



Pennsylvania Department of Education
Future Ready Comprehensive Planning

Wallingford-Swarthmore SD

Wallingford-Swarthmore School District
Comprehensive Plan
2022-2025

After a 28-day public inspection period and obtaining governing board approval, the WSSD state-mandated Comprehensive Plan will be submitted to the state. Comments on the plan during the 28-day inspection period can be sent to wssdcompplan@wssd.org.

WSSD Comprehensive Plan Steering Committee 2022

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WSSD Comprehensive Plan LEA Profile 2022

Wallingford-Swarthmore School District comprises five schools: three elementary schools, one middle school, and one high school, and serves the Township of Nether Providence and the Boroughs of Rose Valley, Rutledge, and Swarthmore. The community is primarily residential, with few commercial properties. Community resources include the Community Arts Center and Swarthmore College, both of whom have been strong partners in support of the district teachers and students. The Community Art Center hosts the district art shows, Excellence in Teaching Awards ceremonies and features displays of student work and performance regularly. Swarthmore College partners with the district for their teacher preparation programs, offers professional learning opportunities for teachers and parents on a variety of subjects, including talking with children about race, religion, disability, gender, etc. The district location also allows professional learning collaborations with the University of Pennsylvania in areas of equity and diversity among others. As a close-knit county, the Delaware County school districts work collaboratively on educational issues such as sustainability, equity, changes in standards, and PDE regulations. In addition, partnerships with higher institutions of learning such as Swarthmore College and Delaware County Community College has enabled the district to offer enriching experiences to students that extend district curricular opportunities for dual-enrollment credits.

An additional resource is the Wallingford Swarthmore School District Foundation, which provides funding support for innovative projects and curricular enhancements. This fiscal support is only one example of the highly involved parents and community support that is a hallmark of Wallingford-Swarthmore School District. Even with the fiscal limitations of a primarily residential tax base and a challenging fiscal environment, the district maintains a strong commitment to the visual and performing arts, continued curricular improvements, and a commitment to collaboration for educational issues of importance.

Organizational resources include a strong leadership team and a highly qualified, dedicated professional staff.

Faced with presumed gaps in achievement, equity and communication following the recent global pandemic year, the Wallingford-Swarthmore School District will engage in Equity, Curriculum, Gifted and Communication audits in the 2021-2022 school year to determine the extent of the opportunity gap.

Demographic Information:

Total student population = 3725

Male = 58.8% / Female = 46.17%

Demographics by Race:

Asian = 8.77%

Black = 7%

Hispanic = 2.33%

Multi-Race = 6.87%

White = 75%

Demographics by Identification:

Special Education/504 = 29%

Gifted = 7.3%

ELL = 1.7%

Economically Disadvantaged - 15.08%

WSSD Comprehensive Plan Mission and Vision 2022

Mission

The Wallingford-Swarthmore School District is committed to assuring the academic achievement and personal growth of all students within an environment that promotes: Respect for self and others Active engagement in learning Leadership in the global community the pursuit of excellence

Vision

Our vision is to develop a world-class school district that provides students with the skills to succeed in a changing global environment. This vision will be realized through a commitment to high-quality programs and continuous improvement based upon careful analysis and integration of the most effective practices. Beliefs: Our deepest convictions and values: All people have equal worth All individuals can be successful learners People learn in different ways and at different rates Learning is a lifelong pursuit Individuals learn best when actively engaged in the learning process High expectations yield high results Education is the shared responsibility of the student, family, school, and greater community Each person bears responsibility for the well-being of society and the quality of the environment Diversity of culture and belief enriches and strengthens our community Society benefits when individual rights are balanced with social responsibilities Ethical conduct is essential to the quality of life High-quality public education directly benefits the entire community and is essential for a democratic society

WSSD Comprehensive Plan Educational Value Statements 2022

Students

Students at each level are part of the educational community, providing service in and out of the district throughout the year. The district is committed to engaging student groups for the inclusion of student perspective. As such, Wallingford-Swarthmore School District student groups will participate in the work of the Equity Committees being formed for the 2022-2023 school year in each building. The Superintendent meets regularly with student input groups on areas of diversity, equity and inclusion, participating in county-wide group sessions of the same nature. Students will also serve as Cultural Proficient Equity Student Ambassadors. Students in the elementary grades participated in Positive Behavior Intervention Supports (PBIS) statement development: Stay safe, stay responsible, stay respectful. In addition, students in the middle school and high school serve on Student Council and provide a representative voice for their fellow students in the middle school. Students hold Activity Fairs at the high school as well, recruiting members to their groups and representing mentorship for students entering the high school. Lastly, a high school student serves as a school board member, providing updates on student activities and school enterprise throughout the district. The varied vantage points provide the leadership team, including the school board, student insight into student experiences in the buildings. Demographic Information: Total student population = 3725 Male = 58.8% / Female = 46.17% Demographics by Race: Asian = 8.77% Black = 7% Hispanic = 2.33% Multi-Race = 6.87% White = 75% Demographics by Identification: Special Education/504 = 29% ; Gifted = 7.3% ELL = 1.7% Economically Disadvantaged - 15.08%

