teachers and buildings teams with the strategies necessary to respond to students in need.	2022-05-02 - 2025-09-01	Office of Teaching & Learning, School Counselors, Principals	SEL Resources

Anticipated Outcome

Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Monitoring/Evaluation

Panorama Survey Results (fall/spring)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Building leaders, along with their core teams, plan building-based professional development aligned to instructional goals.	05/02/2022 - 09/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Central office departments plan for and implement professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	05/02/2022 - 09/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to Universal Design for Learning - inclusive teaching practices.	05/02/2022 - 09/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to culturally responsive teaching practices.	05/02/2022 - 09/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to the impact of holding high expectations for all students.	05/02/2022 - 09/01/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Social Emotional Learning	K-12 SEL Committee develops plan for professional development to support teachers and buildings teams with the strategies necessary to respond to students in need.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Central office departments plan for and implement professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Central office departments budget for programming and staff to support student needs.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	District and school leaders will analyze use of time and available resources to support students in need of tier 2 and tier 3 interventions	07/01/2022 - 07/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building teams analyze problematic systems (discipline, attendance, tracking, intervention placement, etc) and review available data by subgroups. When applicable, teams will work with a field expert/consultant. In particular, a focus on alternatives to suspension.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building teams review survey data by question, by subgroup. Compare summary of subgroup data to discipline, attendance, and performance data to determine patterns.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Utilize data analysis to make specific change recommendations.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to Universal Design for Learning - inclusive teaching practices.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to culturally responsive teaching practices.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Form a student advisory council focused on teaching and learning.	03/16/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Classroom teachers utilize the UDL framework.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to the impact of holding high expectations for all students.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Teachers will review and update teaching materials based on culturally responsive teaching practices PD and input from student advisory team.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building DEI teams (secondary) develop advisory lessons/materials.	05/02/2022 - 09/01/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum or 28 days prior to approval by the board or governing body and submission to the Department.

_____

School Board Minutes or Affirmation Statement

_____

Signature (Entered Electronically and must have access to web application).

_____

Chief School Administrator

_____

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Based on the 2019 PSSA, students are making the most ELA growth in grades 4 and 7	Students are not making growth in 6th grade ELA
	Large number of students not meeting benchmark on Fall ELA screening data in grades K-8
Based on the 2019 PVAAS data, students are making strong growth in 7th grade math	Students are not making growth on the Literature Keystone Exam
Based on the 2019 PVAAS data, students are making strong growth on the Algebra 1 Keystone Exam	Our highest performing students on the 2019 PSSA and Keystone did not make much growth
3 year Biology Keystone is Blue showing great growth	22% of students are at risk based on Fall 2021 iReady math assessment
2019 4th grade PVAAS data shows most students are making green growth	5th and 6th grade show significant evidence of academic growth concerns for 3 years based on 2019 PVAAS data
2019 4th grade PVAAS data shows most students are making green growth	35% of student are below benchmark on the 2021 Fall aMath screener for grades 2-8
80% of students with disabilities at Macungie Elementary scored proficiency on the Science PSSA. 84% of the overall student group at Macungie scored proficient.	The highest proficiency level for any school on the 2019 Math PSSA was 66% proficient.
80% of students with disabilities at Macungie Elementary scored proficiency on the Science PSSA. 84% of the overall student	Students are not making growth on the 8th grade science PSSA

Strengths	Challenges
group at Macungie scored proficient.	Non-white students, in most schools, are not performing as well as the overall student group.
At Shoemaker, the Hispanic students performed better than the all student group on the 2019 ELA PSSA.	Hispanic, Black, English learners, Economically disadvantaged, and students with disabilities in most of our schools and grade levels, are not performing as well as the overall student group.
At Shoemaker, the Hispanic students performed better than the all student group on the 2019 ELA PSSA.	Emmaus High School did not meet the college and career standards measures in 2019
All elementary schools exceeded the college and career standard measures in 2019	In 2020-21, Approximately 70% of students participated in remote learning at EHS and hybrid learning at middle and elementary schools included disruptions and closures periodically throughout the school year
All middle schools exceeded the college and career standard measures in 2019	For the 2020-21 year, Middle School completion rate for the Class of 2025: 58% (399/692)
80% of students with disabilities at Macungie Elementary scored proficiency on the Science PSSA. 84% of the overall student group at Macungie scored proficient.	PSSA and Keystone data show that specific sub-groups (specifically: non-white, economically disadvantaged, and students with IEPs) do not perform as well as the overall student population in all buildings.
At Shoemaker, the Hispanic students performed better than the all student group on the 2019 ELA PSSA.	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Strengths

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Challenges

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

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

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

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

47% of secondary students indicated they feel a sense of belonging at school.

