MISSION STATEMENT

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career confident citizens within a global community.

VISION STATEMENT

Curriculum - All students will receive high quality, standards-based curriculum that promotes critical thinking skills and high expectations. - All students will have an understanding of what they are learning and why they are learning it. Instruction - All educators will deliver high quality and engaging instruction tailored to students' specific learning needs. - All educators will utilize research-based instructional practices and resources to ensure maximum success for all students Assessment - Student progress and growth will be measured through multiple and varied assessments that are aligned with standards. - Student performance will guide instructional practice, curriculum design, and classroom procedures. - As confident learners, all students will demonstrate creativity, think critically, and problem solve. Environment - All students and staff will thrive in a safe and caring environment that fosters confidence and promotes academic, social, and emotional growth. - The learning environment will be characterized by positive, respectful interactions with expectations established for all.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

BUCS care about and respect our community and others; BUCS are responsible for their own decisions and choices; BUCS persevere through challenges; BUCS achieve more than expected; BUCS work together.

STAFF

Interboro staff will: - Foster a safe, welcoming, and inclusive environment - Participate in on-going professional development and collaborate with colleagues to inform best practices - Utilize data to inform teaching and learning - Plan and implement standards-based engaging lessons that promote critical thinking and problem solving - Use District provided, research-based materials - Reflect on lessons and modify practices as needed to meet the individualized needs of learners - Engage families through various means (i.e.: electronic communication, classroom and school events, etc..) - Hold high expectations for self, colleagues, students, and District

ADMINISTRATION

Interboro administration will: - Ensure a safe, welcoming, and inclusive environment - Participate in on-going professional development and collaborate with colleagues to inform best practices - Build capacity by providing timely, sustained and differentiated professional development - Utilize data to inform teaching and learning - Monitor teaching and learning practices and provide feedback - Engage in meaningful communication with stakeholders - Partner with community service providers and local businesses and post-secondary institutions - Strategically and equitably allocate resources and services - Hold high expectations for self, colleagues, students, and District - Maintain a cycle of continuous improvement

PARENTS

- Ask questions and advocate for their child - Participate in family engagement events - Provide feedback via District provided surveys - Promote regular school attendance - Encourage participation in co-curricular activities

COMMUNITY

- Engage in meaningful two-way communication with the Interboro School District - Participate in college and career-related events (i.e.: Career Fairs, Female Empowerment, Engineering Week, etc...) - Serve on District Committees (i.e.: Comprehensive Planning, PA 339, School Safety, etc...) - Partner with the District to provide critical services to families - Provide safe, afterschool and summer programming for students and families - Offer opportunities for students' experiential learning (i.e.: Internships, Work Study, etc...) - Promote regular school attendance and the value of education in the Interboro community

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Ed Harris	Board Member	Interboro SD Board of School Directors
Valerie Eckman	Administrator	Interboro SD/Central Administration/Curriculum
Jonathan Regino	Administrator	Interboro SD/Central Administration/Curriculum
Eric Paterson	Administrator	Interboro SD/Central Administration/Curriculum
Rachel Lambert	Administrator	Interboro SD/Central Administration/Special Education
Robert Kelly	Administrator	Interboro SD/Central Administration/Human Resources
Bernadette Reiley	Superintendent of Schools	Interboro SD/Central Administration
Robert Sonet	Administrator	Interboro SD/Central Administration/Technology
Kyle Willis	Administrator	Interboro SD/Building Administrator/Curriculum
Daniel McGrath	Staff Member	Interboro SD/Prospect Park School/Middle School Social Studies
Crystal Wilchensky	Staff Member	Interboro SD/Literacy Coach
Diana Chartier	Staff Member	Interboro SD/Norwood School/Reading Specialist
Angela Gentilini	Staff Member	Interboro SD/Glenolden School/Reading Specialist

Name	Position	Building/Group
Tara Doherty	Staff Member	Interboro SD/Kindergarten Academy/Reading Specialist
Dawn Gardener-Marshall	Staff Member	Interboro SD/Prospect Park School/Reading Specialist
Maria Steere	Staff Member	Interboro SD/Tinicum School/Reading Specialist
Amber Fisher-Brown	Administrator	Interboro SD/Interboro HS/Assistant Principal
Brian Lytz	Administrator	Interboro SD/Interboro HS/Principal
Amy Parsons	Other	Delaware County Community College
Meghan Magee	Staff Member	Interboro SD/Interboro HS/School Counselor
Margie Evans	Community Member	Community
Francyne Wharton	Other	Early Child Development Specialist
Laura Yohe	Other	Junior Achievement
Holly Goldsborough	Parent	Parent
Linda Lomas	Other	Delaware County Technical Schools
Lisa Sad Sad	Parent	Parent
Lakia Wilson	Parent	Parent
Tom Kiely	Community Member	Community

Name	Position	Building/Group
Sara Ouaqerrouch	Student	Student
Yassine Mijane	Student	Student
William Phelps	Board Member	Interboro SD Board of School Directors

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In all secondary mathematics classrooms, all teachers will use data-driven decision-making tools to provided targeted instruction to accelerate student learning. Through sustained professional development, secondary mathematics teachers will deepen their capacity to utilize differentiation strategies, identify priority standards, and analyze data to inform instructional planning.????	Mathematics
The Interboro School District is committed to providing training and high-quality core instruction and interventions to move from a balanced to structured literacy approach in our Kindergarten-5th grade classrooms. Teachers and interventionists will systematically and explicitly use?evidenced-based strategies and materials to support students to become proficient readers and writers.?	Early Literacy Early Literacy
All Interboro graduates will have career goals developed through authentic experiences in order to support various post-secondary opportunities.?	Post-secondary transition to school, military, or work Post-secondary transition to school, military, or work

ACTION PLAN AND STEPS

Evidence-based Strategy
Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Growth in Mathematics	By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum audit and writing for courses Core 6 through Algebra 1	2023-08-21 - 2024-08-30	Supervisor of PK-12 Mathematics	Curriculum writing professional development, curriculum development template, curriculum resources for math both physical and digital.
Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	2023-08-21 - 2024-08-30	Supervisor of PK-12 Mathematics	Intervention development professional development, Intervention development template, intervention resources for math both physical and digital. Scheduling audit will occur to develop a consistent intervention time for all MTSS tiers.
Develop Standards Based Common Assessments for all 6th through	2023-08-21 - 2024-08-30	Supervisor of PK-12	Assessment Template, Performance Matters

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Algebra 1 math courses		Mathematics	
Develop CoTeaching model to be used in cotaught math classes	2023-08-21 - 2025-08-30	Supervisor of PK-12 Mathematics	Professional development on coteaching
Content focused professional development for teachers in 6th grade through Algebra 1 courses	2023-08-21 - 2025-08-30	Supervisor of PK-12 Mathematics	Professional development on specific math topics
Implement 2 Interventionist at the elementary level (grades 3 to 5)	2023-08-21 - 2024-08-30	Supervisor of PK-12 Mathematics	Hire 2 interventionist, train the interventionist, develop intervention model and resources

Anticipated Outcome

Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Monitoring/Evaluation

Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.

