



# Comprehensive Plan 2022-2025 Summary

*The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.*

# District Comprehensive Plan 2022 - 2025 Preview



**pennsylvania**  
DEPARTMENT OF EDUCATION



The Pennsylvania Department of Education (PDE) requires comprehensive planning, which is a continuous process used to ensure that all students are achieving at high levels.

- All Local Educational Agencies (LEA) can create better environments so that more students are successful.
- Continuous planning of Local Educational Agencies is essential to providing increased student performance and quality results.
- Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in districts that demonstrate continuous growth.

Chapter 4 of PA Code stipulates a planning requirement for every LEA in Pennsylvania that is submitted on a three-year cycle.

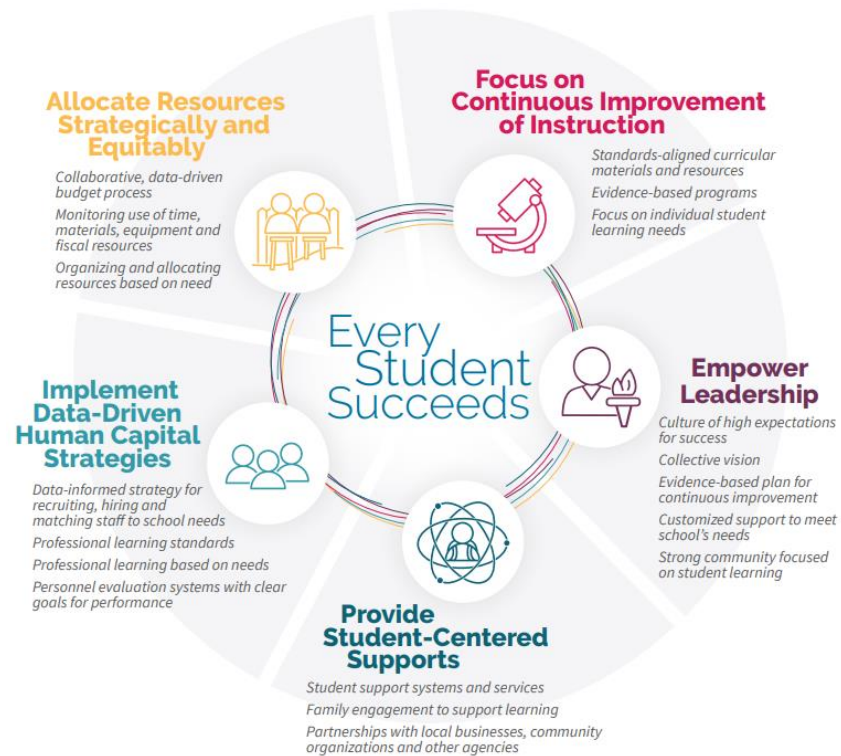
# Steering Committee & Subcommittees

*Establishing a committee inclusive of a diverse group of stakeholders is critical to the success of the comprehensive planning process.*

*The Every Student Succeeds Act (ESSA) requires each state, local education agency (LEA), and school to consult with an array of stakeholders on issues ranging from how best to allocate funds to how to support schools that serve high-need students. This gives states and districts a chance to commit to engagement with all stakeholders in an ongoing and meaningful way.*



# PA Essential Practices for Local Education Agency



Evidence-based practices that create the conditions for school improvement.

- Allocate resources Strategically and Equitably
- Implement Data Driven Human Capital Strategies
- Focus on Continuous Improvement of Instruction
- Empower Leadership
- Provide Student Centered Supports

# Souderton Area School District Comprehensive Plan 2019-2022

## Vision Statement:

The Souderton Area School District will begin a multiyear focus around the tenets of Whole Child, Whole School, Whole Community.

The two priority areas are:

- We will ensure that all students access learning in a healthy and safe school environment that fosters success.
- We will ensure that learning opportunities are engaging, supportive, and challenging for students to grow and achieve academically and socially.

**Goal 1:** Souderton Area School District will ensure that all students access learning in a healthy and safe school environment that fosters success in a community where character counts.

Strategy 1	Strategy 2	Strategy 3
Safe Schools	Mental Health and Behavioral Supports	Parent and Community Connections

**Goal 2:** Souderton Area School District will ensure that learning opportunities are engaging, supportive, and challenging for students to grow and achieve academically and socially in a community where character counts.

Strategy 1	Strategy 2	Strategy 3
Data Informed Decisions	Instructional Practices: Student-Centered/Student Driven	Ensure Equitable Access to Learning Tools



# Comprehensive Plan 2019-2022 Highlights



- ✓ ALiCE Informed Training
- ✓ Bullying Prevention Program
- ✓ Cloud-Based Technologies
- ✓ Computer Science K-12
- ✓ Data Informed Decisions
- ✓ Digital Citizenship Lessons
- ✓ English Learners Programs & Resources
- ✓ Equitable access to digital tools and resources
- ✓ Full Day Kindergarten Preparation
- ✓ Gifted Program
- ✓ Instructional Practices
  - ✓ Collaboration, Critical Thinking, Communication & Creativity

- ✓ Inclusive Practices
- ✓ MAP Growth Measures
- ✓ Middle School Program
- ✓ Multi-Tiered System of Support Framework Implementation
- ✓ Partnerships to Support Student Learning
- ✓ QPR - Question, Persuade and Refer
- ✓ Responsive Classroom
- ✓ Restorative Practices
- ✓ Technology Device Life Cycle Plan

# Future Ready Comprehensive Plan 2022-2025

## Members:

- District Leadership Team, Steering Committee, Subcommittees, BCIU Consultant

## Guiding questions:

- How are we doing as a school community?
- Where do we go from here?

## Objective:

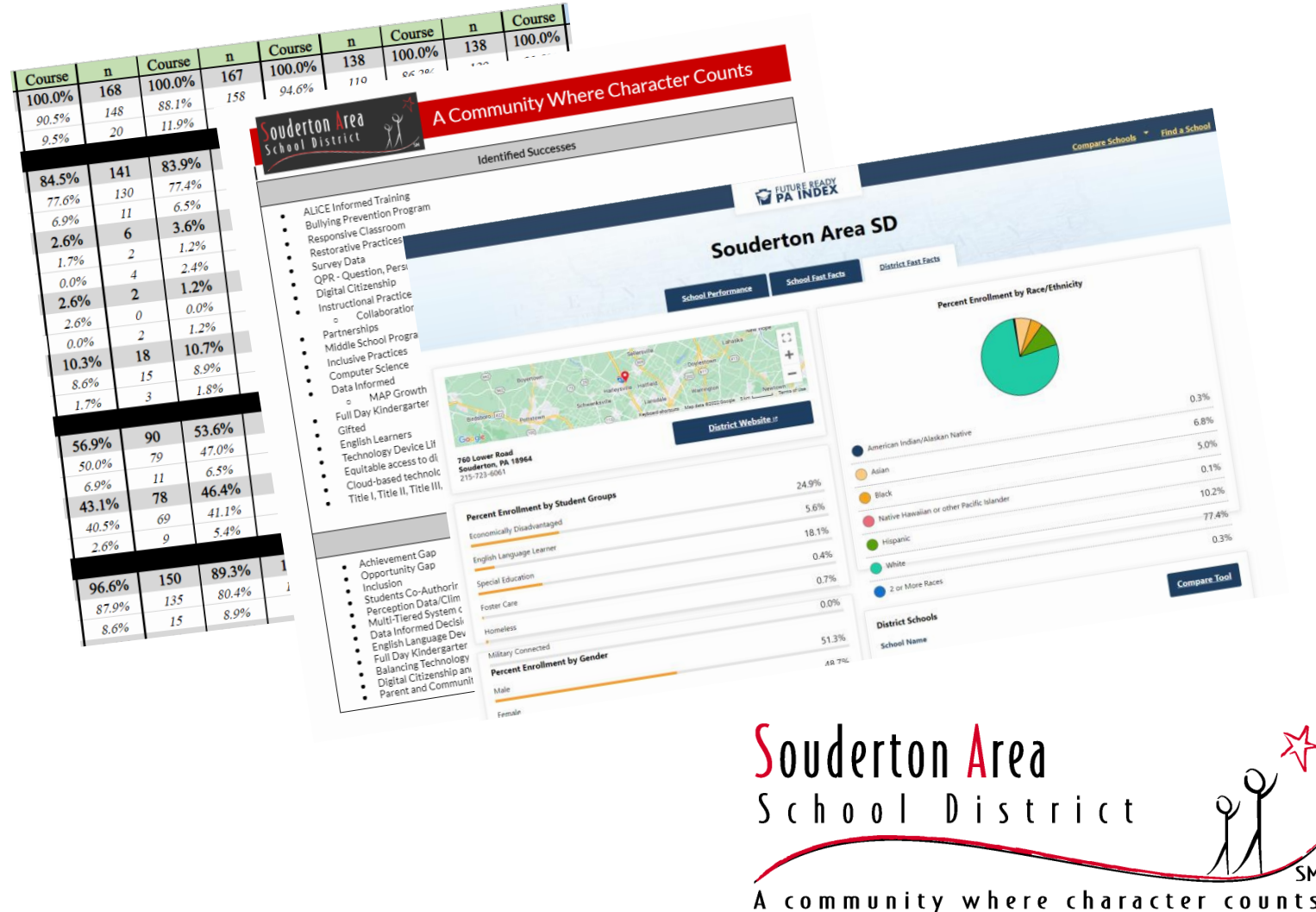
- Review and analyze a broad scope of data to determine strengths and weaknesses, along with areas for growth and their root causes.
- Set priorities, establish goals, and create detailed plans to achieve those goals over the next three years.