57% of elementary students feel prepared to handle challenging feelings.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Large number of students not meeting benchmark on Fall ELA screening data in grades K-8		
Students are not making growth on the Literature Keystone Exam		
PSSA and Keystone data show that specific sub-groups (specifically: non-white, economically disadvantaged, and students with IEPs) do not perform as well as the overall student population in all buildings.		
Our highest performing students on the 2019 PSSA and Keystone did not make much growth		
Non-white students, in most schools, are not performing as well as the overall student group.		
Hispanic, Black, English learners, Economically disadvantaged, and students with disabilities in most of our schools and grade levels, are not performing as well as the overall student group.		
5th and 6th grade show significant evidence of academic growth concerns for 3 years based on 2019 PVAAS data		
35% of student are below benchmark on the 2021 Fall aMath screener for grades 2-8		
The highest proficiency level for any school on the 2019 Math PSSA was 66% proficient.		

Challenges	Discussion Point	Priority for Planning
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		
47% of secondary students indicated they feel a sense of belonging at school.		
57% of elementary students feel prepared to handle challenging feelings.		

ADDENDUM B: ACTION PLAN

Action Plan: Utilize a Multi-Tiered System of Support for Academics and Behavior

Action Steps	Anticipated Start/Completion Date
Classroom teachers, supported by building core teams, develop instructional goals based on student screening data. This should include looking at sub-group data.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
FastBridge PSSA/Keystone data PVAAS		no	yes

Action Steps	Anticipated Start/Completion Date
Classroom teachers and interventionists, supported by core teams, use curriculum-based measures (and progress monitoring) to analyze progress towards goal(s) and shift instructional strategies based data.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed	PD Step	Comm Step
FastBridge iReady	no	yes

Action Steps	Anticipated Start/Completion Date
Early in the year, building leaders use school data to create a plan which includes instructional goals to improve core instruction. This should include review of sub-group data.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed	PD Step	Comm Step
FastBridge PSSA/Keystone data PVAAS iReady	no	yes

Action Steps	Anticipated Start/Completion Date
Building leaders, along with their core teams, plan building-based professional development aligned to instructional goals.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Building leaders, along with their core teams, analyze walkthrough and progress monitoring data to assess progress toward goals and adjust plan as needed.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
FastBridge PSSA/Keystone data PVAAS		no	yes

Action Steps	Anticipated Start/Completion Date
Three times a year, central office departments utilize sub-group data and collaborate with building teams to make decisions regarding programming and professional development. Once a year this should include review of PSSA/Keystone results and PVAAS.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed	PD Step	Comm Step
FastBridge PSSA/Keystone data PVAAS iReady Panorama	no	yes

Action Steps	Anticipated Start/Completion Date
Central office departments plan for and implement professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Central office departments budget for programming and staff to support student needs.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
District and school leaders will analyze use of time and available resources to support students in need of tier 2 and tier 3 interventions	07/01/2022 - 07/01/2025

Monitoring/Evaluation	Anticipated Output
FastBridge screening tools PVAAS data PSSA/Keystone data	All students and student groups make growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Master schedules	no	yes

Action Plan: Create Safe-Supportive School Environments

Action Steps	Anticipated Start/Completion Date
Building teams analyze problematic systems (discipline, attendance, tracking, intervention placement, etc) and review available data by subgroups. When applicable, teams will work with a field expert/consultant. In particular, a focus on alternatives to suspension.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed	PD Step	Comm Step
Panorama SIS Student handbooks District code of conduct	no	yes