Evidence-based Strategy

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-2 Early Literacy Skills	80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All K-2 teachers will implement Heggerty as part of core curriculum to provide daily systematic, explicit instruction of phonemic/phonological awareness skills.	2023-09-05 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Professional Development, Dedicated Time in Instructional Schedule, Teacher Manuals, Coaching
All K-2 students will take the normed, research based Acadience Benchmark Assessment. Data teams will analyze student learning data three times per year during data team meetings. Acadience data will be uploaded in Performance Matters to support analyzation for teachers and administrators.	2023-09-18 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Professional Development, Assessment Books, Established Data Meetings

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Using benchmark data, all K-2 teachers will conduct monthly progress monitoring using Acadience tools based on student performance. All K-2 teachers will analyze monthly progress monitoring and participate in collaborative data-based discussions with colleagues. Students who are not meeting benchmark will receive targeted, direct intervention and progress monitoring by classroom teacher based on exhibited need.	2024-09-03 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Professional Development, Assessment Books, Established Data Meetings, Acadience Progress Monitoring Resources, Intervention Resources
All K-2 teachers will create and monitor flexible, data driven groups to provide instruction in early literacy skills. All K-2 teachers will identify and achieve student growth goals.	2025-09-02 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Professional Development, Small Group Resources, Established Data Meetings

Anticipated Outcome

80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.??

Monitoring/Evaluation

Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through Acadience Assessment, Walkthroughs

Evidence-based Strategy

How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
1st and 2nd Decoding and Encoding	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All new teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals, as well as receive comprehensive OG training through IMSE (Institute for Multisensory Education).	2023-09-05 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Coaching, Professional Development
All K-2 teachers will analyze daily and weekly dictation to monitor student progress and participate in collaborative data-based discussions with colleagues. All K-2 teachers will create and monitor flexible, data driven groups to provide instruction using researched based activities directly related to a substrand of Scarborough's Rope.	2024-09-03 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Student Dictation Sheets, Established Data Meetings, Small Group Resources
All K-2 teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals.	2024-09-03 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Coaching, Professional Development
All building Principals will conduct OG focused walkthroughs and observations for teachers in order to provide explicit feedback.	2024-09-03 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Professional Development from Literacy Coach, OG Specific Walkthrough Protocol, Formal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Observation Form
OG focused homework will be distributed, in conjunction with activity descriptions, to provide additional skill practice for students and inform parents of current instructional concepts.	2024-09-03 - 2026-06-12	Supervisor of Literacy, Pre-K-12	Homework Materials, Homework Activity Description Sheets

Anticipated Outcome

80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Monitoring/Evaluation

Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports

Evidence-based Strategy

Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Future Ready Pathways	By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support

Goal Nickname	Measurable Goal Statement (Smart Goal)
	students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All High School departments will analyze and compare course offerings in high schools and post-secondary institutions throughout the region and regional career trends. All students in grades 8-12 will be surveyed to gather student interests and needs for future course offerings	2023-09-01 - 2025-06-30	High School Principal	Time for research, survey instrument, time for survey administration, time for analysis of student survey submissions.
All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready pathways will offer a minimum of one course that results in students achieving an industry-based certification.	2024-07-01 - 2026-06-30	Superintendent, High School Principal, Director of Curriculum, Supervisors of Curriculum, High School Subject Area Coordinators	Time for departmental planning, District-wide curriculum framework, time and budget for curriculum writing, Industry-Based certification partners and budget for certificate completion, High School renovation project
A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully	2024-07-01 - 2026-06-30	High School Principal, Director of	Scheduling Team, Time allotted for research, Professional Development

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
developed.		Curriculum, Supervisors of Curriculum	around scheduling practices, Powerschool SIS, Community partners to support internships and job shadowing program, Dedicated staff to monitor internship and job shadowing program
Counselors will support students in aligning High School course selection based on career goals and transition planning.	2023-09-01 - 2026-06-30	High School Principal	Smart Futures and MyPlanPA software, time for student:counselor career planning sessions

Anticipated Outcome

All Interboro departments will offer authentic post-secondary experiences in their subject matter. A minimum of 75% of graduating seniors will participate in an authentic pre-career experience.

Monitoring/Evaluation

Analysis of Student Course Selection, HS Administration, School Counselors, Subject Area Coordinators, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Completed Curriculum, Director of Curriculum and Curriculum Supervisors, Monthly

Evidence-based Strategy

Monitors or Mentors (Pennsylvania Evidence Resource Center)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Post-Secondary Transition Advising	By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	2023-09-01 - 2023-06-30	High School Principal	PA Future Ready Act 158 Toolkit; Time for professional development
Develop a family-facing platform to help staff, students, and parents/guardians to track individual student fulfillment of Act 158 requirements	2024-09-01 - 2026-06-30	High School Principal, Director of Curriculum, Director of Technology	MyPlanPA, Professional development on tool; Family Workshops; Time for student and family conferences
Collaborate with all stakeholders to develop a job description, expectations, and general schedules, training needs for post-secondary transition advisors. Develop a firm schedule for post-secondary	2025-07-01 - 2026-06-30	High School Principal, Director of	Workgroup time

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
transition advisement for the 26-27 school year.		Curriculum, School Counselors	
Revise the Career Plan in Smart Futures to include High School plans to pursue Future Ready Pathways and fulfill Graduation requirements	2025-09-01 - 2026-06-30	High School Principal, Director of Curriculum, School Counselors	Smart Futures, Professional Development, Revised Program of Studies
Develop and implement a survey where graduates can provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.	2024-09-01 - 2026-06-30	High School Principal, Director of Curriculum, School Counselors	Time for survey development; Survey instrument; Method to communicate with graduates; Time to analyze data