## Comprehensive Plan Development Timeline

- ✓ Part I – Profile (Summer/Fall 2021)
- ✓ Part II – Needs Assessment and Analysis (Summer/Fall 2021)
- ✓ Part III – Action Planning (Fall 2021/Winter 2022)
- ✓ Part IV – Finalizing and Communicating (Winter/Spring 2022)
- ☐ Part V – Submission (Spring/Summer 2022)


# Analysis of Local Data and Programs

- ✓ Future Ready PA Academics
- ✓ Related Academics
- ✓ Equity Considerations
- ✓ Conditions for Leadership, Teaching and Learning
- ✓ Summary of Strengths and Challenges





# Subcommittee Action Steps Development

	Whole Child	Whole School	Whole Community
Action Step			
What would success or positive impact look like and feel like for this stakeholder group?			
How might we measure this?			
How might we best communicate the above action steps with our stakeholders?			

## Guiding statements:

- Each action step has the potential to positively impact the whole child, the whole school, and the whole community.
- Each action step should move us closer to the ideal of equitable practices, access, and opportunities for all learners.
- Each action step should be considerate of communication and engagement with all stakeholders both internally and externally.

# Mission and Vision

*The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.*

The Souderton Area School District continues to focus on the tenets of Whole Child, Whole School, Whole Community. Therefore:

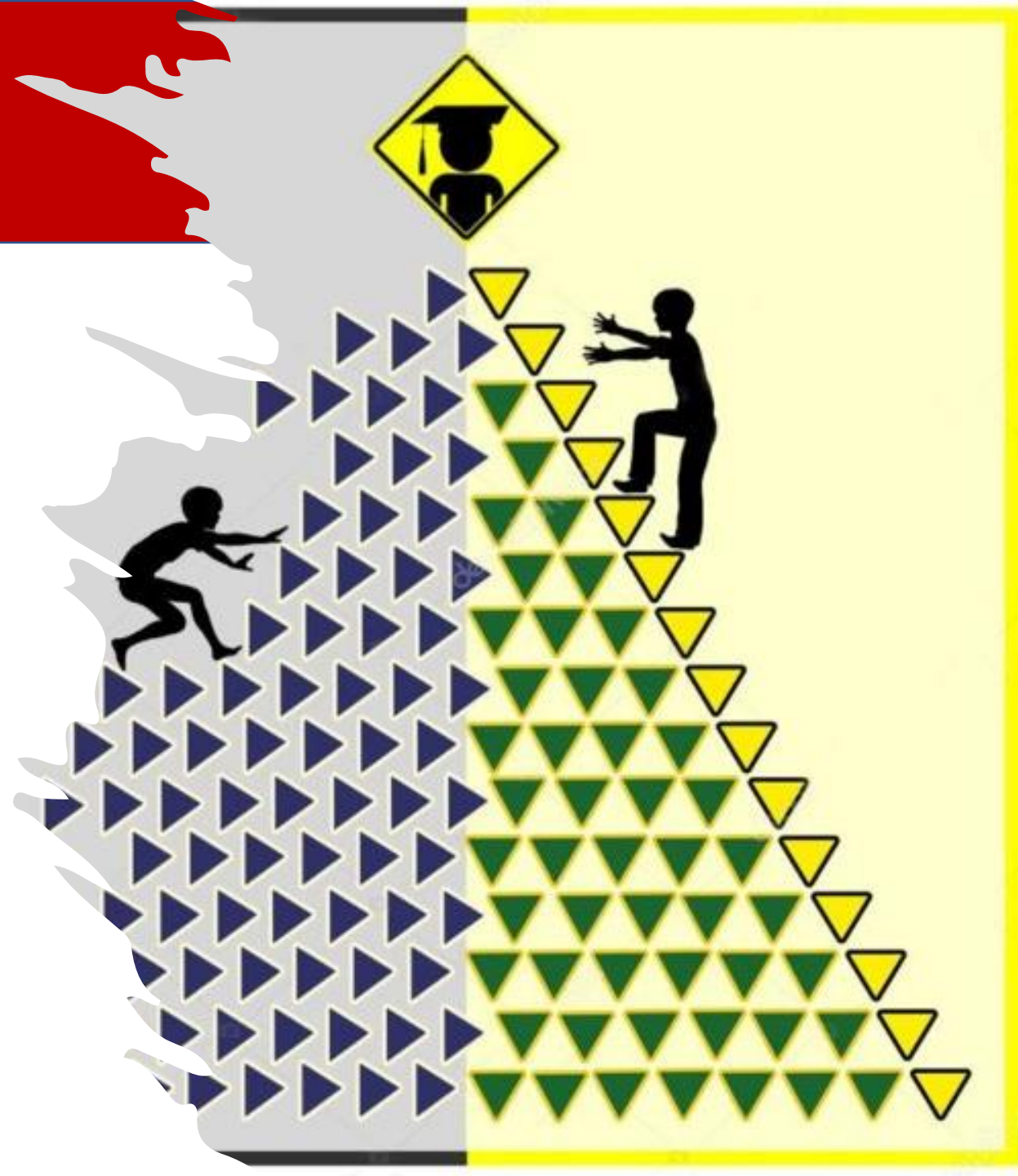
- We will ensure that all students access learning in a healthy and safe school environment that fosters success.
- We will ensure that learning opportunities are engaging, supportive, and challenging for students to grow and achieve academically and socially

# Shared Values & Belief Statements

- We believe our community has a fundamental commitment to educating the whole child.
- We believe our community has a responsibility to support the education and well-being of all of its members.
- We believe our students, educators, staff, families, and the broader community are part of a collaborative system that promotes the success of our schools.
- We believe a focus on growth supports the development of life-long learners.
- We believe all can learn - each at different rates and in different ways.
- We believe all deserve the opportunity to contribute and develop their individual potential in a safe, nurturing, and equitable environment that promotes respect for one another.

# Identified Priorities

- Cultivate belonging
- Strengthen mental health supports and services
- Provide strong education for all, giving priority to:
  - *Academic growth and achievement*
  - *Expanding opportunities*



# *Cultivate belonging*

**Goal:** By the end of the 2024-2025 school year, we will increase the sense of belonging among the students, staff, and families in our school community as evidenced by perception and participation data.