Action Steps	Anticipated Start/Completion Date
Building teams review survey data by question, by subgroup. Compare summary of subgroup data to discipline, attendance, and performance data to determine patterns.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
Panorama SIS		no	yes

Action Steps	Anticipated Start/Completion Date
Utilize data analysis to make specific change recommendations.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
Panorama		no	yes

Action Steps	Anticipated Start/Completion Date
Professional development related to Universal Design for Learning - inclusive teaching practices.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed	PD Step	Comm Step
UDL resources	yes	yes

Action Steps	Anticipated Start/Completion Date		
Professional development related to culturally responsive teaching practices.	05/02/2022 - 09/01/2025		

Monitoring/Evaluation	Anticipated Output		
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey		

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Form a student advisory council focused on teaching and learning.	03/16/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Classroom teachers utilize the UDL framework.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed	PD Step	Comm Step
	no	yes

Action Steps	Anticipated Start/Completion Date
Professional development related to the impact of holding high expectations for all students.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Teachers will review and update teaching materials based on culturally responsive teaching practices PD and input from student advisory team.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Building core teams utilize Panorama as an early warning system to identify feel disconnected. Develop a support plan for those students.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Each building forms a DEI team that includes building personnel, community members, and students (secondary). Representatives from this team will sit on the district level steering committee.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Building DEI teams (secondary) develop advisory lessons/materials.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Building DEI teams prepare all teachers to turnkey advisory lesson/materials in a positive, supportive environment.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Building DEI teams consider the physical presentation of the school buildings. What identities are represented?	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Professional development related to implicit/explicit bias and personal reflection. Utilizing outside presenter(s), when applicable.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		yes	yes

Action Steps	Anticipated Start/Completion Date
Building DEI teams hold listening sessions for families and students. Ideally, sessions offered at various times of the day to increase participation.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Steps	Anticipated Start/Completion Date
Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Discipline infractions Panorama "Sense of Belonging"	Decrease in discipline infractions. Decrease disproportionality in academic/safe schools data. Increase positive responses to "Sense of Belonging" survey

Material/Resources/Supports Needed		PD Step	Comm Step
		no	yes

Action Plan: Social Emotional Learning

Action Steps	Anticipated Start/Completion Date
Teachers and school counselors will utilize Panorama data to support students' social and emotional development via Panoroma Playbook.	05/02/2025 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed		PD Step	Comm Step
Panorama Survey Results, Panorama Playbook		no	yes

Action Steps	Anticipated Start/Completion Date
Teachers will develop meaningful relationships with students to promote a sense of belonging	05/02/2025 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed	PD Step	Comm Step
Panorama Survey Results, Panorama Playbook	no	yes

Action Steps	Anticipated Start/Completion Date
Core teams analyze building SEL survey data by subgroup at least two times a year utilizing Panorama	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed		PD Step	Comm Step
Panorama Survey Results		no	yes

Action Steps	Anticipated Start/Completion Date
Core teams provide transition & support services for students in crisis	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed	PD Step	Comm Step
Panorama Survey Results	no	yes

Action Steps	Anticipated Start/Completion Date
K-12 SEL Committee develops plan for programming at each level.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed	PD Step	Comm Step
SEL Resources	no	yes

Action Steps	Anticipated Start/Completion Date
K-12 SEL Committee develops plan for professional development to support teachers and buildings teams with the strategies necessary to respond to students in need.	05/02/2022 - 09/01/2025

Monitoring/Evaluation	Anticipated Output
Panorama Survey Results (fall/spring)	Decrease in students need for tier 2 or tier 3 social, emotional, and behavior intervention.