Staff

With a teaching staff of 313 educators, the Wallingford-Swarthmore School District believes in the excellence of their staff. Over 83% of the teaching staff hold Masters Degrees along with four doctoral level teachers across the district. The Wallingford-Swarthmore staff has regular input into the development of the curriculum, instruction and assessment practices through vertical team processes - an ongoing system for curriculum review, development, implementation and monitoring. Teacher teams exist for data review, equity work, as well as leadership roles at each level, including Grade Level Chairs in Elementary and Department Chairs at middle and high school and across K-12 in areas such as Music, Art, PE/Health, FCS, Library, Technology/Computer Science and Guidance. In the middle school, Team Leaders also serve as liaisons to the administration for agency and input. During the global pandemic, the WSSD staff continues to work steadily and with great stamina to ensure students achieve at the levels of excellence the community expects for graduates of the school district. Initiative fatigue, coupled with the impact of the pandemic on learning weighs heavily on staff members. Teacher shortages across the national, state and local level will continue to have a significant impact on educational programs as well. Staff members participate in and deliver professional development in areas of mental, physical, and academic well-being. The ongoing use of in-service days has provided the necessary support to launch new programs/approaches to the classroom such as Responsive Classroom, Multi-tiered Systems of Support (MTSS), Positive Behavioral Interventions and Support (PBIS), Response to Intervention (RTI), new curriculum, data teams, etc. Work on more equitable teaching and learning practices is the focus for the upcoming school year so that all student subgroups have full and appropriate educational opportunities for success.

Administration

The Wallingford-Swarthmore School District administrative team has experienced significant change in leadership in the building and central office from 2018-2022. During the 2018-2022 time frame, there has been a 50% turnover rate (9/18) of the administrative team from the district, resulting in a phase of instability from which the district is beginning to rebuild. This change has the potential for seismic shifts in practice that can be used to produce a more effective and inclusive local education agency.

Committed to continuous improvement, the administration will engage in the work of the audits in 2021-2022, while maintaining stability for the continued pandemic learning models needed to ensure equitable access to education. Administration will work steadily and with great intentionality to build new systems of education, identify and address issues of educational importance, and address any and all needs for the support of teachers, students and parents.

Parents

Parents provide an essential voice for feedback and input so that the Wallingford-Swarthmore School District can seek to understand varied perspectives across all groups. Expansion of ways in which to hear from a broader cross-section of parent groups is an ongoing need in the district. Parent participation is consistent in Parent-Teacher Organizations, along with past committees such as the Diversity, Equity and Inclusion Committee, Sleep and School Start Time Task Force, the Comprehensive Plan Steering Committee and Special Education Plan Committees. They also coordinate and direct the work of the WSSD Education Foundation, providing grant money to the district for classroom and district-based projects. This does not include a fully diverse set of parents; however, and needs stronger representation and advocacy. In general, parents provide a perspective of student learning and engagement in the home while acting as a resource to students for a broad scope of learning experiences for students. The parents in the Wallingford-Swarthmore School District are a critical partner for teaching and learning, engaging teachers and administration in ongoing conversations for continuous improvement. Increased efforts to connect with parents through community conversations, electronic communication, and surveys is intended to build stronger bridges to a wide-variety of parent groups.

Community

The WSSD community is strongly represented by the parent groups as well as community members who are not parents of current WSSD students but who serve on school boards, school district committees, and engage in advocacy groups throughout the districts. These community members seek programs and support for issues such as Sustainability, Equity, Student and Staff Wellness, and outside programming such as early World Language study, and after-school tutoring.

Academic Standards and Planning ¹



Chapter 4 - Academic Standards and Assessment Requirements

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band. [Chapter 4 PDF Document](#)

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Steps to Complete this Section:

1. For each subject, identify whether a written curriculum exists for each grade span. Select all that apply. Select NA only if a written curriculum framework does not exist for any grade spans.
2. Next, identify in what grade spans the subject is taught. Select all that apply.

Chapter 4	Written Curriculum Framework					Taught within the Grade Span			
	K-2	3-5	6-8	9-12	N/A	K-2	3-5	6-8	9-12
Curriculum and Instruction Requirements									
PA-Core English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PA-Core Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science and Technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environment and Ecology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civics and Government	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arts and Humanities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health, Safety, and Physical Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family and Consumer Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading and Writing for Science and Technical Subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading and Writing for History and Social Studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Education and Work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Chapter 4

Additional Curriculum and Instruction Requirements

[World Languages](#)

[Alternate Academic Content Standards for Math](#)

[Alternate Academic Content Standards for English Language Arts](#)

[Driver's Education](#)

[Business, Computer and Information Technology](#)

[English Language Development](#)

[K-12 Computer Science](#)

[American School Counselor Association for Students/Interpersonal Skills](#)

[PA Early Childhood Education](#)

[School Climate](#)

Written Curriculum Framework

Taught within the Grade Span

	K-2	3-5	6-8	9-12	N/A	K-2	3-5	6-8	9-12
World Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alternate Academic Content Standards for Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternate Academic Content Standards for English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver's Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business, Computer and Information Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Language Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K-12 Computer Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
American School Counselor Association for Students/Interpersonal Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PA Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Climate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

New Teacher Induction:

Mentors

- Pool of possible mentors is comprised of teachers with outstanding work performance. *

Yes No
- Potential mentors have similar certifications and teaching assignments. *

Yes No
- Potential mentors must model continuous learning and reflection. *

Yes No
- Potential mentors must have knowledge of LEA policies, procedures, and resources. *

Yes No
- Potential mentors must have demonstrated ability to work effectively with students and other adults. *

Yes No
- Potential mentors must be willing to accept additional responsibility. *

Yes No
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development). *

Yes No
- Mentors and inductees must have compatible schedules so that they can meet regularly. *

Yes No

Please explain the LEA's process for ensuring their mentors have the above selected characteristics. *

Mentors are selected by principals for their consistent success in the necessary areas for teachers, counselors, school psychologists and specialists. Mentors must have completed at least three years of satisfactory rating in their field and are able to provide feedback and coaching in a true model of mentorship.

New Teacher Induction Component Assurances

WSSD 2022

- Observations of inductee instructional practice by a coach or mentor to identify needs. * Yes No
- Multiple observations of inductee instructional practice by building supervisor to identify needs. * Yes No
- Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs. * Yes No
- Standardized student assessment data * Yes No
- Classroom assessment data (Formative & Summative) * Yes No
- Inductee survey (local, intermediate units and national level) * Yes No
- Review of inductee lesson plans * Yes No
- Review of written reports summarizing instructional activity * Yes No
- Submission of Inductee Portfolio * Yes No
- Knowledge of successful research-based instructional models * Yes No
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews). * Yes No

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- Program Structure
- Content Included
- Meeting Frequency
- Delivery Format

*
The New Teacher Induction is a full year with two components: a district-based component and a building-based component. Teachers meet regularly with mentors and building administration for support, planning, feedback and reflection. New Teachers participate in monthly sessions with district leaders in areas such as formative and summative assessments, classroom management, classroom culture, instructional technology, de-escalation training, parent/teacher relationships, and time management. New Teachers attend a full-day retreat at the mid-year point for reflection, sessions on Mindfulness, Personality Type Indicators, Stress Management, and Team Building. The WSSD New Teacher Program provides the new teacher an observation of a Master Teacher and reflection of that observation as well. All sessions are in-person and where needed, the content is differentiated by level (elementary, middle and high) for deeper conversation and support.



Instructional Practices

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



Add

Selected Danielson Framework(s):

3d: Using Assessment in Instruction



1e: Designing Coherent Instruction



2b: Establishing a Culture for Learning



1c: Setting Instructional Outcomes



Timeline

(all)



Safe and Supportive Schools

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



Add

Selected Danielson Framework(s):

4f: Showing Professionalism



2a: Creating and Environment of Respect and Rapport



2d: Managing Student Behavior



3a: Communicating with Students



Timeline

(all)



Standards/Curriculum

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



Add

Selected Danielson Framework(s):

1d: Demonstrating Knowledge of Resources



1a: Demonstrating Knowledge of Content and Pedagogy



Timeline

(all)



New Teacher Induction Plan Topic Areas

WSSD 2022



Code of Professional Practice and Conduct for Educators

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework ▼

+ Add

Selected Danielson Framework(s):

4b: Maintaining Accurate Records ✕

3e: Demonstrating Flexibility and Responsiveness ✕

2a: Creating and Environment of Respect and Rapport ✕

4f: Showing Professionalism ✕

4b: Maintaining Accurate Records ✕



Assessments and Progress Monitoring

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework ▼

+ Add

Selected Danielson Framework(s):

3b: Using Questioning and Discussion Techniques ✕

1f: Designing Student Assessments ✕

3e: Demonstrating Flexibility and Responsiveness ✕

3d: Using Assessment in Instruction ✕

Timeline *

(all) ▼



Instructional Practices

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



+ Add

Selected Danielson Framework(s):

3d: Using Assessment in Instruction



1e: Designing Coherent Instruction



2b: Establishing a Culture for Learning



1c: Setting Instructional Outcomes



Timeline *

(all)



Safe and Supportive Schools

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



+ Add

Selected Danielson Framework(s):

4f: Showing Professionalism



2a: Creating and Environment of Respect and Rapport



2d: Managing Student Behavior



3a: Communicating with Students



Timeline *

(all)



Standards/Curriculum

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework



+ Add

Selected Danielson Framework(s):

1d: Demonstrating Knowledge of Resources



1a: Demonstrating Knowledge of Content and Pedagogy



Timeline *

(all)



Technology Instruction

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

1e: Designing Coherent Instruction

2b: Establishing a Culture for Learning

3a: Communicating with Students

4c: Communicating with Families

Timeline

(all)

Progress Reports and Parent-Teacher Conferencing

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

4c: Communicating with Families

4b: Maintaining Accurate Records

Accommodations and Adaptations for diverse learners

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

▲ Data informed decision making

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

4a: Reflecting on Teaching



4b: Maintaining Accurate Records



1c: Setting Instructional Outcomes



3d: Using Assessment in Instruction



▲ Materials and Resources for Instruction

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

1d: Demonstrating Knowledge of Resources



4d: Participating in a Professional Community



▲ Classroom and student management

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

2d: Managing Student Behavior



2e: Organizing Physical Space



2c: Managing Classroom Procedures



3a: Communicating with Students



▲ Parental and/or community involvement

Observation and Practice Framework Met in this Topic

Choose a Danielson Framework

+ Add

Selected Danielson Framework(s):

4f: Showing Professionalism



4c: Communicating with Families



New Teacher Induction:

Evaluation and Monitoring

WSSD 2022

Evaluation and Monitoring *

New Teachers who participate in the New Teacher Induction Program complete a log of activities, indicating the evaluation standards and in which component of the Induction Program where the learning took place (district sessions, mentor, building sessions). At the completion of the program, new teachers complete a survey regarding the components of the program, the quality of the sessions, the effectiveness of the mentors, suggestions for improvement, and a reflection of their journey throughout the year.

Student Services Assurance ¹



Chapter 12

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Steps to Complete this Section:

1. By checking each of the following boxes, the LEA is assuring that it complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Fields with asterisks (*) are required.

Safe Schools Programs, Strategies and Actions	Check if in Compliance
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A1 ¹)	<input checked="" type="checkbox"/>
School-wide Positive Behavioral Programs	<input checked="" type="checkbox"/>
Bullying Prevention Program	<input checked="" type="checkbox"/>
Peer Helper Programs	<input checked="" type="checkbox"/>
Safety and Violence Prevention Curricula	<input checked="" type="checkbox"/>
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code ¹)	<input checked="" type="checkbox"/>
Purchase of Security-Related Technology	<input checked="" type="checkbox"/>
Student, Staff and Visitor Identification Systems	<input checked="" type="checkbox"/>
Placement of School Resource Officers	<input type="checkbox"/>
Counseling Services available for all Students	<input checked="" type="checkbox"/>
Internet Web-Based System for the Management of Student Discipline	<input checked="" type="checkbox"/>

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Steps to Complete this Section:

1. By checking each of the following boxes, the LEA is assuring that it complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Other Chapter 12 Requirements

**Check if in
Compliance**

Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a) (1))	<input checked="" type="checkbox"/>
Free Education and Attendance (in compliance with § 12.1 (1))	<input checked="" type="checkbox"/>
School Rules (in compliance with § 12.3 (1))	<input checked="" type="checkbox"/>
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) (1) and § 12.32 (1))	<input checked="" type="checkbox"/>
Discrimination (in compliance with § 12.4 (1))	<input checked="" type="checkbox"/>
Corporal Punishment (in compliance with § 12.5 (1))	<input checked="" type="checkbox"/>
Exclusion from School, Classes, Hearings (in compliance with § 12.6 (1), § 12.7 (1), § 12.8 (1))	<input checked="" type="checkbox"/>
Freedom of Expression (in compliance with § 12.9 (1))	<input checked="" type="checkbox"/>
Confidential Communications (in compliance with § 12.12 (1))	<input checked="" type="checkbox"/>
Searches (in compliance with § 12.14 (1))	<input checked="" type="checkbox"/>
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144 (1))	<input checked="" type="checkbox"/>
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h (1)) and in compliance with § 12.41(d) (1))	<input checked="" type="checkbox"/>
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e) (1))	<input checked="" type="checkbox"/>
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b (1))	<input checked="" type="checkbox"/>
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42 (1))	<input checked="" type="checkbox"/>

WSSD Comprehensive Plan: Gifted 2022

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.). *

WSSD education programs follow guidelines in meeting the requirements of the State Board's regulations set forth at 22 Pa. Code Chapter 16 - Special Education for Gifted Students. The district recognizes that gifted students are considered to be "children with exceptionalities" under the Public School Code of 1949 and in need of specially designed instruction. Public notification is provided through the website of the school district.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. *

Parents or teachers may start the gifted identification process at any time by requesting gifted evaluation based on student achievement scores, reading and math assessments, curriculum based measures, surveys, or other performance data. Additionally, the district administers the Otis-Lennon School Ability Test to second graders as a screening instrument to help identify the greatest number of students who may be eligible for gifted services. Scores on this test help the school identify who might be a good candidate for continued evaluation. However, even when initial OLSAT screening does not suggest a need for continued evaluation, sometimes other performance criteria will lead the school to recommend continue evaluation. If continued evaluation is recommended, parents will be asked to sign a Permission to Evaluate (PTE) form; once the PTE is received, the school psychologist will administer an IQ battery of tests and report the findings to the team. The process generally takes two months; within 60 days of the return of the signed Permission to Evaluate (PTE) form, the psychologist will deliver the Gifted Written Report (GWR) to parents (the exception to the 60 day requirement is the summer; the "clock stops" during the summer, but resumes with the school year restart). Generally, testing should occur after second grade since earlier testing is less reliable. Premature identification can result in inaccurate placement or later ineligibility for continued services. The most important result of testing is to have students placed in the optimal learning environment.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). *

The decision about GIEP eligibility will be based on a two pronged test: eligibility under Chapter 16 for a gifted services and high levels of achievement that indicate the need for challenge beyond the regular program. Goals are determined by considering present education levels of students. Specially Designed Instruction (SDI) will include modifications to the regular program that provide additional challenge opportunities to meet the needs of the gifted learner.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. *

Services for gifted students fit into the array of well established special learning programs and opportunities available for all students attending district schools. Gifted services reflect a strategic combination of these special programs, as well as individually created opportunities for learning that are designed specifically to meet the needs of gifted students through the GIEP process. Curriculum extensions allow students to go beyond concepts taught in the general education curriculum and challenge students to look at key concepts from a variety of perspectives. Extensions might include more advanced mathematics problems, science and technology applications, higher level vocabulary instruction or analysis of literature from a historical or philosophical perspective. These extensions may be part of classroom differentiation or part of additional learning experiences organized or directed by the Coordinator of Gifted Education. Gifted students may have individualized independent or group learning contracts, projects, extension menus, and reading selections. Some opportunities will occur in the regular classroom through differentiation or leveling; other opportunities may occur in pullout or push-in sessions with a Gifted Education Coordinator.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>WSSD recruits and retains high-quality staff, including teachers, administrators, instructional and other support staff. Leveraging this resource, WSSD can increase the use of data to determine programming and innovation for the future of teaching and learning in the district.</p>	<p>Over 83% of district teaching staff hold advanced degrees in subject matter and pedagogy, allowing agency in teaching and learning. Combined with an understanding of the importance and impact of data-driven decisions in teaching and learning, programming and innovation will support continuous student achievement and growth across all levels and subgroups.</p>
<p>Administration is committed to ongoing feedback and improvement of instructional and assessment practices in the classrooms. Administrators will continue to evaluate staff on the Danielson Framework as well as the high demands of the school district. A history of mutual respect, teachers and administrators rely on the strong working dynamic of two-way communication and feedback to improve student achievement. The infusion of data discussions will provide a richer system for evaluation and progress monitoring.</p>	<p>To improve the data systems, professional development gaps, and lagging scores for student subgroups (black, economically disadvantaged and students with disabilities), administration and teachers have developed relationships and communication systems that can be leveraged for the implementation of the systems designed to support staff professional development, student score improvement, and the use of data for both.</p>
<p>The WSSD community advocates for and supports the whole child, including but not limited to academic achievement, mental well-being, cultural proficiency and self-efficacy for all students. Parents and community members, including students in the school community, are steadfast in their conviction that the district is best when all stakeholders have open dialogue regarding the way in which to achieve and maintain excellence in the schools.</p>	<p>A unified district that engages in conversations around issues of education through committee and legislative meetings, community engagement, audit surveys, and student input opportunities, the challenges around data use, professional development, and inequities in the district can be aligned and supported.</p>
<p>The full continuum of behavioral health services have bolstered district issues around mental and behavioral health.</p>	<p>Historically underperforming students have received greater support with the mental and behavior health services the district continues to grow and implement across the district.</p>

	worked in siloes, resulting in competing goals and missions for the improvement of student education.		
Black- African American students, economically disadvantaged and students with disabilities consistently score lower than their peers on all standardized assessments.	<p>The inconsistent use of data in the district has led to flaws in early identification and progress monitoring. Consistent supports for Math and Reading across elementary schools have been imbalanced for many years, resulting in low scores in both Reading and Math. The Math program has heavy reliance on reading skills, resulting in math scores that may be both a product of lagging math skills as well as reading skills among elementary learners.</p> <p>Benchmark tests have not been research-based, uniformly administered, or analyzed systemically for progress monitoring, most specifically in regular education.</p>	Yes	Addressing the achievement gap for black students, economically disadvantaged and students with disabilities requires more consistent use of research-based benchmark tests and other data analytics so that students receive targeted supports and access to higher level course throughout the K-12 experience.

WSSD Comprehensive Plan Goal Setting 2022

Priority: Best instructional practices K-12 as a result of ongoing professional development, strong student management systems, academic rigor, and the consistent use of data to evaluate student progress and learning needs has the potential to increase student achievement and growth at all levels and in all subgroups.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>A focus on continuous improvement of instruction, the Wallingford-Swarthmore will engage in systems of data generation and analysis at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally-developed assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3. To address the prevailing achievement gap for underperforming students, WSSD will engage in a careful analysis of student access and opportunity for more challenging courses, targeted interventions and improvements in instruction K-12 for a variety of abilities and backgrounds among the student body. Increased frequency of teacher observations and walk-throughs for analysis of</p>	<p>Continuous Improvement of Instruction</p>	<p>Teachers K-12 will receive training on the implementation and evaluative use of formative assessments such as MAP tests, PSSA/Keystones, program assessments and locally-developed assessments. Administration will develop protocols for observations and evaluations to standardize feedback processes for teachers on best practice strategies for effective teaching and learning across levels. Shared vision and communication among teachers, administration and parents will stabilize the process in which decisions around teaching and learning are made.</p>	<p>Teaching staff K-12 will have a stronger working knowledge of the regular use of student data to inform adjustments to teaching and learning. Students will be able to interpret and track the data so they can set progress goals. Student goal-setting is supported by research as a tool to improve student learning and build self-efficacy.</p>	<p>A focus on continuous improvement of instruction, the Wallingford-Swarthmore will engage in systems of data generation and analysis at all levels K-12 and in all areas of support. Teachers will implement, analyze and make curricular and instructional decisions. Systems of progress monitoring such as Running Records and Universal Screenings, attendance and behavioral data, and state standardized test scores (PSSA/Keystone), and locally-developed assessments will be used to inform the areas of strength and need. Evaluation of student achievement, growth, attendance, behavior, and enrollment in rigorous courses will provide evidence of continuous improvement of instructional best practices. Achievement and growth data will improve for each student subgroup across all district levels by Target Year 3. To address the prevailing achievement gap for underperforming students, WSSD will engage in a careful analysis of student access and opportunity for more challenging courses, targeted interventions and improvements in instruction K-12 for a variety of abilities and backgrounds among the student body. Increased frequency of teacher observations and walk-throughs for analysis of</p>

	instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes.				instructional best practices will be combined with professional development around effective practices that lead to more rigorous learning for improved student outcomes.
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Priority: The district, through data-based planning and coordinated action planning, will increase professional development days to improve student success across all demographic groups. This includes best practices for teaching and learning, social-emotional wellness, and increased cultural proficiency among staff and students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	Professional Development days will increase at the secondary level to match the number of PD days at the elementary and middle levels beginning with the 2022-2023 school year. Half-day in-service will be eliminated to maximize the professional development time and process to include reflection and analysis. Planning will begin in March of the previous year with systems of input from all staff. The increase in days will lead to improved planning, implementation of professional development and analysis of effectiveness of the training and the educational enterprise in a given year. Professional development will include best practices for teaching and learning K-12, social-emotional wellness, and increased cultural proficiency. Attainment of stronger professional development will evidenced by a systemic implementation of whole district learning, the implementation of the teaching and learning strategies and systems of support, and improvement in student achievement and growth scores.	Professional Learning Improvements	Change in school calendar to include consistent in-service days at all levels (elementary, middle, high), the elimination of half-day in-service, and the development of a system for professional development needs across the district. Coordinated K-12 district professional development around cultural proficiency. Systemic systems of support and training for the improvement of teaching and learning experiences.	Evaluate the use of increased professional development days, the effectiveness of the training and the improvement in the educational enterprise to which the training is aligned.	Professional Development days will increase at the secondary level to match the number of PD days at the elementary and middle levels beginning with the 2022-2023 school year. Half-day in-service will be eliminated to maximize the professional development time and process to include reflection and analysis. Planning will begin in March of the previous year with systems of input from all staff. The increase in days will lead to improved planning, implementation of professional development and analysis of effectiveness of the training and the educational enterprise in a given year. Professional development will include best practices for teaching and learning K-12, social-emotional wellness, and increased cultural proficiency. Attainment of stronger professional development will evidenced by a systemic implementation of whole district learning, the implementation of the teaching and learning strategies and systems of support, and improvement in student achievement and growth scores.