Anticipated Outcome

By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Monitoring/Evaluation

Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My

Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Curriculum audit and writing for courses Core 6 through Algebra 1	08/21/2023 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	08/21/2023 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Develop Standards Based Common Assessments for all 6th through Algebra 1 math courses	08/21/2023 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Develop CoTeaching model to be used in cotaught math classes	08/21/2023 - 08/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Content focused professional development for teachers in 6th grade through Algebra 1 courses	08/21/2023 - 08/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early Literacy Skills)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	All K-2 teachers will implement Heggerty as part of core curriculum to provide daily systematic, explicit instruction of phonemic/phonological awareness skills.	09/05/2023 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early Literacy Skills)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	Using benchmark data, all K-2 teachers will conduct monthly progress monitoring using Acadience tools based on student performance. All K-2 teachers will analyze monthly progress monitoring and participate in collaborative data-based discussions with colleagues. Students who are not meeting benchmark will receive targeted, direct intervention	09/03/2024 - 06/12/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and progress monitoring by classroom teacher based on exhibited need.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early Literacy Skills)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	All K-2 teachers will create and monitor flexible, data driven groups to provide instruction in early literacy skills. All K-2 teachers will identify and achieve student growth goals.	09/02/2025 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All new teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals, as well as receive comprehensive OG training through IMSE (Institute for Multisensory Education).	09/05/2023 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All K-2 teachers will analyze daily and weekly dictation to monitor student progress and participate in collaborative data-based discussions with colleagues. All K-2 teachers will create and monitor flexible, data driven groups to provide instruction using researched based activities directly related to a substrand of Scarborough's Rope.	09/03/2024 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All K-2 teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals.	09/03/2024 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All building Principals will conduct OG focused walkthroughs and observations for teachers in order to provide explicit feedback.	09/03/2024 - 06/12/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will analyze and compare course offerings in high schools and post-secondary institutions throughout the region and regional career trends. All students in grades 8-12 will be surveyed to gather student interests and needs for future course offerings	09/01/2023 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready	07/01/2024 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		pathways will offer a minimum of one course that results in students achieving an industry-based certification.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully developed.	07/01/2024 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	09/01/2023 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Collaborate with all stakeholders to develop a job description, expectations, and general schedules, training needs for post-secondary transition advisors. Develop a firm schedule for post-secondary transition advisement for the 26-27 school year.	07/01/2025 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	08/21/2023 - 08/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Develop Standards Based Common Assessments for all 6th through Algebra 1 math courses	08/21/2023 - 08/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	OG focused homework will be distributed, in conjunction with activity descriptions, to provide additional skill practice for students and inform parents of current instructional concepts.	09/03/2024 - 06/12/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready	07/01/2024 - 06/30/2026

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		pathways will offer a minimum of one course that results in students achieving an industry-based certification.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully developed.	07/01/2024 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	09/01/2023 - 06/30/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Develop a family-facing platform to help staff, students, and parents/guardians to track individual student fulfillment of Act 158 requirements	09/01/2024 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Develop and implement a survey where graduates can provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.	09/01/2024 - 06/30/2026

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

_____

Chief School Administrator

_____

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Interboro High School: All student group exceeded the 2030 statewide goal for proficiency in mathematics. Interboro HS proficiency on the 2022 FRI was 78.3%; the statewide average was 35.7%; the 2030 goal is 71.8% (note – non-numeric proficiency from Algebra I COVID impacts proficiency percentage).

Prospect Park, Tinicum, and Glenolden All Student Group exceeded academic growth expectation in Math. The statewide growth standard for Math = 70; Prospect Park = 92; Glenolden = 90; Tinicum = 86. Note, Norwood School met the academic growth expectation in Math.

In all four community schools, the All Student group met the performance standard for regular attendance. Interboro High School: All student group exceeded the performance standard for regular attendance. Data may reflect that District is recovering from Covid attendance concerns. Statewide performance standard = 94.1%; Interboro High School 98.7% of students with regular attendance.

All K-5 Math classrooms are using a distributed math curriculum delivered with fidelity in the 2nd full year of implementation

Challenges

Norwood School: All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra. Norwood Achievement was 26.4% as compared to the state average of 35.7% and the Statewide 2030 Goal of 71.8%. Note that 77.7% of student groups met the Standard Demonstrating Growth.

Interboro High School: All Student Group Did Not Meet Interim Goal/Improvement Target in Science/Biology. Interboro High School Achievement was 15.3% as compared to the state average of 54.4% and the Statewide 2030 Goal of 83%. Note that 50% of student groups met the Standard Demonstrating Growth.

Glenolden, Norwood, and Prospect are trending downwards in ELA overall achievement for Students with Disabilities.

An inconsistent use of formative assessments at all statutory levels is present. If further professional development and tools given to teachers in this area, then it would aid educators in their ability to make real-time adjustments to support student learning.

Norwood and Prospect Park are trending negatively in Math for achievement for students with disabilities.

All for community schools are trending negatively in growth for

Strengths

The All Student group at Prospect Park exceeded the performance standard for the College and Career Benchmark; The All student group at Tinicum met the performance standard for the College and Career Benchmark. The statewide performance standard = 98%; Tinicum = 95.3%; Prospect Park = 99.3%; Note – Smart Futures recently adapted to support College and Career artifact collection and selected classroom teachers now supporting college and career artifact collection in consultation with school counselors.

Interboro High School: All Student Group exceeded the statewide 2030 goal for percent graduation of 4-year cohort. The statewide 2030 goal = 92.4%; Interboro High School percent graduation 4-year cohort = 94.7%

Teachers and principals have increased their capacity to make data-informed decisions to adjust curricula, impact lesson planning and determine appropriate interventions

All math resources are current and provide opportunity for the application of evidence-based strategies.

The number of instruction minutes is adequate for the expected learning and student outcomes: it is consistent across the school district.

Challenges

ELA

There is decreased number of students enrolled in advanced math courses offered at HS from 2018-2023. It is important to examine this trend further to identify if the root cause is content, curriculum, pedagogical approaches, or a combination of these elements.

New resources are needed for the major subject strands in high school science. It is important to plan a comprehensive curriculum and resource review process to identify action steps for a sequenced development of STEELS-based science program.

STEM and science courses operate independently. A conscious effort to integrate the learning experiences would impact district progress in STEM education.

The transition to the STEELS standards present a challenge to all school districts. Comprehensive planning for professional development that embeds adult learning learning is critical to successful implementation and transition to the new standards.

An inconsistent use of formative assessments at all statutory levels is present. If further professional development and tools given to teachers in this area, then it would aid educators in their ability to make real-time adjustments to support student learning.

Strengths

The number of instruction minutes is adequate for the expected learning and student outcomes: it is consistent across the school district.

All K-8 Science and STEM resources are current and provide opportunity for the application of evidence-based strategies. They also allow for learning progressions as students advance from K-8.

All statutory levels have participated in introductory professional development workshops focused on Next Generation Science Standards. This strength gives teachers a forward-looking perspective leading to the STEELS expected full implementation in year 2024-25.

90% of second grade students achieve mastery of phoneme blending as indicated on the PAST assessment

First grade students exhibit growth on onset and rhyme blending on PAST assessment

Year 3 of Orton Gillingham implementation with fidelity in Kindergarten (Administration of Level 1 Initial OG Assessment Spring 2022 only 36% of students were proficient in dictation; Spring 2023 64% of students were proficient in dictation)

Prospect Park, Norwood, and Glenolden All Student Group exceeded academic growth expectation in Science

Challenges

Norwood School: All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra.