Material/Resources/Supports Needed	PD Step	Comm Step
SEL Resources	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Building leaders, along with their core teams, plan building-based professional development aligned to instructional goals.	05/02/2022 - 09/01/2025
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline -	Utilize a Multi-Tiered	Central office departments plan	05/02/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	System of Support for Academics and Behavior	for and implement professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	09/01/2025
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of	Create Safe-Supportive School Environments	Professional development related to Universal Design for Learning - inclusive teaching practices.	05/02/2022 - 09/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to culturally responsive teaching practices.	05/02/2022 - 09/01/2025
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)	Create Safe-Supportive	Professional development	05/02/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	School Environments	related to the impact of holding high expectations for all students.	09/01/2025
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and	Create Safe-Supportive School Environments	Building DEI teams prepare all teachers to turnkey advisory lesson/materials in a positive, supportive environment.	05/02/2022 - 09/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to implicit/explicit bias and personal reflection. Utilizing outside presenter(s), when applicable.	05/02/2022 - 09/01/2025
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and	Social Emotional Learning	K-12 SEL Committee develops plan for professional development to support teachers and buildings	05/02/2022 - 09/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
instruction for East Penn School District students and staff. (SEL Goal 2)		teams with the strategies necessary to respond to students in need.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Building-based Professional Development	Buildings	Tier 1 Instruction (reading and math), DEI, SEL

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teaching practices observed in walkthroughs Exit Tickets Discussion and goal setting	08/01/2022 - 09/01/2025	Building principal(s) Assistant Superintendents

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
District Professional Development	District faculty	Tier 1 Instruction, Interventions, DEI, SEL

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teaching practices observed via walkthroughs Improved student learning outcomes Improved student survey results	08/01/2022 - 09/01/2025	OTL Assistant Superintendents

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Classroom teachers, supported by building core teams, develop instructional goals based on student screening data. This should include looking at sub-group data.	2022-05-02 - 2025-09-01
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline -	Utilize a Multi-Tiered	Classroom teachers and	2022-05-02 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	System of Support for Academics and Behavior	interventionists, supported by core teams, use curriculum-based measures (and progress monitoring) to analyze progress towards goal(s) and shift instructional strategies based data.	09-01
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Early in the year, building leaders use school data to create a plan which includes instructional goals to improve core	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)

Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2)

Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) | | instruction. This should include review of sub-group data. | |
| Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1)

Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)

Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)

Based on district screening data, the overall percentage of students performing at | Utilize a Multi-Tiered System of Support for Academics and Behavior | Building leaders, along with their core teams, plan building-based professional development aligned to instructional goals. | 2022-05-02 - 2025-09-01 |

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)			
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Building leaders, along with their core teams, analyze walkthrough and progress monitoring data to assess progress toward goals and adjust plan as needed.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Three times a year, central office departments utilize sub-group data and collaborate with building teams to make decisions regarding programming and professional development. Once a year this should include review of PSSA/Keystone results and PVAAS.	2022-05-02 - 2025-09-01
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1)	Utilize a Multi-Tiered System of	Central office departments plan for and implement	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)	Support for Academics and Behavior	professional development aligned to student needs for all instructional stakeholders. Including, but not limited to, improving Tier 1 instruction and training for Tier 2 and 3 interventions.	
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social	Utilize a Multi-Tiered System of Support for Academics and Behavior	Central office departments budget for programming and staff to support student needs.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)			
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)	Utilize a Multi-Tiered System of Support for Academics and Behavior	Maintain a steering committee comprised of all stakeholder groups to ensure implementation across the three year timeline.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Based on PVAAS data, 100% of quintiles and subgroups (all students) will increase overall growth for all ELA and Mathematics PSSAs and Keystone exams. *Baseline - 2019 PVAAS Data (Instruction & Intervention Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) Based on district screening data, the overall percentage of students performing at grade level or above will increase by 10%. Baseline - 2022 Fall Screening Data (Instruction & Intervention Goal 2) Using building-based universal screening data, 100 % of students identified for tiered support will be assigned an intervention. Baseline - Fall 2021 Intervention placements (Instruction & Intervention Goal 3)	Utilize a Multi-Tiered System of Support for Academics and Behavior	District and school leaders will analyze use of time and available resources to support students in need of tier 2 and tier 3 interventions	2022-07-01 - 2025-07-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building teams analyze problematic systems (discipline, attendance, tracking, intervention placement, etc) and review available data by subgroups. When applicable, teams will work with a field expert/consultant. In particular, a focus on alternatives to suspension.	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)	Create Safe-Supportive	Building teams review survey	2022-05-02 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	School Environments	data by question, by subgroup. Compare summary of subgroup data to discipline, attendance, and performance data to determine patterns.	09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and	Create Safe-Supportive School Environments	Utilize data analysis to make specific change recommendations.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Professional development related to Universal Design for Learning - inclusive teaching practices.	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of	Create Safe-Supportive School Environments	Professional development related to culturally responsive teaching practices.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Form a student advisory council focused on teaching and learning.	2022-03-16 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)	Create Safe-Supportive	Classroom teachers utilize	2022-05-02 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	School Environments	the UDL framework.	09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and	Create Safe-Supportive School Environments	Professional development related to the impact of holding high expectations for all students.	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Teachers will review and update teaching materials based on culturally responsive teaching practices PD and input from student advisory team.	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of	Create Safe-Supportive School Environments	Maintain a steering committee comprised of all stakeholder groups to ensure implementation	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)		across the three year timeline.	
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Each building forms a DEI team that includes building personnel, community members, and students (secondary). Representatives from this team will sit on the district level steering committee.	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)	Create Safe-Supportive	Building DEI teams (secondary)	2022-05-02 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1)

Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)

Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2) | School Environments | develop advisory lessons/materials. | 09-01 |
| Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)

Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1)

Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)

Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and | Create Safe-Supportive School Environments | Building DEI teams prepare all teachers to turnkey advisory lesson/materials in a positive, supportive environment. | 2022-05-02 - 2025-09-01 |

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building DEI teams consider the physical presentation of the school buildings. What identities are represented?	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of	Create Safe-Supportive School Environments	Professional development related to implicit/explicit bias and personal reflection. Utilizing outside	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)		presenter(s), when applicable.	
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2) Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Create Safe-Supportive School Environments	Building core teams utilize Panorama as an early warning system to identify feel disconnected. Develop a support plan for those students.	2022-05-02 - 2025-09-01
Update 100% of the identified policies, procedures, and practices related to discipline and academics that negatively impact students. (DEI Goals 1 & 2)	Create Safe-Supportive	Building DEI teams hold	2022-05-02 - 2025-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1)	School Environments	listening sessions for families and students. Ideally, sessions offered at various times of the day to increase participation.	09-01
Increase by 10% the number of students who respond positively to the Sense of Belonging survey data by implementing instructional practices that provide equitable access and outcomes for all learners. (DEI Goal 3)			
Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1)	Social Emotional Learning	Teachers and school counselors will utilize Panorama data to support students' social and emotional development via Panoroma Playbook.	2025-05-02 - 2025-09-01
Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)			
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL	Social Emotional	Teachers will develop	2025-05-02 -

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Learning	meaningful relationships with students to promote a sense of belonging	22025-09-01
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Social Emotional Learning	Core teams analyze building SEL survey data by subgroup at least two times a year utilizing Panorama	2022-05-02 - 2025-09-01
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Social Emotional Learning	Core teams provide transition & support services for students in crisis	2022-05-02 - 2025-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Social Emotional Learning	K-12 SEL Committee develops plan for programming at each level.	2022-05-02 - 2025-09-01
Using a building-based needs assessment, buildings will increase practices that foster a culture and climate in service of diversity, equity, and inclusion. (DEI Goal 4 & SEL Goal 1) Increase by 10% the number of students who respond positively to the Social Emotional Learning Survey by increasing social and emotional health, skills, and competencies through a continuum of comprehensive support services, practices, and instruction for East Penn School District students and staff. (SEL Goal 2)	Social Emotional Learning	K-12 SEL Committee develops plan for professional development to support teachers and buildings teams with the strategies necessary to respond to students in need.	2022-05-02 - 2025-09-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
External Communication	Public	Instruction & Intervention, DEI, SEL

Anticipated Timeframe	Frequency	Delivery Method
05/02/2022 - 09/01/2025	Monthly (at minimum)	Other

Lead Person/Position
Community Relations Assistant Superintendents

Communication Step	Audience	Topics/Message of Communication
Internal Communications	Professional Staff Support Staff Administration	Instruction & Intervention, DEI, SEL

Anticipated Timeframe	Frequency	Delivery Method
05/02/2022 - 09/01/2025	As needed	Other

Lead Person/Position

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline