SUCCESS FOR ALL

STUDENT EXPERIENCE

FLEXIBLE, PERSONALIZED PATHWAYS

EQUITABLE ACHIEVEMENT & ACCESS

MULTI-TIRED SUPPORTS (MTSS)

DIFFERENTIATED INSTRUCTION, DATA INFORMED, ALIGNED INTERVENTIONS

SOCIAL-EMOTIONAL LEARNING

INCLUSIVITY BELONGINGNESS, DIGNITY

CONTEMPORARY LEARNING

CRITICAL THINKING, COMMUNICATION, COLLABORATION, CREATIVITY

ROSE TREE MEDIA SCHOOL DISTRICT

CULTURE
BELIEFS | VALUES | ASSUMPTIONS | ACTIONS

CONTENTS

Dear Stakeholder,

On behalf of the Rose Tree Media School District, I am pleased to present a Strategic Plan that will guide district decision-making through the 2018-2024 school year. This plan provides our school community with a refreshed mission, shared goals and sets specific data-driven priorities designed to meet the needs of every student, every day.

Development of the Strategic Plan was a collaborative effort involving faculty and staff, administrators, students, parents and Board of Education members who contributed a broad diversity of experiences and ideas throughout the process. Together, we have designed a plan that is intended to align with our school District's mission statement: Students are the focus of the Rose Tree Media School District learning community. All students will reach their intellectual, emotional, social, and physical potential in a safe environment that celebrates diversity, individual talents and efforts, and promotes collaboration, caring, respect, and leadership. Students will be well prepared to create meaningful and productive lives in a global society.

The plan reflects core values and goals within four areas: Academics, 21st Century Teaching and Learning, Equity and Success for All, and Wellness. Within those areas, we have identified objectives and strategies and established performance benchmarks and indicators that will allow us to measure our progress and align workforce and financial resources in a way that helps us reach our goals.

Thank you to everyone who participated in development of the RTMSD Strategic Plan 2019-2024.

Sincerely,
Eleanor DiMarino-Linnen, PhD
Superintendent of Schools

Vision Statement

- All members of the school community are lifelong learners committed to continuous improvement who contribute to a diverse yet globally connected world.

- All members of the school community are able to use technology to extend, enhance, and facilitate learning and develop other 21st Century skills.

- All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potential.

Shared Values

- Each child has unique learning needs.

- All students can learn and be successful.

- Schooling should address the needs of the whole child.

- Our success requires the collaborative support of the entire community.

- Each member of our school community deserves mutual respect in a safe and healthy environment.

- While the District maintains fiscal responsibility, decisions should be driven by students' needs and interests.

Planning Committee

| Name	Role	Name	Role
Michelle Britton	Administrator	Heena McCafferty	Elementary Teacher
Eric Bucci	Administrator	Rachel Pinsley	Elementary Teacher
Casey Cohen	Administrator	Julie Plater	Elementary Teacher
Eleanor DiMarino-Linnen	Administrator	Jeannete Verdeur	Elementary Teacher
William Dougherty	Administrator	Sue Williamson	Elementary Teacher
Joseph Fuhr	Administrator	Ben Danson	High School Teacher
Thomas Haupert	Administrator	Carley Dillon	High School Teacher
Bonnie Keiles	Administrator: Special Ed.	Greg Jacobs	High School Teacher
Kimberly Lacoste	Administrator: Special Ed.	Dana Martinsen	High School Teacher
Devin Layton	Administrator	Kimberly Riviere	High School Teacher
Patti Linden	Administrator	Jodi Strevig	High School Teacher
Jenny Robinson	Administrator	Joseph Fisher	Middle School Teacher
Robert Salladino	Administrator	Mark Homan	Middle School Teacher
David Stango	Administrator	Bridget Laubach	Middle School Teacher
Sharon Sweeney	Administrator	Jason Lazarow	Middle School Teacher
Paula Voshell	Administrator	Kathy McGuire	Middle School Teacher
Todd Kanzinger	Business Representative	Jonathon Stroup	Middle School Teacher
Louise Naismith	Business Representative	Jenny Dresden	Parent
Meg Barney	Community Representative	Michelle Hunt	Parent
Donald Guthrie	Community Representative	Tiffany Bendistis	Administrator: Special Ed.
Bernadette Dacanay	Education Specialist	Tina Loveland Smith	Elementary Teacher
Jean McPheeters	School Counselor	Charles Keeler	Elementary Teacher
Christ Consadene	Elementary Teacher:MTSS	Hans Kalbach	Elementary Teacher
Jeff Davies	Elementary Teacher	Berit Haahr	Elementary Teacher
Nancy Gheysens	Elementary Teacher:MTSS	Crystal Grace-Green	Elementary Teacher
Aaron Goldfarb	Elementary Teacher		