Interboro High School: All Student Group Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra.

3rd Grade PSSA scores show that students have not mastered their decoding skills

Inconsistent implementation of core curriculum for writing; Limited Professional development for writing; Lacking Instructional time for writing

Limited formal ELA data for secondary students beyond PSSA/Keystone

ESSA Annual Meaningful Differentiation (AMD) Requirements. 2022 Targeted Support and Improvement Designations for Norwood School. Achievement: Math and ELA Combined 16.67%. English Language Proficiency 10.0%.

Future Ready Index for Norwood: 4.5% Met Interim Goal/Improvement Target for Mathematics/Algebra 1. The same cohort of students, 30% Met Interim Goal/Improvement Target for ELA

Effective tool needed to proactively track student progress toward

Strengths

In community schools where there is sufficient data to classify a sub group, students with disabilities met their targeted PVAAS projection.

Students with disabilities have increased their graduation rate within the 4 year cohort since the implementation of the high school ATSI plan.

Student:Counselor Ratio sveral research studies have found that smaller ratios support increases in standardized test performance, attendance, GPA and graduation rates, as well as decreased disciplinary infractions. Additional studies have shown lower ratios also increase the likelihood of students having conversations with school counselors regarding college-going and postsecondary plans.

Smart Futures implemented in Elementary/Middle School Studies classrooms by content-area teacher in collaboration with school counselor; SY 22-23 data indicates all schools met or exceeded SY 21-22 artifact completion data

Interboro School District has well-developed plans to support subgroups (EL, special education, struggling readers).

Interboro School District has 1:1 equitable access to devices for all PK-12th grade students. The District has a variety of developmentally appropriate software to support students'

Challenges

fulfilling Act 158 requirements that includes communication with student, counselor, and parent/guardian.

Interboro High School students need greater access to work-based learning experiences, industry-based credentials, and dual enrollment courses

Literature Growth: The Economically Disadvantaged subgroup had a growth score of 50.

Data shows that students who are not meeting the attendance goals of >90% are missing the mark by a wide margin. New intervention systems would be a priority to overcome this challenge.

Algebra I Growth: The Economically Disadvantaged Subgroup had a growth score of 50.

47 students out of 145 increased their WIDA score from the 2021-2022.

Student with disabilites are not meeting the target for participation percentage on statewide assessments. The 2020-2021 testing year had a dip across all tested areas for student with disabilities in relation to participation rate. The rate increased back to close to pre-pandemic rates in the 2021-2022 school year.

Students considered Economically Disadvantaged did not meet

Strengths

academic success.

The District has invested in additional school counselors to commit to both social-emotional and college and career supports.

Students with disabilities participate less than the state average in the general education classroom for more than 80% of their school day.

Students considered Economically Disadvantaged exceeded the Standard Demonstrating Growth at Glenolden in ELA, Math, and Science, at Norwood in Science, at Prospect Park in ELA and Math, and at Tinicum in Math

Communication: Established administrative communication through Microsoft Teams; Established inter-departmental meeting schedules; Reach stakeholders through a variety of methods including website, Blackboard messaging, Ready4K messaging, in-person and virtual family engagement opportunities; Established Subject Area Coordinator and Grade Level Liasion positions

Science of Reading: The reading specialist team has propelled the District forward as a leader in the county in structured literacy (Instructional programs and materials emphasize the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.)

Challenges

the Standard Demonstrating Growth at Interboro High School in ELA, Math, and Science

Norwood is in Targeted Support and Improvement (TSI) for for students designated EL in the subject area: math

The district needs to identify a clear curriculum cycle and standard design for curriculum writing

The Interboro High School needs to re-design course offerings/program of studies based on student interest, High School re-design project, Act 158 graduation requirements, Future-Ready focus on authentic learning through job shadowing, dual enrollment, and internships

Professional development needed in assessment literacy: formative assessment strategies and common assessments across grade levels/courses

MTSS procedures are strong at the elementary level; research-based academic interventions need strengthened at the secondary level

Strengths

Commitment to student social-emotional needs by hiring additional mental health professionals, implementing restorative practices, integrating Second Step in grades PK-8

Dedicated local, state, and federal fiscal resources: Sustained professional development (including the addition of elementary Literacy and Math coaches) based on needs identified in student data and anecdotal information from teachers; High School re-design project to ensure teaching and learning environment equips students with 21st century skills and opportunities; Research-based materials, software, and technology; Subject specific curriculum supervisors in areas of ELA, Mathematics, and Science/STEM

District commitment to instructional leadership: Establishing protocols for data team meetings; principal mentoring through outside contractor; Practices regarding supervision and feedback; Walkthrough tools; Administrative Council protocols

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Algebra I Growth: The Economically Disadvantaged Subgroup had a growth score of 50.	The root causes for economically disadvantaged subgroups having less growth in Algebra state assessments compared to non-economically disadvantaged subgroups can be multifaceted and may include several factors such as: Curricular Alignment: It's possible that the curriculum and instructional materials used in the district may not be effectively aligned with the needs and learning styles of economically disadvantaged students. Social and Emotional Factors: Economic disparities can lead to increased stress and anxiety among students, which can impact their ability to learn and perform well on assessments. Educational Equity: Systemic inequities in educational funding and resource allocation may result in unequal opportunities for economically disadvantaged students, leading to disparities in growth and achievement. Identifying and addressing these root causes may require a combination of strategies, including targeted instructional support, professional development for educators, increased access to resources, family and community engagement, and policy changes aimed at reducing educational inequities.	
An inconsistent use of formative assessments at all statutory levels is present. If further professional development and tools given to teachers in this area, then it would aid educators in their	The root cause for the inconsistent use of formative assessments at all statutory levels may be attributed to several factors: Lack of Training: Teachers may not have received adequate training or professional development on the purpose, design, and implementation of formative assessments, leading to uncertainty or reluctance in using them effectively. Time Constraints: Teachers often have limited time available for instructional planning and assessment due to various responsibilities. The use of formative assessments might be deprioritized in favor of other tasks. Assessment Culture: The school or district's overall assessment culture and policies may not prioritize formative assessments or provide clear guidelines for their use. Perceived Benefits: Educators might not fully understand the benefits of formative assessments in supporting student learning or may not see a direct correlation between using formative assessments and improved student outcomes. Assessment Literacy: Teachers may have varying levels of assessment literacy, with some not fully grasping how to use formative assessment data to make real-time	