## **Action Steps:**

- ☐ Identify and address barriers that impact the sense of belonging through stakeholder feedback (surveys, forums).
- ☐ Identify and integrate additional opportunities for learners, families, and community organizations and businesses to actively engage with the school community.
- ☐ Provide training and professional development on fostering a welcoming and belonging environment for all, especially those impacted by identified barriers.
- ☐ Evaluate and enhance our communication approach strategies to ensure equal access to effective and timely information across the district.

# *Strengthen mental health supports and services*

**Goal:** By the end of the 2024-2025 school year, we will implement tiered social-emotional strategies that will be evaluated for effectiveness through multiple measures (programmatic assessments, observational, survey behavior data).

## **Action Steps:**

- ☐ Develop social-emotional learning opportunities for families and community members in response to student needs.
- ☐ Design and implement professional development opportunities to support staff in understanding, recognizing, and helping with mental health.
- ☐ Expand consistent social-emotional support for learners across all disciplines.
- ☐ Support the social-emotional and mental health wellness of all staff.
- ☐ Communicate district and community resources that provide mental health and wellness support for students and families.



# Provide strong education for all, giving priority to:

## *Academic growth and achievement*

**Goal:** By the end of the 2024-2025 school year, we will grow achievement and reduce achievement gaps that are present, especially amongst our subgroup\* populations, as evidenced by local, state, and national data.

### **Action Steps**

- Strengthen alignments and interconnections in our standards-aligned system, data-driven decision making, interventions, and extensions.
- Analyze and respond to the impact that attendance and behavior have on student achievement.
- Identify and promote strategies that lead to increased student achievement and positive outcomes for all students.
- Increase the effectiveness of English Language Development (ELD) instruction by growing the capacity of all instructional staff.
- Engage with families to foster communication and collaboration regarding academic achievement and additional support.
- Support students in setting goals, monitoring progress, and reflecting on their growth and achievement.
- Identify and promote support and resources to ensure success at the student, classroom, and building levels.

*\*Subgroup = \*ESSA requires states to disaggregate achievement and other data by student group, including economically disadvantaged students, English learners, students receiving special education services, and major racial and ethnic groups. Pennsylvania celebrates this facet of the law and has designed its accountability system to ensure maximum transparency around student group performance.*

# Provide strong education for all, giving priority to:

## *Expanding opportunities*

**Goal:** By the end of the 2024-2025 school year, we will enhance opportunities and reduce participation gaps, as evidenced by local and state data as well as program implementations.

**Action Steps:**

- Increase the effectiveness of our English Language Development program through programmatic revisions.
- Increase access to and broaden participation in learning opportunities, courses, and programs.
- Implement and expand effectiveness of our Full-Day Kindergarten program, focusing on the needs of the whole child.
- Expand internal and external partnerships that will provide additional learning experiences across the district.

*\*ESSA requires states to disaggregate achievement and other data by student group, including economically disadvantaged students, English learners, students receiving special education services, and major racial and ethnic groups. Pennsylvania celebrates this facet of the law and has designed its accountability system to ensure maximum transparency around student group performance. Within each school, the performance of any student group that meets the minimum group size of 20 will be calculated and depicted as described above.*

# Professional Development Communication

***Induction***

***Academic Standards***

***Gifted***

***Professional  
Development***



The practice of comprehensive planning is shared across district stakeholders. School leaders approach every decision, practice, and policy with an alignment to the mission of the district and the comprehensive plan.

Souderton Area School District (SASD) incorporates the comprehensive plan into the school structure through action plans and systems that set a collective direction for district and school leaders. SASD is in constant pursuit of the goals of the comprehensive plan. As a district we seek to grow knowledge, build capacity, train school leaders and staff, implement best practices, include stakeholder voices, family engagement and produce community partners to eliminate barriers and create opportunities for students to learn.

The action plans for each priority will examine practices, systems and structures that may disproportionately impact student groups and seek to revise how we do things to ensure a collaborative and systematic approach to empower, challenge and support all through shared ownership in the growth of the whole child.

Outcome of our efforts is growth for all in the community:

- ☐ For students
- ☐ For families
- ☐ For outreach into the community
- ☐ For staff
- ☐ For leaders

Souderton Area  
School District



SM

A community where character counts