Goal 1
Academics

Goal 1: Academic

ACHIEVEMENT

GROWTH

RIGOR

Objectives
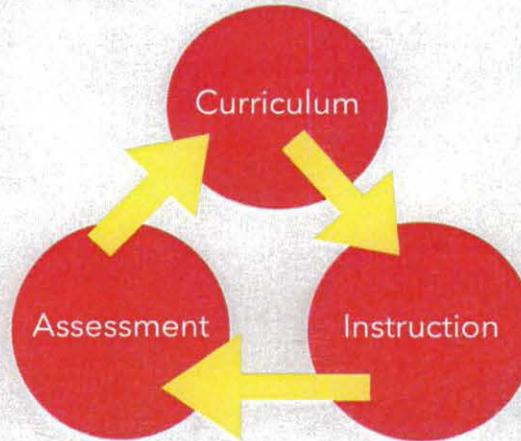
- **Ensures all students graduate with the skills, knowledge and attitudes to pursue productive and satisfying lives**

- **Build collective efficacy through Professional Learning Communities that are focused on a learn, apply, and reflect model for building highly effective instructional practices that support student learning outcomes and lead to continuous improvement.**

Major Strategies

1.Establish a district system that fully ensures the consistent implementation of effective instructional practices acros all classrooms in each school.

2. Establish a district system that fully ensures consistent implementation of standards aligned curricula and assessments across all schools for all students.

3. Implement Multi-tiered Systems of Support at the secondary level that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student need and includes procedures for monitoring effectiveness.

Goal 2
21st Century Teaching & Learning

2

Goal 2: 21st Century Teaching and Learning

RELEVANCE

PERSONALIZED

FLEXIBLE

Objectives

- Implement instructional practices and learning experiences which reflect a Contemporary model of teaching and learning.

- Supports the development of problem-solving skills, both with academic content and life skills

- Ensure all students graduate with the skills, knowledge and attitudes to succeed in a globally-connected marketplace.

Major Strategies

1. Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program.

2. Provide professional learning experiences for teachers in areas such as project-based learning and instructional technology.

3. Increase flexibility and personalized learning pathways that support post-high school choices.

Goal 3
Equity and Access for All

3

Goal 3: Equity and Access for ALL

TRUST

RESPECT

VOICE

INCLUSIVENESS

ENGAGEMENT

BELONGINGNESS

Objectives

- Ensure that all students have equitable access to all programs in our schools.

- Encourages and support culturally responsive teaching.

- Ensure that beliefs, mindset and practices are grounded in principles of equity.

- Sustain a healthy, respectful, caring, safe, and inviting learning environment to foster a sense of belongingness for all students.

Major Strategies

1. Provide staff with professional development to increase awareness and offer strategies to promote equity and inclusion for all students

2. Fully implement a Multi-tiered System of Support model in K-12.

3. Engage staff and community in supporting District and building wide equity work.

Goal 4
Wellness

4

Goal 4: Wellness

CHARACTER

LEADERSHIP

MINDFULNESS

SOCIAL EMOTIONAL

LEARNING

Objectives

- Prepare students to become actively engaged in their communities.

- Provide programs to strengthen the social, emotional and physical wellness of students and staff.

- Foster self-care, a healthy lifestyle and mindfulness among students and staff.

Major Strategies

1. Fully implement a K-8 Positive Behavior Support Program.

2. Implement a K-12 social emotional learning curriculum.

3. Examine Restorative Practices at the secondary level.

4. Develop a Wellness course for secondary students.

5. Refine Threat Assessment Protocols.

Metrics. Measures, and Data

Metric	Baseline	2019	2020	2021	2022	2023	Source
Academic							
Percent of K-2 students at Benchmark in core phonics skills	87	87	88	88	89	90	DIBELS
Percent of K-3 students needing Intensive level of support in phonics	4	4	3	3	2	2	DIBELS
Percent of 2nd-5th grade students scoring proficient or advanced in achieving reading standards	85	85	86	86	86	86	MAP
Percent of 2nd-5th grade students scoring proficient or advanced in achieving math standards	85	85	86	86	86	86	MAP
Percent of 3-5th grade students rated as proficient or advanced in ELA	86	85	85	86	86	86	PSSA
Percent of 3-5th grade students rated as proficient or advanced in Math	76	77	78	79	80	81	PSSA
Percent of 6-8th grade students rated as proficient or advanced in ELA	88	85	85	86	86	86	PSSA
Percent of 6-8th grade students rated as proficient or advanced in Math	56	58	60	62	64	66	PSSA

Metric	Baseline	2019	2020	2021	2022	2023	Source
Percent of 4th grade students rated as proficient or advanced in Science	95	88	88	89	89	89	PSSA
Percent of 8th grade students rated as proficient or advanced in Science	78	80	81	82	83	85	PSSA
Percent of students scoring proficient or advanced in Literature	89	86	86	86	86	86	PSSA
Percent of students scoring proficient or advanced in Algebra I	81	80	81	82	83	84	PSSA
Percent of students scoring proficient or advanced in Biology	81	82	83	84	85	86	PSSA
21st Century Teaching/Learning							
Percent of instructional practice that reflects contemporary models	10	25	40	50	65	70	Walk throughs
Percent of teachers who report that PD is impacting their teaching in meaningful ways	Not established	80	85	90	95	99	Surveys
Percent of teachers receiving PD in the areas of instructional technology	40	100	100	100	100	100	MLP
Percent of teachers who routinely use technology as a learning tool in the classroom	Not established	150	180	200	220	280	Walk throughs

Metric	Baseline	2019	2020	2021	2022	2023	Source
Number of teachers who participated in differentiated, personalized PD opportunities	20	177	200	230	260	300	MLP
Number of teachers who created an online/blended PD opportunity for their colleagues	0	4	8	12	20	25	MLP
Equity and Access							
Percent of 3-5th grade students identified as Historically Underperforming rated as proficient or advanced in ELA	65	67	69	70	72	74	PSSA
Percent of 3-5th grade students identified as Historically Underperforming rated as proficient or advanced in Math	53	55	57	59	60	62	PSSA
Percent of 6-8th grade students identified as Historically Underperforming rated as proficient or advanced in ELA	70	72	74	75	85	86	PSSA
Percent of 6-8th grade students identified as Historically Underperforming rated as proficient or advanced in Math	32	35	43	50	53	62	PSSA
Percent of 4th grade students identified as Historically Underperforming scoring proficient or advanced in Science	90	90	91	91	92	93	PSSA
Number of AA/Multi-racial students taking AP Courses	4	10	12	14	18	20	Master schedule
Number of Econ. Disadv. Students taking AP courses	18	22	24	26	28	30	Master schedule

Metric							Source
Percent of 8th grade students identified as Historically Underperforming scoring proficient or advanced in Science	57	59	61	63	65	67	PSSA

Metric							Source
Percent of students in grades 10-12 that report symptoms of anxiety or depression leading to a need for Tier 2 and 3 interventions	36	34	32	30	27	24	PAYS
# of students referred for SAP	HS: 67 MS: 33	HS: 60 MS: 30	HS: 54 MS: 27	HS: 50 MS: 25	HS: 48 MS: 23	HS: 47 MS: 21	SAP data
# of crisis screenings	HS: 27 MS: 35 Elem: 21	HS: 25 MS: 32 Elem: 19	HS: 23 MS: 30 Elem: 17	HS: 21 MS: 29 Elem: 15	HS:20 MS: 27 Elem: 14	HS: 20 MS: 25 Elem: 13	SAP data
# of students in small group counseling (Tier II)	HS: 28 MS: 69 Elem: 151	HS: 25 MS: 65 Elem:	HS: 23 MS: 63 Elem:	HS: 22 MS: 61 Elem:	HS: 22 MS: 60 Elem:	HS: 21 MS: 55 Elem:	TFF case loads/ counselor case loads
# of students in Tier III/ IEP counseling	HS: 68 MS: 29 Elem: 19	HS: 64 MS: 27 Elem: 17	HS: 60 MS: 26 Elem: 16	HS: 58 MS: 25 Elem: 15	HS: 55 MS: 24 Elem: 14	HS: 50 MS: 23 Elem: 13	TFF case loads/ counselor case loads
Percent of 10th and 12th grade students who feel assigned schoolwork is meaningful and important	20	30	40	50	60	70	PAYS
Percent of 10th and 12 grade students involved in school-sponsored activities	80	82	83	84	85	86	PAYS
Percent of students who reported experiencing bullying at school	16	15	11	10	9	8	PAYS
Percent of 12th graders reported vaping marijuana	29	25	23	21	20	18	PAYS