Challenges	Discussion Point	Priority for Planning
ability to make real-time adjustments to support student learning.	adjustments to instruction.	
There is decreased number of students enrolled in advanced math courses offered at HS from 2018-2023. It is important to examine this trend further to identify if the root cause is content, curriculum, pedagogical approaches, or a combination of these elements.	The root cause for the decreased number of students enrolled in advanced math courses offered at the high school level from 2018 to 2023 could be attributed to a complex interplay of factors, including: Perception of Difficulty: Students and parents may perceive advanced math courses as significantly more challenging, leading some to opt for less demanding alternatives to avoid potential academic stress. Lack of Prerequisite Preparation: Students may not feel adequately prepared for advanced math courses due to gaps in their foundational math skills or knowledge. This can deter them from enrolling in such courses. Limited Awareness: There may be insufficient communication or awareness campaigns about the benefits of advanced math courses and their relevance for future academic and career opportunities. Pedagogical Approaches: The instructional methods used in advanced math courses may not cater to diverse learning styles, potentially alienating some students. Teacher Preparation: Teachers delivering advanced math courses may require additional training to effectively engage and support students, particularly those who struggle with the material. To identify the root cause or causes, it is imperative to conduct a comprehensive analysis that examines factors related to content, curriculum, pedagogical approaches, and student perspectives. This analysis may involve surveys, focus groups, student and parent interviews, curriculum reviews, and teacher feedback. Once the root causes are identified, strategic interventions can be designed to address specific issues, such as enhancing curriculum relevance, providing additional support for struggling students, or improving communication about the benefits of advanced math courses.	✓
Glenolden,	Interboro is implementing an phonetic program called SPIRE, which follows an explicit and	

Challenges	Discussion Point	Priority for Planning
Norwood, and Prospect are trending downwards in ELA overall achievement for Students with Disabilities.	systematic instructional approach. The district is also providing professional development on the topic of co-teaching practices to better support at-risk students.	
3rd Grade PSSA scores show that students have not mastered their decoding skills	The root cause for 3rd grade students not mastering their decoding skills is rooted in two causes. First, many of the students in this grade level received their initial phonetic instruction in a virtual environment, where they were not able to directly manipulate sounds in-person or interact with teachers in a traditional setting. Second, we have been transitioning from a balanced to structured approach to literacy instruction, which caused some initial inconsistencies with approaches to phonics instruction.	✓
Inconsistent implementation of core curriculum for writing; Limited Professional development for writing; Lacking Instructional time for writing	Root causes can be traced back to varied professional development initiatives centered on writing, but lacking a consistent approach. A lack of teacher expertise in writing, and the implementation of a new core program have also contributed to inconsistencies with writing.	

Challenges	Discussion Point	Priority for Planning
Limited formal ELA data for secondary students beyond PSSA/Keystone	Root causes for this topic are related to a lack of formative and summative assessments at the secondary level, typically used to drive instruction. Administrative changes have prevented a continuous focus on secondary ELA data. As a district, we have focused more on elementary data, which has taken away from a focus at the secondary level.	
The Interboro High School needs to re-design course offerings/program of studies based on student interest, High School re-design project, Act 158 graduation requirements, Future-Ready focus on authentic learning through job shadowing, dual enrollment, and internships	The Interboro School District is committed to a three-year construction project that will update learning spaces to provide authentic experiences to students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)

Action Steps	Anticipated Start/Completion Date
Curriculum audit and writing for courses Core 6 through Algebra 1	08/21/2023 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.	Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum writing professional development, curriculum development template, curriculum resources for math both physical and digital.	yes	no

Action Steps	Anticipated Start/Completion Date
Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	08/21/2023 - 08/30/2024

Monitoring/Evaluation

Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.

Anticipated Output

Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed	PD Step	Comm Step
Intervention development professional development, Intervention development template, intervention resources for math both physical and digital. Scheduling audit will occur to develop a consistent intervention time for all MTSS tiers.	yes	yes

Action Steps	Anticipated Start/Completion Date
Develop Standards Based Common Assessments for all 6th through Algebra 1 math courses	08/21/2023 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.	Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed		PD Step	Comm Step
Assessment Template, Performance Matters		yes	yes

Action Steps	Anticipated Start/Completion Date
Develop CoTeaching model to be used in cotaught math classes	08/21/2023 - 08/30/2025

Monitoring/Evaluation	Anticipated Output
Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.	Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed		PD Step	Comm Step
Professional development on coteaching		yes	no

Action Steps	Anticipated Start/Completion Date
Content focused professional development for teachers in 6th grade through Algebra 1 courses	08/21/2023 - 08/30/2025

Monitoring/Evaluation	Anticipated Output
Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.	Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional development on specific math topics	yes	no

Action Steps	Anticipated Start/Completion Date
Implement 2 Interventionist at the elementary level (grades 3 to 5)	08/21/2023 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Supervisor of Mathematics, Principals, Assistant Principals, and Director of Curriculum will check in monthly through early Wednesday meetings, Admin Council, and team meetings. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of curriculum and interventions are being utilized and are effective. Assessment data from MAP, IXL, CDT, PSSA, Keystone, and Local Assessments will be used to determine if growth has occurred, the rate of growth, and if that rate of growth will lead to achievement levels expected by PDE.	Fully comprehensive curriculum using the EdReports guidance documents. Interventions for courses Core 6 through Algebra 1 as evidenced by the National Center on Intensive Intervention and the Evidence for Essa sites.

Material/Resources/Supports Needed	PD Step	Comm Step
Hire 2 interventionist, train the interventionist, develop intervention model and resources	no	no

Action Plan: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)

Action Steps	Anticipated Start/Completion Date
All K-2 teachers will implement Heggerty as part of core curriculum to provide daily systematic, explicit instruction of phonemic/phonological awareness skills.	09/05/2023 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through Acadience Assessment, Walkthroughs	80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.??

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development, Dedicated Time in Instructional Schedule, Teacher Manuals, Coaching	yes	no

Action Steps

Action Steps	Anticipated Start/Completion Date
All K-2 students will take the normed, research based Acadience Benchmark Assessment. Data teams will analyze student learning data three times per year during data team meetings. Acadience data will be uploaded in Performance Matters to support analyzation for teachers and administrators.	09/18/2023 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through Acadience Assessment, Walkthroughs	80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.??

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development, Assessment Books, Established Data Meetings	no	no

Action Steps	Anticipated Start/Completion Date
Using benchmark data, all K-2 teachers will conduct monthly progress monitoring using Acadience tools based on student performance. All K-2 teachers will analyze monthly progress monitoring and participate in collaborative data-based discussions with colleagues. Students who are not meeting benchmark will receive targeted, direct intervention and progress monitoring by classroom teacher based on exhibited need.	09/03/2024 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through Acadience Assessment, Walkthroughs	80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.??

Material/Resources/Supports Needed		PD Step	Comm Step
Professional Development, Assessment Books, Established Data Meetings, Acadience Progress Monitoring Resources, Intervention Resources		yes	no

Action Steps	Anticipated Start/Completion Date
All K-2 teachers will create and monitor flexible, data driven groups to provide instruction in early literacy skills. All K-2 teachers will identify and achieve student growth goals.	09/02/2025 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through Acadience Assessment, Walkthroughs	80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score.??