Priority: Addressing the achievement gap for black students, economically disadvantaged and students with disabilities requires more consistent use of research-based benchmark tests and other data analytics so that students receive targeted supports and access to higher level course throughout the K-12 experience.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	A systemic approach to standardized test analysis K-12 will provide richer discussions for decisions related to student supports, interventions, access and rigor. A three-year application of MAP testing in Grades K-8 will provide significantly greater data that predict PSSA/Keystone scores, demonstrate growth, and identify standards that need more support for each child. Data Teams, Response to Intervention Teams, Reading Support teachers and Special Education supports will share these same data for analysis and diagnosis to improve and increase student supports. Placement into higher level courses in high school must be determined on data as well as emerging potential since too few students of color, low Socio-economic status and disabilities have access to higher level courses, a gap that compounds over time. The district is committed to exploring programming for these students that does not remove access to core learning and challenge opportunities.	Academic Achievement, Access and Opportunity for Historically Underperforming Students	Teachers and administration will evaluate the progress for historically underperforming students on a regular basis through the use of data analytics through data teams, audit outcomes, and the use of research-based benchmark tests in Grades K-12. Counselors and Administration will consider data related to enrollment in higher level courses and the systems used to determine eligibility for such placement.	Using data to support decision making on supports for increased achievement, access and opportunity for historically underperforming students will provide measurable systems. These systems can strengthen interventions and learning outcomes for students.	A systemic approach to standardized test analysis K-12 will provide richer discussions for decisions related to student supports, interventions, access and rigor. A three-year application of MAP testing in Grades K-8 will provide significantly greater data that predict PSSA/Keystone scores, demonstrate growth, and identify standards that need more support for each child. Data Teams, Response to Intervention Teams, Reading Support teachers and Special Education supports will share these same data for analysis and diagnosis to improve and increase student supports. Placement into higher level courses in high school must be determined on data as well as emerging potential since too few students of color, low Socio-economic status and disabilities have access to higher level courses, a gap that compounds over time. The district is committed to exploring programming for these students that does not remove access to core learning and challenge opportunities.

WSSD Comprehensive Plan Action Plan 2022

Action Plan for: Instructional Improvements						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Academic Achievement, Access and Opportunity for Historically Underperforming Students 		1. Increase in use of formative & summative assessment data to inform adjustments in best instructional practices. 2. Improved achievement in PSSA. 3. Student owned achievement goals K-12			Teacher use of formative & summative assessment data to inform adjustments in best instructional practices, evidenced in observations and pre/post-conferences by administration. Data Teams in each school, along with the Education Office, will keep a data warehouse with ongoing analysis and discussion for improved systems of support.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Training and practices use of formative data for instructional improvements.	03/04/2022	03/11/2023	Assistant Superintendent & Directors in the Education Office	Diagnostic/Formative Assessments (MAP, PSSA/Keystone, Universal Screening, Running Records, Locally-Development Assessments) Training, Technology Support, Data Analysis Training	Yes	No
Provide training and systems for data analysis for teacher use of data for instructional planning and targeted interventions through MTSS.	03/04/2022	03/11/2023	Assistant Superintendent & Directors in the Education Office	Training on analytics, statistics, and root cause analysis. Data Analyst Experts to guide the work.	Yes	Yes
Increase awareness and training in instructional best practices to support data outcomes. Identify appropriate interventions for student support based on data analytics of standardized and formative assessments. Analyze staffing to determine if additional supports are needed for students who are not meeting grade level standards.	09/05/2022	12/30/2023	Assistant Superintendent & Directors of Education	Potential additional staff to provide identified supports.	No	Yes
Students develop skills to analyze their own data and to set goals for future progress.	09/15/2023	06/21/2024	WSSD Teachers	Professional Development for Teachers Systems, protocols, and frameworks for implementation.	Yes	Yes

Action Plan for: Systemic Professional Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Professional Learning Improvements 		1. Improved Professional Learning that supports the mission and vision of the school district. 2. Eliminate competing initiatives to streamline the highest level needs of the district.			Central and Building Administration will develop systems and processes for evaluating the quality of the Professional Learning days along with the extent to which the Professional Development positively impacted district goals.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase the number of K-12 In-Service days across the school year.	08/29/2022	06/23/2023	Assistant Superintendent		No	Yes
Forecast Professional Development needs across the upcoming school year to provide better communication, coordinated identification of initiatives, and alignment to mission and vision of the district.	03/01/2022	06/30/2022	Superintendent Education Team Special Education Team Principals		No	Yes
Implement and evaluate the use of Professional Learning days as well as the effectiveness of the outcomes to which the Professional Development was attached.	09/04/2022	06/30/2023	Central and Building Leadership Teams		Yes	No

Action Plan for: Using data and improved systems of support to address the achievement gap for historically underperforming students.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Continuous Improvement of Instruction Academic Achievement, Access and Opportunity for Historically Underperforming Students 		1. A 3-year MAP testing and analysis application will provide data to predict standardized test outcomes that lead to additional supports for students who most need them. 2. Exploration of alternate pathways to advanced courses will provide improved access and opportunity for students who had historically been placed in College Prep courses.			Trend data through MAP, PSSA, Keystone Data, as well as enrollment in advanced level courses will provide evidence of intervention progress or lack of progress.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Data Analytics will take place on a consistent basis among all staff members to create a data-based system for providing supports for historically underperforming students.	06/20/2022	06/23/2023	Central and Building Administrators	A robust data analytics system	Yes	Yes
MAP testing analytics in K-3 will provide a stronger, evidence-based system for support in early literacy & numeration. Interventions, put in place through MTSS and increase intervention specialists, can ameliorate the gap. These steps have the potential to increase opportunities and access to advanced material in later grades.	09/09/2022	06/16/2023	Building Principals Education and Special Education Office		No	No
Investigation into placement requirements and criteria for advanced level courses in grades 6-12. Equity Data from the Equity Audit will provide additional information to begin investigation.	08/22/2022	05/27/2023	Central and Building Administration		Yes	Yes

Professional Development Activities

MAP Test Analysis Training for Teachers						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide training and systems for data analysis for teacher use of data for instructional planning and targeted interventions through MTSS. 	K-8 Teachers who administer and use MAP data; Interventionists, Principals	MAP data analytics - trends, drill down, themes, individual student predictions for PSSA	Ongoing use of MAP data for instructional and curricular development	Education Office & Building Principals	02/18/2022	01/27/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	In-service days Spring 2022					
Professional Learning Community (PLC)	Monthly					

Student-Owned Data Conferences

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students develop skills to analyze their own data and to set goals for future progress. 	K-8 Teachers	How to share data with students for self-evaluation and goal setting	Use of conferences in the classroom	Education Office and Principals	09/15/2023	09/21/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice a year		

Interventionist Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide training and systems for data analysis for teacher use of data for instructional planning and targeted interventions through MTSS. 	Math and Literacy Interventionists (Response to Intervention Team + Reading Specialists)	Research-based Interventions for academic achievement and growth	Improved student scores	Education Office	07/18/2023	09/04/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	On-going		

Systems for Evaluating Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement and evaluate the use of Professional Learning days as well as the effectiveness of the outcomes to which the Professional Development was attached. 	Central and Building Administration	Development of Professional Development Evaluation tools	Consistent use of Professional Development Evaluation tool. Consistent analysis of effectiveness of PD	Assistant Superintendent	06/20/2022	08/26/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once		

Data Analytics Training

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Data Analytics will take place on a consistent basis among all staff members to create a data-based system for providing supports for historically underperforming students. 	All staff	PowerSchool Training modules for data analytics	Consistent use of analytics systems	Assistant Superintendent and Data Specialists	06/20/2022	06/20/2023
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Workshop(s)	2-3 times in the year					

Placement Requirements

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Investigation into placement requirements and criteria for advanced level courses in grades 6-12. Equity Data from the Equity Audit will provide additional information to begin investigation. 	Secondary teachers and counselors	Access and opportunity gaps Systems that act as barriers to access and opportunity Development of alternate pathways to advanced level courses	Rise in the proportion of students who are historically underrepresented in advanced courses	Education and Special Education Offices	08/22/2022	01/27/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	ongoing		

1. Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

Fields with asterisks (*) are required.

Evaluation and Review *

The Wallingford-Swarthmore School District Professional Development Committee is tasked with planning, executing and evaluating the Professional Education Plan each year. Through the lens of achievement, growth and equitable student outcomes, the Professional Education Plan evaluation takes place at all levels of the district. Data in multiple forms will be analyzed and communicated to teachers and school leaders to inform ongoing initiatives and educational enterprise.

Professional Development that seeks to improve teaching and learning in support of the Goals of the Comprehensive Plan will be evaluated through the consistent application of new knowledge, skills and learning as well as the participants' reaction to identified needs of the district. Feedback surveys that address the professional development activities and delivery methods will assist the Professional Development Committee to adapt as needed.

Professional Development will be organized according to a full-year forecast of needs that support the planning and execution efforts of the district. Each action step indicated in the plan will be revised as needed according to the evaluation of its effectiveness and the responsiveness of the interventional strategies deployed.