Metric	Baseline		2019	2020	2021	2022	2023	Source
I feel like a part of my school	Elem: 4.07 MS:3.67 HS: 3.54	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
People notice when I'm good at something	Elem: 3.53 MS: 3.45 HS:3.34	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
Most teachers at this school are interested in me	Elem: 3.84 MS: 3.59 HS: 3.46	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
Sometimes I don't feel as if I belong here (reverse scored)	Elem: 4.11 MS: 4.07 HS: 3.85	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
I feel like a real part of my school	Elem: 4.08 MS: 3.67 HS: 3.54	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
I am treated with as much respect as the other students.	Elem: 4.04 MS: 4.03 HS: 3.91	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
I am treated with as much respect as the other students.	Elem: 4.04 MS: 4.03 HS: 3.91	Baseline established		4.1	4.3	4.5	4.8	Penn Belongingness Survey
Average daily attendance (Elementary) AA: African American H: Hispanic MultiR: Multi-racial Spd: Special Education FR: Free/Reduced EN: English Language Learners	Total: 96.5 AA: 97.2 H: 96.7 MultiR: 96.9 Spd: 95.8 FR: 94.7 EN: 96		96	96	97	97	98	PIMS
Average daily attendance (middle school) AA: African American H: Hispanic MultiR: Multi-racial Spec. Ed: Special Education FR: Free/Reduced	Total: 96 AA: 95.3 H: 95.9 MultiR: 95.4 Spd: 94.3 FR: 93.8 EN: 97.4		96	96	97	97	98	PIMS
Average daily attendance (high school students) AA: African American H: Hispanic MultiR: Multi-racial Spec. Ed: Special Education FR: Free/Reduced	Total:95.2 AA:94.2 H: 95.5 MultiR: 94.5 Spd: 93.6 FR:93.1 EN: 98.1		96	96	97	97	98	PIMS

Academic Action Steps

MTSS
Multi-Tiered System of Supports

Leadership · UDL / Instruction · Professional Learning Communities · Curriculum · Supports & Resources · Empowering Culture · Assessment
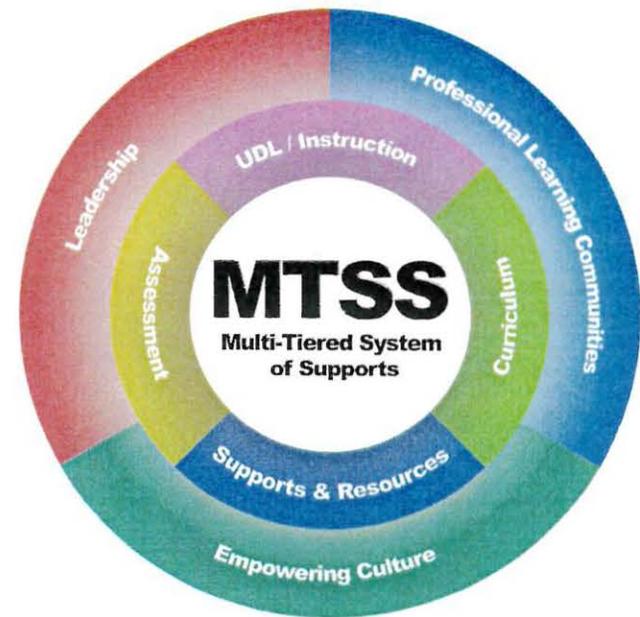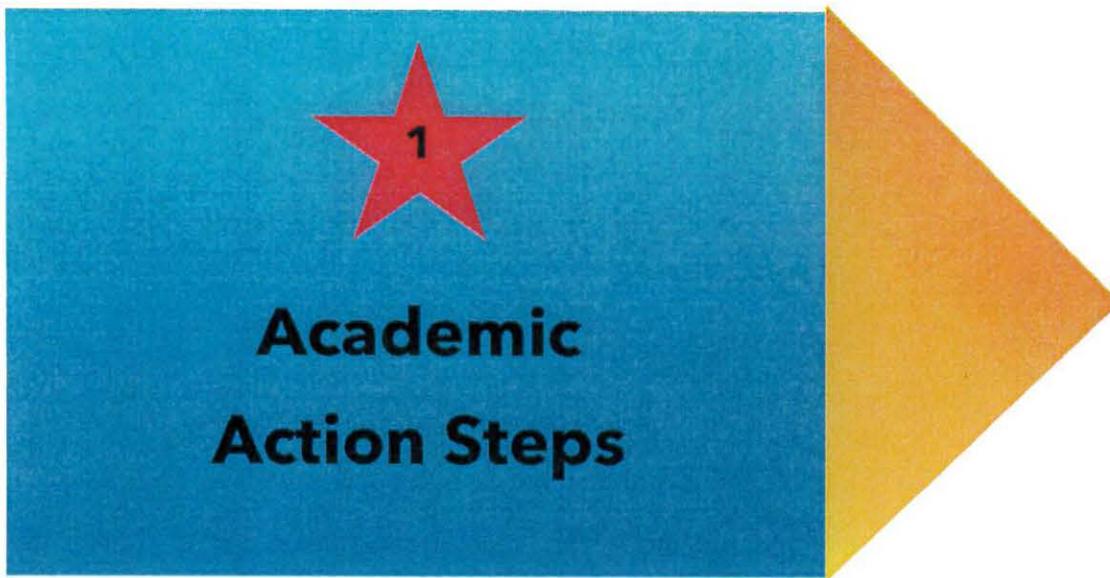
1.0 Complete curriculum mapping and review curriculum alignment with PA Standards.