Material/Resources/Supports Needed		PD Step	Comm Step
Professional Development, Small Group Resources, Established Data Meetings		yes	no

Action Plan: How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)

Action Steps	Anticipated Start/Completion Date
All new teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals, as well as receive comprehensive OG training through IMSE (Institute for Multisensory Education).	09/05/2023 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Coaching, Professional Development		yes	no

Action Steps	Anticipated Start/Completion Date
All K-2 teachers will analyze daily and weekly dictation to monitor student progress and participate in collaborative data-based discussions with colleagues. All K-2 teachers will create and monitor flexible, data driven groups to provide instruction using researched based activities directly related to a substrand of Scarborough's Rope.	09/03/2024 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Material/Resources/Supports Needed		PD Step	Comm Step
Student Dictation Sheets, Established Data Meetings, Small Group Resources		yes	no

Action Steps	Anticipated Start/Completion Date
All K-2 teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals.	09/03/2024 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Coaching, Professional Development	yes	no

Action Steps	Anticipated Start/Completion Date
All building Principals will conduct OG focused walkthroughs and observations for teachers in order to provide explicit feedback.	09/03/2024 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development from Literacy Coach, OG Specific Walkthrough Protocol, Formal Observation Form	yes	no

Action Steps	Anticipated Start/Completion Date
OG focused homework will be distributed, in conjunction with activity descriptions, to provide additional skill practice for students and inform parents of current instructional concepts.	09/03/2024 - 06/12/2026

Monitoring/Evaluation	Anticipated Output
Reading Specialists, Teachers, Building Administrators, Central Administration, 3x's/year (Fall, Winter, Spring), through IMSE OG Assessment, and Walkthrough Reports	80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Homework Materials, Homework Activity Description Sheets	no	yes

Action Plan: Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)

Action Steps	Anticipated Start/Completion Date
All High School departments will analyze and compare course offerings in high schools and post-secondary institutions throughout the region and regional career trends. All students in grades 8-12 will be surveyed to gather student interests and needs for future course offerings	09/01/2023 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Analysis of Student Course Selection, HS Administration, School Counselors, Subject Area Coordinators, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Completed Curriculum, Director of Curriculum and Curriculum Supervisors, Monthly	All Interboro departments will offer authentic post-secondary experiences in their subject matter. A minimum of 75% of graduating seniors will participate in an authentic pre-career experience.

Material/Resources/Supports Needed		PD Step	Comm Step
Time for research, survey instrument, time for survey administration, time for analysis of student survey submissions.		yes	no

Action Steps	Anticipated Start/Completion Date
All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready pathways will offer a minimum of one course that results in students achieving an industry-based certification.	07/01/2024 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Analysis of Student Course Selection, HS Administration, School Counselors, Subject Area Coordinators, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Completed Curriculum, Director of Curriculum and Curriculum Supervisors, Monthly	All Interboro departments will offer authentic post-secondary experiences in their subject matter. A minimum of 75% of graduating seniors will participate in an authentic pre-career experience.

Material/Resources/Supports Needed	PD Step	Comm Step
Time for departmental planning, District-wide curriculum framework, time and budget for curriculum writing, Industry-Based certification partners and budget for certificate completion, High School renovation project	yes	yes

Action Steps	Anticipated Start/Completion Date
A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully developed.	07/01/2024 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Analysis of Student Course Selection, HS Administration, School Counselors, Subject Area Coordinators, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Completed Curriculum, Director of Curriculum and Curriculum Supervisors, Monthly	All Interboro departments will offer authentic post-secondary experiences in their subject matter. A minimum of 75% of graduating seniors will participate in an authentic pre-career experience.

Material/Resources/Supports Needed	PD Step	Comm Step
Scheduling Team, Time allotted for research, Professional Development around scheduling practices, Powerschool SIS, Community partners to support internships and job shadowing program, Dedicated staff to monitor internship and job shadowing program	yes	yes

Action Steps	Anticipated Start/Completion Date
Counselors will support students in aligning High School course selection based on career goals and transition planning.	09/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Analysis of Student Course Selection, HS Administration, School Counselors, Subject Area Coordinators, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Completed Curriculum, Director of Curriculum and Curriculum Supervisors, Monthly	All Interboro departments will offer authentic post-secondary experiences in their subject matter. A minimum of 75% of graduating seniors will participate in an authentic pre-career experience.

Material/Resources/Supports Needed	PD Step	Comm Step
Smart Futures and MyPlanPA software, time for student:counselor career planning sessions	no	no

Action Plan: Monitors or Mentors (Pennsylvania Evidence Resource Center)

Action Steps	Anticipated Start/Completion Date
Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	09/01/2023 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually	By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Material/Resources/Supports Needed	PD Step	Comm Step
PA Future Ready Act 158 Toolkit; Time for professional development	yes	yes

Action Steps	Anticipated Start/Completion Date
Develop a family-facing platform to help staff, students, and parents/guardians to track individual student fulfillment of Act 158 requirements	09/01/2024 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually	By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Material/Resources/Supports Needed	PD Step	Comm Step
MyPlanPA, Professional development on tool; Family Workshops; Time for student and family conferences	no	yes

Action Steps	Anticipated Start/Completion Date
Collaborate with all stakeholders to develop a job description, expectations, and general schedules, training needs for post-secondary transition advisors. Develop a firm schedule for post-secondary transition advisement for the 26-27 school year.	07/01/2025 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually	By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

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

Action Steps	Anticipated Start/Completion Date
Revise the Career Plan in Smart Futures to include High School plans to pursue Future Ready Pathways and fulfill Graduation requirements	09/01/2025 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually	By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Material/Resources/Supports Needed		PD Step	Comm Step
Smart Futures, Professional Development, Revised Program of Studies		no	no

Action Steps	Anticipated Start/Completion Date
Develop and implement a survey where graduates can provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.	09/01/2024 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Teacher and Student feedback on advisement sessions, HS Administration, School Counselors, Quarterly; Analysis of Smart Futures and My Plan PA student data, HS Administration and School Counselors, Monthly; Analysis of results from IHS graduate survey data, HS Administration, Director of Curriculum, School Counselors, Annually	By the 2025-2026 school year, 90% students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 60% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.

