Pennsylvania Comprehensive Planning Update
PA Comprehensive Plan Timeline

1. Final Draft Completed: 11/22/22
2. Public Comment Period: 28 days
   Public Hearing: 12/19/22
3. Board Vote: 12/21/22
4. Submit: by 12/23/22
What is the PA Comprehensive Plan?

Pennsylvania school districts must submit a Future Ready Comprehensive Plan to the Pennsylvania Department of Education. The plan includes district goals and action items, with sections for new teacher induction, professional development, and gifted education.
READY:
Prepare for Planning

- Profile and Plan Essentials
- Steering Committee
- Local Education Agency (LEA) Profile
- Mission and Vision
- Educational Values
Steering Committee Members

**Role Groups**
- Board Members (Education Committee Members)
- Parents
- Students
- Administrators
- Staff Members
- Community Partners

**Meeting and activities**
- Meeting 1 – Essential Practices & Data Review
- Meeting 2 – Review Strengthens and Challenges, Root Cause, and Goals
- Meeting 3 – Review Action Plan and other required Reports
Educational Values

For each stakeholder group listed, what is the expectation for them to help the LEA successfully attain the mission and vision?

- Board Members
- Students
- Staff
- Administration
- Parents
- Community
SET:
Complete a Needs Assessment

Future Ready PA Index

Student Performance Data

Supplemental LEA Plans

Conditions for Leadership, Teaching, and Learning

Summary of Strengths and Challenges from the Needs Assessment
Student-Level Data Sources

- Future Ready PA Academics - School and District-Level Data
- Related to Academics – Other Data Points
- Equity Considerations – Achievement Gaps
- Designated Schools for Targeted Support and Improvement – Trends
Making the Connection to other LEA Plans

- Special Education
- Title I Programs
- Student Services
- On Track to Equity
- Technology
- English Language Development
- K-12 Guidance Plan
- ESSER
Conditions for leadership, teaching, & learning

1. Empowering Leadership for District Continuous Improvement
2. Focus on Continuous Improvement of Instruction
3. Provide Student-Centered Support so That All Students are Ready to Learn
4. Implement Data-Driven Human Capital Strategies
5. Organize and Allocate Resources and Services Strategically and Equitably
## Essential Practices Rubric

### CONDITION:

**Empower Leadership for District Continuous Improvement**

District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.

### Practice 1: Foster a vision and culture of high expectations for success for all stakeholders

<table>
<thead>
<tr>
<th>NOT YET EVIDENT</th>
<th>EMERGING</th>
<th>OPERATIONAL</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• District leadership does not define or communicate a clear vision for district and school continuous improvement.</td>
<td>• District leadership demonstrates efforts to define a vision for district and school continuous improvement; the vision is informal and/or inconsistently communicated.</td>
<td>• District leadership defines and regularly communicates a clear vision for district and school continuous improvement.</td>
<td>• District leadership, in collaboration with a diverse array of school and community stakeholders, defines and regularly communicates a clear vision for district and school continuous improvement.</td>
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<tr>
<td>• There is no clear vision for the success of all students, including students who have historically experienced opportunity and achievement gaps.</td>
<td>• The developing vision may articulate expectations for the success of students but does not yet specifically address students who have historically experienced opportunity and achievement gaps.</td>
<td>• The vision clearly articulates expectations for the success of all students, including students who have historically experienced opportunity and achievement gaps.</td>
<td>• The vision clearly articulates expectations for the success of all students and district leaders publicly communicate, review, and address these opportunity and achievement gaps in order to advocate for district and school needs.</td>
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<td>• The district does not take observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders.</td>
<td>• The district has initiated steps toward building a culture of trust, shared responsibility, and/or a growth-orientation among district staff and/or stakeholders; efforts may be developing and/or limited to only a few stakeholder groups.</td>
<td>• The district takes observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders.</td>
<td>• The district takes observable action to build a culture of trust, shared responsibility, and a growth-orientation among district staff and stakeholders, resulting in high levels of school, family, and community belief and trust in the district and district leadership (e.g., as measured by formal surveys).</td>
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GO:
Develop the Plan

- Analyzing (Strengths and Challenges)
- Goal Setting
- Action Plan
- Professional Development
- Communications
OTHER:
Required Reports

Academics Standards and Assessment Requirements (Chap. 4)

(Teacher) Induction Plan (Chapter 49)

Professional Development (Chapter 48)

Student Support Services Assurances (Chapter 12)

Gifted Education Plan Assurances (Chapter 16)
1. **ACTION ITEM**
   - Overview Presentation to the Board: 10/11/22

2. **ACTION ITEM**
   - Three Steering Committee Meetings between: 10/25/22 – 11/22/22

3. **ACTION ITEM**
   - Post to the Website for Comment: 11/23/22

4. **ACTION ITEM**
   - Present Final Draft to the Board: 12/06/22
   - Board Vote: 12/21/22
Questions & Comments
Appendix
Theory of Action for School Improvement in PA

- Focused on shared responsibility for establishing the conditions for continuous improvement of leadership, teaching, and learning in PA

- The **Essential Practices for Districts** is a tool for assessing our progress in establishing the necessary conditions for all students to be engaged, healthy, safe, and ready for college, career, and community

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**A THEORY OF ACTION for School Improvement**

The Pennsylvania Department of Education is committed to supporting and monitoring the school improvement efforts of Local Education Agencies (LEAs)* schools, and their communities. With a shared vision for the future of education in PA, we will work together to create:

- LEAs that are accountable and empowered to serve schools identified for support and improvement
- Schools and communities that are accountable and empowered to provide effective, engaging instruction within a supportive culture
- Engaged, healthy, safe students who are college, career, and community ready

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**If Pennsylvania:**
- Meaningfully engages stakeholders in the design, implementation, and monitoring of supports for continuous improvement;
- Implements a cycle of improvement that is focused on results;
- Fosters a culture of evidence-based policies and practices; and
- Develops regional systems of differentiated resources, supports, and interventions responsive to LEAs and schools’ highest priority needs.

**and LEAs:**
- Establish effective, standards-aligned instructional programs;
- Support schools and their communities in removing barriers to learning;
- Customize support systems to meet the local needs and context of individual schools;
- Implement data-verifiable human capital systems; and
- Allocate resources based on the needs of individual schools and their communities.

**then schools and their communities can:**
- Support effective instructional practices in all classrooms;
- Foster collective responsibility for the academic, social, emotional, and behavioral outcomes of all students;
- Cultivate a safe, positive, and supportive climate that is conducive to learning; and
- Provide high-quality professional learning opportunities for all administrators, teachers, and support staff.

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*This includes public school districts, charter schools, and career and technical schools.
<table>
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<tr>
<th>Condition</th>
<th>Descriptor</th>
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<td><strong>Empower Leadership for District Continuous Improvement</strong></td>
<td>District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.</td>
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<td><strong>Focus on Continuous Improvement of Instruction</strong></td>
<td>District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.</td>
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<td><strong>Provide Student-Centered Supports so That All Students are Ready to Learn</strong></td>
<td>District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.</td>
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<td>Implement Data-Driven Human Capital Strategies</td>
<td>The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.</td>
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<td>Organize and Allocate Resources and Services Strategically and Equitably</td>
<td>The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district’s goals and priorities.</td>
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