1.1 Develop common assessments to support the use of formative assessment to inform needed instructional adjustments.

1.2 Identify universal screeners at the secondary level to support MTSS implementation.

1.3 Develop capacity for differentiated instruction and design of effective interventions based on analysis of formative assessment and performance data.

1.4 Improve the math achievement of all learners K-12.

1.5 Eliminate or greatly narrow the gap of achievement between all students and historically underperforming students in the areas of reading, math, and science.

1.6 Evaluate infrastructure, schedules, and allocation of resources to support MTSS from K-12.

1.7 Embed a culture of collaborative and analytical professional learning (PLCs) that strengthens instructional practice and supports high achievement of all students.

1.8 Develop and design internship/apprenticeship/work experiences aligned with post-high school plans.

21st Century Teaching & Learning

Action Steps
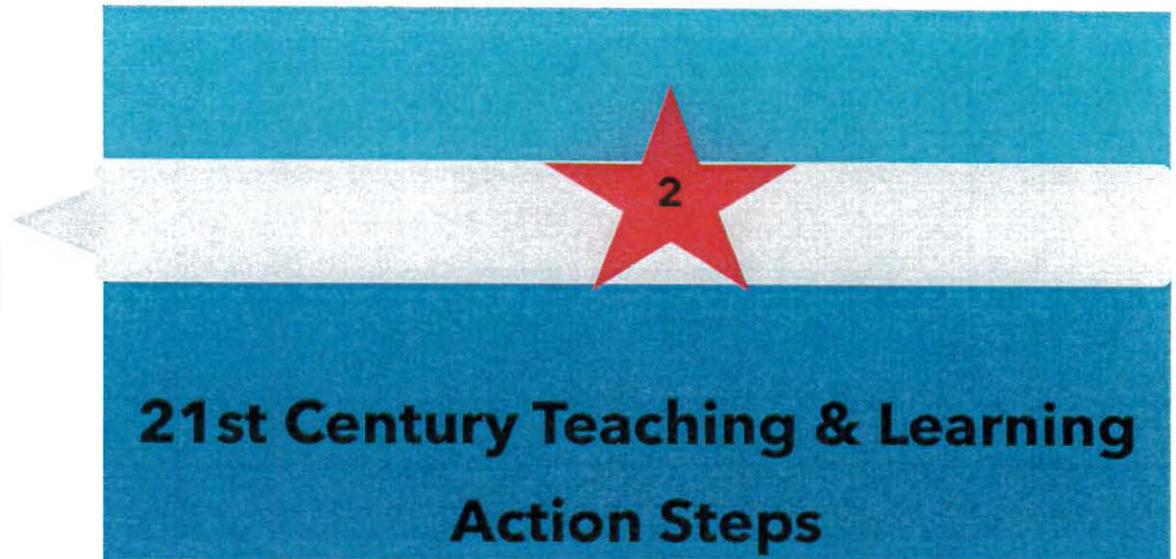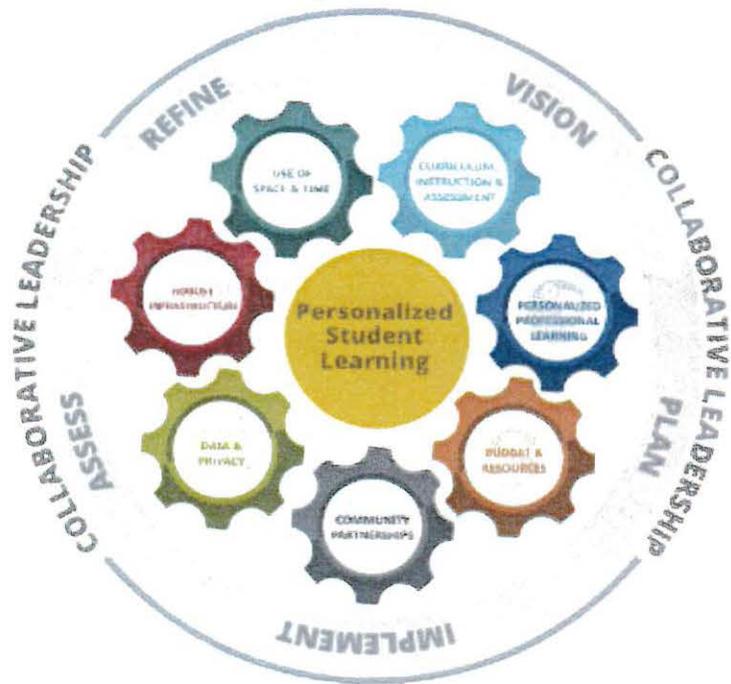
2.0 Provide professional learning on contemporary models of teaching and learning, including changes in pedagogy and practice.

2.1 Provide instructional coaching and develop STEM leadership to support instructional practices which reflect an integration of the 5 C's (creativity, collaboration, critical thinking, communication, cooperation) into teaching and learning to achieve authentic, applied, and deep learning for students.

2.2 Focus on the achievement of strategic goals for technology in guiding fiscal decision-making related to infrastructure, hardware, software, and staffing.

2.3 Utilize personalized, differentiated, and contemporary models of learning for professional development.

2.4 Align teacher and administrator interview processes to evaluate understanding and practice of contemporary learning models.

2.5 Evaluate implementation of lessons on digital citizenship and computer literacy

2.6 Improve computer science offerings to include computational thinking, coding languages, and data analytics, beginning at the elementary level.

2.7 Develop the capacity for project-based learning that includes the application of computer science to solving real-world problems.

2.8 Apply a contemporary model of teaching and learning at the high school level through the development of courses that can be taken in a variety of formats, such as blended or online.

3

Equity and Access For All

Action Steps

3.0   Increase the enrollment of minority students in participation in advanced, accelerated, AP, dual enrollment and gifted programming

3.1 Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity

3.2 Establish District and building level equity teams to examine potential bias in curriculum materials, practices, procedures, and structures that hinder inclusivity and equity.

3.3 Facilitate the establishment of parent-led equity groups in each building that support an inclusive culture that engages and draws on the assets of students, families, staff and community members

3.4 Provide professional development that builds cultural competence and focuses on equity issues, examining implicit bias, understanding equality vs. equity.

3.5 By examining and removing barriers, increase participation of minority, economically disadvantaged, special needs, and English Language Learners in extra- and co-curricular activities

3.6. Increase teacher diversity through planned outreach activities and align recruitment, hiring and on-boarding practices to build a more diverse and culturally proficient staff

3.7 Include student voice and leadership to support a climate of respect for and celebration of diversity.

The Social & Emotional Learning wheel:

SELF-MANAGEMENT
Managing emotions and behaviors to achieve one's goals

SELF-AWARENESS
Recognizing one's emotions and values as well as one's strengths and challenges

SOCIAL AWARENESS
Showing understanding and empathy for others

RESPONSIBLE DECISION-MAKING
Making ethical, constructive choices about personal and social behavior

RELATIONSHIP SKILLS
Forming positive relationships, working in teams, dealing effectively with conflict

Social & Emotional Learning

4

Wellness Action Steps

1.0 Strengthen alignment of MTSS framework for SEL and wellness

1.1 Develop and implement at Tier I course at the secondary level to build knowledge and skills on emotional regulation and management strategies.

1.2 Measure school climate/belongingness at least annually to identify areas of strength and needed improvement.

1.3 Provide a physically safe and secure environment at all school buildings.

1.4 Provide trauma-informed training for K-12 staff

1.5 Identify and train building and district-wide staff on an established Threat Assessment Protocol.

1.6 Implement the PBIS model in K-8 as part of the MTSS process.

1.7 Implement restorative practices at the high school level and review the student code of conduct for alignment.

1.8 Increase student agency/voice through the use of student focus groups to provide feedback/input regarding course offerings and career pathways.