Material/Resources/Supports Needed	PD Step	Comm Step
Time for survey development; Survey instrument; Method to communicate with graduates; Time to analyze data	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Curriculum audit and writing for courses Core 6 through Algebra 1	08/21/2023 - 08/30/2024
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	08/21/2023 - 08/30/2024
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-	Develop and implement a math intervention program in	Develop Standards Based Common Assessments for all 6th through Algebra 1 math	08/21/2023 - 08/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
rich formative assessments. (Growth in Mathematics)	course 6th through Algebra 1 (Implementation of MTSS model)	courses	
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Develop CoTeaching model to be used in cotaught math classes	08/21/2023 - 08/30/2025
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Content focused professional development for teachers in 6th grade through Algebra 1 courses	08/21/2023 - 08/30/2025
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early	Foundational Skills to Support Reading for	All K-2 teachers will implement Heggerty as part of core curriculum	09/05/2023 - 06/12/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Literacy Skills)	Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	to provide daily systematic, explicit instruction of phonemic/phonological awareness skills.	
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early Literacy Skills)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	Using benchmark data, all K-2 teachers will conduct monthly progress monitoring using Acadience tools based on student performance. All K-2 teachers will analyze monthly progress monitoring and participate in collaborative data-based discussions with colleagues. Students who are not meeting	09/03/2024 - 06/12/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		benchmark will receive targeted, direct intervention and progress monitoring by classroom teacher based on exhibited need.	
80% of grades K-2 students will demonstrate proficiency in early literacy skills by achieving expected grade level norms on each triannual Acadience benchmark administration as measured by the Composite Score. (K-2 Early Literacy Skills)	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2 Phonemic Awareness (National Center on Improving Literacy)	All K-2 teachers will create and monitor flexible, data driven groups to provide instruction in early literacy skills. All K-2 teachers will identify and achieve student growth goals.	09/02/2025 - 06/12/2026
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological	All new teachers will participate in a coaching cycle to enhance their teaching	09/05/2023 - 06/12/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Awareness (National Center on Improving Literacy)	of phonics instruction and create goals, as well as receive comprehensive OG training through IMSE (Institute for Multisensory Education).	
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All K-2 teachers will analyze daily and weekly dictation to monitor student progress and participate in collaborative data-based discussions with colleagues. All K-2 teachers will create and monitor flexible, data driven groups to provide instruction using researched based activities directly related to a substrand of Scarborough's Rope.	09/03/2024 - 06/12/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All K-2 teachers will participate in a coaching cycle to enhance their teaching of phonics instruction and create goals.	09/03/2024 - 06/12/2026
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	All building Principals will conduct OG focused walkthroughs and observations for teachers in order to provide explicit feedback.	09/03/2024 - 06/12/2026
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will analyze and compare course offerings in high schools and post-secondary institutions throughout the region	09/01/2023 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and regional career trends. All students in grades 8-12 will be surveyed to gather student interests and needs for future course offerings	
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready pathways will offer a minimum of one	07/01/2024 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		course that results in students achieving an industry-based certification.	
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be explored. An internship and job shadowing program will be fully developed.	07/01/2024 - 06/30/2026
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	09/01/2023 - 06/30/2023
By the 2025-2026 school year, 90% of students in grades 8-12 will have a	Monitors or	Collaborate with all	07/01/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Mentors (Pennsylvania Evidence Resource Center)	stakeholders to develop a job description, expectations, and general schedules, training needs for post-secondary transition advisors. Develop a firm schedule for post-secondary transition advisement for the 26-27 school year.	- 06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Heggerty Professional Development	K-2 Teachers	Program components, lesson sequence, how to navigate teacher manual, and lesson walkthrough

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student growth on Acadience and OG assessments, walkthrough data, teacher feedback through reading specialist check-ins	09/05/2023 - 06/14/2024	Supervisor of Literacy and Pre-K-2 Literacy Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Acadience Progress Monitoring	K-2 Teachers	Assessment protocols, progress monitoring resources, data analysis, and data meetings

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student growth on Acadience assessments, teacher participation during data meetings, intervention/progress monitoring data	09/03/2024 - 06/12/2026	K-2 Teachers and Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Small Group Instruction Based on Need	K-2 Teachers	Professional development on needs based small group instruction, small group resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student progress on Acadience assessments, teacher participation during data meetings through reporting out of progress on student growth goals, walkthrough feedback	09/02/2025 - 06/12/2026	K-2 Teachers and Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
New Teacher Coaching and OG Training	New K-2 Teachers	Comprehensive OG training through IMSE, Coaching on phonics based instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implementing phonetic based instruction (Heggerty and OG) with fidelity	09/03/2024 - 06/12/2026	Pre-K- 2 Literacy Coach and Supervisor of Literacy, Pre-K-12

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Analyzation of Weekly Dictation	K-2 Teachers	Weekly dictation sheets, flexible small group resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of flexible small groups, growth in phonetic learning data	09/05/2023 - 06/12/2026	K-2 Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
K-2 Coaching Cycle	K-2 Teachers	Phonemic awareness instruction, OG instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved instructional practices stemming from classroom walkthroughs and observations, Literacy Coach feedback	09/03/2024 - 06/12/2026	Pre-K-12 Literacy Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
OG Focused Classroom Walkthroughs and Observations	Principals	Introduction of OG focused walkthrough tool, review of essential components of OG instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Explicit teacher feedback located in documents, check-ins with Supervisor of Literacy	10/02/2023 - 06/12/2026	Supervisor of Literacy, Pre-K-12

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Audit and Curriculum Writing	Middle school regular and special education math teachers	How to conduct a curriculum audit, Understanding By Design Curriculum writing, Universal Design lesson planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Audit is conducted and areas of need are focused on for curriculum writing. Curriculum will be written using the UBD template design.	08/28/2023 - 08/30/2025	PreK-12 Supervisor of Math

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Middle School Math Intervention Program	Middle school regular and special education math teachers	How to determine what intervention matches which student need, data informed decision making

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will implement individual and class wide interventions a minimum of 3 times a week for 15 minutes a day within the 90 minute math block.	08/28/2023 - 08/30/2025	PreK-12 Supervisor of Math

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Common Assessments	Middle school regular and special education math teachers	How to design valid assessment questions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Each math unit will have a common assessment that is standards based	08/28/2023 - 08/30/2025	PreK-12 Supervisor of Math

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Coteaching in the math classroom	Middle school regular and special education math teachers	Designing a coteaching model, expectations, common planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Coteaching model is implemented with researched back methodologies, student and teacher feedback. A walkthrough tool developed by faculty members at the University of Alabama departments of Mathematics and department of Curriculum and Instruction will be utilized to determine if implementation of the coteaching model is being utilized and is effective.	08/28/2023 - 08/30/2025	PreK-12 Supervisor of Math

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Revising the High School Program of Studies	High School Professional Staff (all core and elective areas), School Counselors	Research on tri-state area course offerings, post-secondary plans, student interests, regional career trends

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Longitudinal plan for future-ready course offerings in all departments, Student interest survey analysis	07/01/2023 - 01/30/2024	High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
High School Curriculum Re-Design	High School Professional Staff (all core and elective areas), School Counselors	Curriculum writing, Understanding By Design Curriculum writing, Industry-based learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Longitudinal plan for future-ready course offerings in all departments, curriculum frameworks, implementation of industry-based learning opportunities	09/01/2024 - 06/30/2026	High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
High School Experiential Learning	High School Scheduling Team (Teachers, School Counselors, Administrators)	Experiential learning, approaches to student scheduling, setting up internships and job shadows

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Updated High School Schedule, Student enrollment in internships and job shadows	07/01/2024 - 06/30/2026	Director of Curriculum and Instruction; High School Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

Professional Development Step	Audience	Topics of Prof. Dev
Act 158 Graduation Requirements	Secondary Teachers, School Counselors, High School Administration	Future Ready Pathways, Act 158, Advising

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Responses to survey following professional development; Creation of advisory program; Student post-secondary transition plans; Student responses to post-graduation survey	07/01/2024 - 06/30/2026	Director of Curriculum and Instruction; High School Principal

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

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

2b: Establishing a Culture for Learning

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Create a middle school intervention program using MAP, IXL, CDT, SpringMath and teacher created materials.	2023-08-21 - 2024-08-30
By 2025-26, all ISD school buildings will meet the interim achievement goal by the PSSA/Algebra Keystone and meet expected growth goals as measured by PVAAS by sustaining a consistent pacing calendar, using curriculum with identified priority standards, and systematically using data-rich formative assessments. (Growth in Mathematics)	Develop and implement a math intervention program in course 6th through Algebra 1 (Implementation of MTSS model)	Develop Standards Based Common Assessments for all 6th through Algebra 1 math courses	2023-08-21 - 2024-08-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
80% of 1st and 2nd grade students will demonstrate proficiency in decoding and encoding by attaining expected grade level achievement (80% overall score) on the initial, midterm, and final IMSE Assessments. (1st and 2nd Decoding and Encoding)	How We Learn to Read: The Critical Role of Phonological Awareness (National Center on Improving Literacy)	OG focused homework will be distributed, in conjunction with activity descriptions, to provide additional skill practice for students and inform parents of current instructional concepts.	2024-09-03 - 2026-06-12
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	All High School departments will create a timeline for curriculum revision and integration of new course offerings that correspond with the High School renovation of learning spaces. Based on	2024-07-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		departmental timeline, departments will design curriculum for new and revised courses using a common, District-wide framework All Future-Ready pathways will offer a minimum of one course that results in students achieving an industry-based certification.	
By 2025-2026, all Interboro High School departments will offer authentic experiences in order to support students' exploration of various post-secondary opportunities. A minimum of 60% of graduating seniors will participate in an authentic pre-career experience connected to their career goals. (Future Ready Pathways)	Creating a Future-Oriented Culture in High Schools (What Works Clearinghouse)	A High School scheduling team will be developed and opportunities for experiential learning with non-traditional schedules will be	2024-07-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		explored. An internship and job shadowing program will be fully developed.	
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Professional Development on the Future Ready pathways and Act 158 Legislation post-secondary readiness for all teachers in grades 8-12	2023-09-01 - 2023-06-30
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Develop a family-facing platform to help staff, students, and parents/guardians to track individual student fulfillment of Act 158 requirements	2024-09-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2025-2026 school year, 90% of students in grades 8-12 will have a post-secondary transition plan that is monitored through consistent advising. By 2026, 75% of graduates from prior year will provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning. (Post-Secondary Transition Advising)	Monitors or Mentors (Pennsylvania Evidence Resource Center)	Develop and implement a survey where graduates can provide feedback regarding preparation for post-secondary goals to determine the efficacy of transition planning.	2024-09-01 - 2026-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Intervention Program	Students and Guardians	How are students placed in the program, how students are assessed, how data is collected, and how information is communicated to guardians

Anticipated Timeframe	Frequency	Delivery Method
08/30/2024 - 08/30/2025	Each intervention cycle	Letter

Lead Person/Position
Jonathan Regino/Supervisor of Mathematics

Communication Step	Audience	Topics/Message of Communication
Standards Based Common Assessments	Students and guardians	How to read the assessments, what do the scores mean, what should be done with the information, how the scores equate to overall learning

Anticipated Timeframe	Frequency	Delivery Method
08/30/2024 - 08/30/2025	Beginning of the school year	Letter

Lead Person/Position
Jonathan Regino/Supervisor of Mathematics

Communication Step	Audience	Topics/Message of Communication
OG Focused Homework	K-2 Students and guardians	Description of homework activities, homework activities

Anticipated Timeframe	Frequency	Delivery Method
09/03/2024 - 06/12/2026	Description= beginning of year, Homework= weekly	Letter

Lead Person/Position
K-2 Teachers

Communication Step	Audience	Topics/Message of Communication
Future Ready Pathways	Community Partners , Families	High School Renovation project, Future Ready curriculum plans, internship and job shadowing programs

Anticipated Timeframe	Frequency	Delivery Method
09/01/2024 - 06/30/2026	Posting to remain and be updated monthly	Posting on district website Presentation Other Newsletter

Lead Person/Position
High School Principal

Communication Step	Audience	Topics/Message of Communication
Post-Secondary Transition Planning	Families	Act 158, Using family-facing software

Anticipated Timeframe	Frequency	Delivery Method
09/01/2024 - 06/30/2026	Bi-Annually	Presentation Posting on district website Newsletter

Lead Person/Position
High School Principal, School Counselors

Communication Step	Audience	Topics/Message of Communication
Post-Secondary Transitions Feedback	Interboro High School graduates	Feedback regarding preparation for post-secondary goals

Anticipated Timeframe	Frequency	Delivery Method
05/01/2026 - 06/30/2026	Posting to remain during period in which survey instrument is accessible	Posting on district website Email Other

Lead Person/Position
High School Principal, School Counselors

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder Presentation	Understanding the planning process and overarching goals of the Comprehensive Plan; "Notice/Wonder Activity"	Presentation	Interboro SD Stakeholders	February 2023
Public Posting of Comprehensive Plan	Announcement of Comprehensive Plan and Opportunity for Feedback	Website Posting	Interboro SD Stakeholders	October 2023
Varied marketing of mission, vision, shared values, goals	Mission, Vision, Shared Values, Goals	Website posting, Letterhead, Posters, Student/Parent Handbooks	Interboro SD Stakeholders	October 2023 - June 30, 2026
Grade Level, Departmental, Faculty, Teaching and Learning Meetings	Cycle of Continuous Improvement - Monitor progress toward goals, and action steps, modify as necessary	Workshops/Meetings	Administrators/Educators	October 2023 - June 30, 2026
Feedback Surveys	Survey key stakeholders to gain perceptual data about progress toward meeting goals	Survey Instrument	Interboro SD Stakeholders	Annually
Community Presentations	Cycle of Continuous Improvement - Monitor progress and modify plan as necessary	Presentation	Board of School Directors and Interboro SD Stakeholders	Bi-Annually

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline